

Westbury Infant School | Reception Long-Term Plan 2026–27

	TERM 1 Autumn 1 1 Sep–21 Oct 37 days	TERM 2 Autumn 2 2 Nov–18 Dec 35 days	TERM 3 Spring 1 4 Jan–12 Feb 30 days	TERM 4 Spring 2 22 Feb–25 Mar 24 days	TERM 5 Summer 1 12 Apr–28 May 34 days	TERM 6 Summer 2 7 Jun–23 Jul 35 days
PLANNED LINES OF ENQUIRY	• Who am I and where do I belong? • What do we notice in the place around us? • How have people grown and changed? • What happens as autumn begins?	• What roles do people have in our community? • How and why do people celebrate special times? • What changes as autumn becomes winter? • How can familiar stories help us tell and retell?	• How can objects and materials change? • What can old and new toys tell us? • What can we find out about life in another country? • What helps us care for ourselves and keep trying?	• How do living things grow and change? • What do animals need? • How can we find out by looking closely and using information? • Why are some places special to people?	• How do journeys help us understand places and routes? • How can we represent and describe our local area? • What can close observation tell us about a life cycle? • How do people use ideas, stories and creativity to make something new?	• How is the seaside similar to and different from Westbury? • What can evidence tell us about seaside holidays in the past? • How can we care for the natural world? • How can we reflect on a journey and look ahead to change?
MAIN LEARNING	• Establish belonging, routines, listening and classroom talk. • Explore personal past, growing and change. • Build early number sense, counting, subitising, shape and comparison. • Explore the school/local environment and notice early autumn change. • Explore materials, tools, sound, rhyme and imaginative play. • Notice material properties; choose and join materials for a purpose; build, test and strengthen simple constructions; create props; and encounter how artists and makers use materials.	• Secure relationships, turn-taking, independence and classroom communication. • Develop retelling, sequencing, vocabulary and early reading/writing foundations. • Broaden knowledge of community roles and special celebrations. • Observe the familiar environment as autumn moves into winter. • Consolidate early number, pattern, shape and measure through practical mathematics.	• Develop connected talk, questioning and simple explanation. • Compare toys then and now using objects, photographs and memories. • Encounter contemporary life in India through maps, photographs and information texts. • Investigate ice/water change and deepen observation of materials. • Develop number composition, spatial reasoning, measure and mathematical language. • Develop healthy choices, perseverance and purposeful creative techniques.	• Observe growth and change in living things through sustained first-hand experience. • Broaden knowledge of animals, their needs and environments. • Sequence and retell familiar narratives; use non-fiction to find out. • Explore Easter and why some places are special to Christians. • Develop and apply number composition, spatial reasoning, measure and mathematical thinking. • Apply familiar creative, physical and social skills with increasing independence.	• Apply increasingly connected talk, explanation, storytelling and comprehension. • Observe and describe a sustained caterpillar/butterfly life cycle. • Develop map, route and local-place knowledge through first-hand exploration. • Use evidence to explore the local area then/now and learn about Mae Jemison as a significant person. • Apply number relationships, spatial reasoning, measure and problem solving. • Begin Drawing Club, applying established phonic/transcription knowledge to children's own ideas.	• Connect and apply learning with increasing independence and explanation. • Compare Westbury with the seaside through first-hand observation, maps and photographs. • Compare seaside holidays then and now using historical evidence and present-day experience. • Explore the marine environment and caring for the natural world. • Apply number, pattern, spatial reasoning and measure in varied practical problems. • Apply transcription and composition through Drawing Club and wider writing; reflect on change and transition.
PLANNED EXPERIENCES & ENCOUNTERS	• Home visits & settling-in • Joining the school community • Outdoor environment exploration • Personal past / growing & changing • The Family Book: families, belonging & difference • Peepo!: noticing everyday life in the past	• Community oral-history encounter • Nativity / Christmas • Repeated autumn-to-winter observation • Community roles and celebrations	• Toys: Then and Now • Our World: India • First-hand ice / freezing / melting • Healthy choices	• Plant & care for seeds/plants • Fairfield animal encounter • Visit to All Saints Church • Animal / habitat / egg information books • Mosque & synagogue encounter through images, stories/non-fiction or visitors	• Real caterpillars / butterflies • Westbury local walk & simple maps • Local area then and now • Mae Jemison encounter • one space-inspired week	• Beach visit • Westbury 🚶🏻 seaside comparison • Seaside holidays then & now • Transition / Year 1 experiences
KEY EVENTS & SEASONAL OPPORTUNITIES	Home visits • Settling-in • Autumn changes • conkers and apples as available	Nativity • Christmas • Seasonal performance • autumn → winter	Winter weather • ice/frost/snow as available • early signs of seasonal change	Easter • All Saints Church visit • Fairfield animal encounter • spring change / new growth	Caterpillar-to-butterfly observation • local walk • summer seasonal observation	Beach visit • transition / Year 1 experiences • summer seasonal observation
FOCUS TEXT SPINE	The Colour Monster All Are Welcome You Choose Once There Were Giants The Squirrels Who Squabbled The Gruffalo	A Little Glow Last Stop on Market Street Emergency! Kipper's Birthday The Gingerbread Man The Christmas Pine Bunnies in a Sleigh	Old Bear Not a Box The Snowy Day The Snow Fox and the Long, Long Night The Tiny Seed Supertato	The Little Red Hen The Three Little Pigs What the Ladybird Heard Elephant in My Kitchen! Eggs!	The Very Hungry Caterpillar The Artist Who Painted a Blue Horse Me on the Map The Naughty Bus We're Going on a Bear Hunt Mae Among the Stars The Story Machine	Bunnies in a Boat What the Ladybird Heard at the Seaside Somebody Swallowed Stanley Commotion in the Ocean Sharing a Shell The Journey Home from Grandpa's The Wonderful Things You Will Be

BUILDING ACROSS THE YEAR

Natural world	Autumn observation → autumn/winter change → ice & materials → growing & animals → sustained life cycle → beach / contrasting environment
Past, place & community	My past & belonging → community memories / celebrations → toys then & now + India → special places → Westbury / local past + Mae Jemison → seaside then & now / contrasting place
Storytelling & writing	Oral language + Helicopter Stories + daily systematic phonics + sequenced transcription continue across the year → Drawing Club begins in Terms 5–6, applying accumulated phonic/transcription knowledge while oral composition continues
Creative development	Discover materials/tools → practise & explore → represent ideas with growing control → apply familiar techniques → communicate purposeful choices → independently select, combine, adapt & explain Across this journey, children notice material properties and suitability, make purposeful props, test and strengthen constructions, and draw on artist/maker encounters without copying outcomes.
Physical development	Establish safe movement, strength, balance & tool routines → develop control through apparatus, games, object control, dance, bikes & fine-motor practice → combine, adapt & apply with increasing precision and independence
PSED	Belonging & co-regulation → name feelings and use taught strategies → cooperate, meet challenge & solve problems → make increasingly independent healthy/safe choices → manage change and transition
Music, imagination & performance	Join in & explore → remember and recreate songs, rhymes, rhythms, roles & simple narratives → create, adapt, collaborate and share through music, movement, imaginative play & performance

ONGOING RECEPTION CURRICULUM ENTITLEMENT

Children learn through a balance of explicit teaching, purposeful play, continuous provision and first-hand experience. Across the year they experience daily RWJ, sequenced transcription and high-quality read-aloud; rich conversation, vocabulary, rhyme and poetry; regular outdoor learning and seasonal observation; daily movement and frequent physical challenge; practical mathematics; music, movement, imaginative play and creative exploration; and increasing independence and responsibility. Technology is used purposefully where it enriches learning and does not replace first-hand experience.

Planning relationship: This overview sits alongside the Westbury Reception Curriculum & Progression documents, which define the full curriculum and Development Point progression. Half-termly Medium-Term Plans identify the specific curriculum statements to be explicitly taught, revisited and applied.