Emmaus C of E & Catholic Primary School

Travelling together with Jesus

Reception Long Term Plan
Autumn Term 2026

At Emmaus, we plan our Early Years curriculum with our children's talents and needs placed at the heart of all we do. This map provides a general overview of the core curriculum for the term, this is then enhanced according to the particular interests of the children. Through this, specific skills, concepts and attitudes are developed in line with their individual attainment

Intent for this term…
To support the children to settle into full-time school feeling **safe, happy and secure**.
To embody our school values of **Friendship, Trust, Hope and Love** in our relationships and interactions with each other
To provide our children exciting opportunities to develop **independent skills**.
To empower them to know how to **'look, listen and learn'**
To commit to our promise that our children "**Talk, Read and Play**…every single day"

	Autumn Term 1: 'Let the Adventure Begin…'	**Autumn Term 2: 'Be a Light to the World'**
Possible Lines of Development	All about Me/Story of My Life Me and my Family – past and present. Who loves me and takes care of me? Starting School, finding out about school life Who are my friends? What foods do I like? My Home	Celebrations in own experience & in other cultures 'Light and Dark' through Diwali, Fireworks and Christmas How do I keep safe? - Road Safety World Nursery Rhyme Week Advent
WOW experiences	School scavenger Hunt Our 'Friend-ship' We're Going On A Leaf Hunt Forest School Seasonal Exploration – Summer > Autumn <u>Special Events:</u> Worship Celebrations: Harvest Service, Reception Welcome Events World Mental Health Day	Advent: Count Down to Christmas Storytime with Santa Visit from the Emmaus Elf Community Superheroes; Fire Service Forest School Seasonal Exploration – Autumn > Winter <u>Special Events:</u> Festivals: Diwali, Firework Night, Christmas Worship Celebrations: Remembrance Day, Advent service Christmas Jumper Day
Core Texts	*To promote familiarity and enable the children to retell several stories we have favourite texts available throughout the year and revisited regularly:* ***Owl Babies,*** *The Gruffalo, Handa's Surprise, My Gumpy's Outing,* ***Rosie's Walk****, Six Dinner Sid,* ***Mrs Armitage on Wheels****, Whatever Next, On the Way Home, Farmer Duck, Goodnight Moon,* ***Shhhhh!*** *(Pie Corbett Reading Spine)*	
	Owl Babies/Rosie's Walk/The Something	Shhhh!/Mrs Armitage On Wheels/Star in a Jar
Personal, Social and Emotional Development	Baseline Assessment ON ENTRY assessment Starting School Texts: Harry & the Dinosaurs Start School Starting School Little Owl's First Day Feelings: Silly Billy Colour Monster I Have Feelings!	Circle Time: Feeling welcome, happy and safe in school. Talking about their own feelings, observing and listening to adults in order to understand rules and routines, making friends and playing cooperatively, sharing and taking turns. Support children to build constructive and respectful relationships. Support children adjusting to changes in routine. Feelings Text: Silly Billy, Colour Monster. Support children to manage their own basic hygiene and personal needs. Observe which children gravitate to each adult and ensure every child has a key worker they feel most comfortable with. Story of My Life Family Challenge: talk about what makes me special< my name, my appearance, my family, my talents Welcome Celebration with our families. Ensure they see themselves as a valuable individual. 'These are a few of my favourite things' cards sent home to establish current	Circle Time: Develop independence, solving problems before asking for help, selecting resources and putting them away ourselves. Give children the tools to manage their own needs and encourage children to think about the perspectives of others. Talk about our own experiences, take into account the experiences and ideas of others Christmas Performance Celebrations: Firework Night, Diwali, Advent, Christmas Explore 'Birthdays' and 'Baptism' through role play, souvenirs, special books Use the WonderWall to celebrate achievements and magic moments Jigsaw Theme: 'Celebrating Difference'
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		Self-Esteem Only One You What's In a Name? Families: In Every House On Every Street All Are Welcome So Much	interests. Explore favourite things through role play, enhancements to provision, circle time discussions Introduce the 'WonderWall' to celebrate achievements and magic moments Introduce the school rules and reinforce them to stay happy, healthy and safe in school Introduce Merit and Gospel value celebrations each week. Jigsaw Theme: 'Being Me in My World'		
Physical Development	Baseline Assessment ON ENTRY assessment	Funky Fingers texts: The Funny Fingers Family stories Oral hygiene texts: The selfish crocodile Why do we brush our teeth? Give us a smile Cinderella The boy who hated toothbrushes	**Get Set 4 PE** Unit 1 Gymnastics Developing basic gymnastic skills through the topic of 'animals and their habitats'. Creating shapes, balances, and jumps and begin to develop rocking and rolling. Awareness of space and how to use it safely and perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Begin to understand using levels and directions when traveling and balancing. Developing **movement skills:** stopping, starting, fast, slow, forwards, backwards, sideways Navigate the new **school environment** (indoor & outdoor) safely, with care and control: make maps & go on hunts, spot obstacles, move safely, line up. Know how to 'reset' areas within provision and how to tidy up at the end of a session to ensure the environment is safe, purposeful and organised. **Look after ourselves** when organising our belongings coming into school/going home, eating and going to the toilet. Learn to put on our coat or cardigan/jumper independently. Make healthy choices at **lunchtime** - try new foods when staying for lunch in school, attempt to use cutlery safely and clear tray when finished **Funky Fingers**: Begin to develop gross & small motor skills though 'Squiggle while you wiggle' sessions **Handwriting** – Handwriting Matters SIL – Step 1 Pre Writing Shapes - Pre-writing shapes enables us to develop the foundational shapes and movements that underpin letter formation • Practice using and manoeuvring thumb, wrist and shoulder muscles • Learn the movements needed to form letters • Build language knowledge of key directional words • Practise these movements at a range of sizes Develop fine motor skills using tongs & tweezers to pick up and move small objects Introduce scissor skills with support: holding scissors (appropriate for developmental stage) correctly to snip, then cut straight then wavy lines to a point Develop **core strength** using wobble boards, spinners & trampet	**Get Set 4 PE** Unit 1 Dance Expressive movement through the topic of 'everyday life'. Explore space and how to use space safely. Travelling movements, shapes and balances. Choose their own actions in response to a stimulus. Copy, repeat and remember actions. Counting to help them keep in time with the music. Perform to others and begin to provide simple feedback. Developing **movement skills:** Fireworks dances, Diwali scarf dancing & Christmas dancing with Mrs Neil; move with developing fluidity in time with others Understand the difference between a 'hazard' and a 'risk' indoors and outdoors. Move around the **school environment** showing care and consideration for their own safety and that of others: lining up, queuing up, waiting, playing alone or in a group. **Look after ourselves**: develop self-care skills: put on wetsuit and wellies, attempt to fasten coat, open snack independently Dress up in role play costumes: The Gruffalo, Indian traditional cultural dress, Nativity costumes Use cutlery at **lunchtime** independently to cut food and feed ourselves. **Funky Fingers**: Handle equipment and tools effectively, including introducing pincer grip ('crocodile snap') when holding pencils for writing. **Handwriting** – Handwriting Matters SIL – Step 2- Pre-writing Patterns – The pre-writing Patterns enable us to build on from the foundational knowledge of pre-writing shapes and the associated movements that underpin letter formation. • Practice how to hold and control a pencil and the correct position for writing. • Systematic teaching of and practice in moving the pencil. • Mastering the horizontal, diagonal, vertical and circular strokes needed for writing. • Build language security in understanding key directional and positional words (deliberately building mathematical concepts and associated language in a progressive way) Strengthen fine motor control though 'squiggle wiggle' sessions and 'dough disco' sessions Loose Parts Play: picking up & placing natural and man-made loose parts Strengthen scissor skills and developing independence when cutting around regular shapes Use creative **tools and equipment** in playdough area and Red Base safely and purposefully	PUPIL PROGRESS

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			Introduce playdough area: explore cutting, sticking and connecting **tools and equipment**, talk about their functions Introduce the Block Play area to use, transport and store tools and large construction resources safely and with support. Introduce Red Base creative workshop to explore media, materials and tools-find, use and put them away with support Looking after ourselves-**Keeping healthy & safe in school and at home**: healthy eating, tooth brushing, sleeping	with support: introduce glue, sellotape, masking tape, sticky labels, string and stapler to stick things together Further improve **core strength** using peanut ball & hammock Making journey sticks, firework biscuits/Christmas decorations/diva lamps using cutting, assembling, decorating **tools and equipment** Looking after ourselves-**Keeping healthy & safe in the community**: road safety	
Ready Steady Write – Communication and Language/ Literacy	Ready Steady Write Assessment	The Something Star in a Jar	Vehicle Text: The Something Begin to introduce elements of Ready Steady Write, focusing on the story The Something. Introducing the story friends. Introduce Ready Steady Write oracy skills. Begin to introduce elements of Ready Steady Write, focusing on the story The Something. Children will enjoy, explore and respond to the text. We will become familiar with the text and then plan a sentence and write sentences through shared writing activities.	Vehicle Text: Star in a Jar Continue to introduce elements of Ready Steady Write, focusing on the story Star in the Jar. Continue to develop Ready Steady Write oracy skills. Continue to introduce elements of Ready Steady Write, focusing on the story Star in the Jar. Children will enjoy, explore and respond to the text. We will become familiar with the text and then plan a sentence and write sentences through shared writing activities.	
Communication and Language	Baseline Assessment ON ENTRY Assessment Wellcomm	Supporting Texts: Owl Babies Rosie's Walk Wriggle and Roar Rhymes Families: In Every House On Every Street All Are Welcome So Much The Something Star in the Jar	Learn new vocabulary and use it through the day, in different contexts. Circle time: talk about ourselves, our families, our feelings about being in school Use special books to support talk about familiar experiences and interests Understand how to be a 'good listener' and 'good talker'. Express opinions in simple terms Follow simple instructions, playing 'Simon Says' games Role Play: recreate experiences of own home, family life, favourite things Plan and say a sentence accurately Listen with attention to stories read aloud Share and learn a daily rhyme/poem/song. Retell the familiar story for the half term: Owl Babies, once they have developed a deep familiarity for the text.	Learn new vocabulary and use it through the day, in different contexts. Share and learn a daily rhyme/poem/song. Circle time: talk about celebrations in own experience, develop understanding of celebrations in other cultures Use special books to recount experiences clearly and confidently Listen to and retelling traditional tales/familiar repetitive stories Retell the familiar story for the half term: The Gruffalo, once they have developed a deep familiarity for the text. Develop confidence to speak in front of others during circle time Role Play: recreate experiences of Birthdays, Baptism in home corner. Gruffalo Cave, Santa's Workshop Plan and say a sentence accurately Listen with attention to stories read aloud Share and learn a daily rhyme/poem/song.	PUPIL PROGRESS
Literacy	Baseline Assessment ON ENTRY assessment	Supporting Texts: Owl Babies Mrs Armitage on wheels Shhh! Rosie's Walk Nursery Rhymes Julia Donaldson: Room on the Broom	RWI Programme will be implemented for teaching the children to read decodable books and to teach spelling. Our daily speed sound lesson teaches the children to recognise sounds and the daily word time teaches children to blend sounds to read words and segment words into sounds in order to spell. **Reading** Reading individual letters by saying the sounds for them, blending sounds into words so that they can read short words made up of known letter-sound correspondences. Reinforce book handling skills: book orientation, turning pages, distinguishing between words and pictures Engage in extended conversations about stories, learning new vocabulary. Core texts for the half term are Owl Babies/Rosie's Walk Ensure children observe staff members choosing books in continuous provision.	RWI Programme will be implemented for teaching the children to read decodable books and to teach spelling. Our daily speed sound lesson teaches the children to recognise sounds and the daily word time teaches children to blend sounds to read words and segment words into sounds in order to spell. **Reading** Understand the terms: author, illustrator, page numbers, title, front cover, back cover, blurb, speech bubbles, thinking bubbles World Nursery Rhyme Week: learn and perform a different nursery rhyme every day Introduce Reception adopted author: Julia Donaldson and sharing her stories Storytime with Santa: listening to instructions, seasonal stories and rhymes Engage in extended conversations about stories, learning new vocabulary. Core texts for the half term are Shhh! and Mrs Armitage on Wheels	PUPIL PROGRESS

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		The Something Star in the Jar	Identify name labels on belongings, exploring environmental print Story telling using wordless picture books, retelling traditional tales, repetitive texts using puppets, props and story baskets, using imagination **Writing** Mark making and ascribing meaning to drawings of self and family Daily Early Handwriting Practice – Pre Writing Shapes Mark making/writing and recognising name, writing familiar words/family names, labelling own snacks, belongings etc	**Writing** Writing Birthday cards and party invitations, Christmas lists and letters, Messages to the 'Emmaus elf'. Gruffalo posters, notices, messages Recount of stories written by Julia Donaldson Daily Early Handwriting Practice – Pre Writing Patterns Mark making/writing and recognising name, writing familiar words/family names, labelling own snacks, belongings etc	
Phonics	Baseline Assessment ON ENTRY Assessment RWI Assessments Baseline & End of term		RWI programme taught daily from day 1. By the end of Autumn 1 we aim for children working at ARE, to be reading Set 1B sounds or above. Children receive a daily Speed sound lesson and a Word Time lesson. When they are ready, children then read ditties/blending books, learn story words, speedy words and red words. Children complete reading and writing activities daily. Children will receive pinny time, tuition time and additional interventions to help them to keep up. Groups will progress through the RWI scheme, parents will be kept informed with weekly homework links and activities to support their child. Books/Ditties will be sent home daily. Our aim is that by the Summer Term all children will read at least 6 Set 2 sounds. They will be reading at least a Green Storybook.	RWI programme taught daily. By the end of Autumn 2 we aim for children working at ARE, to read all Set 1 sounds and blend sounds into words orally, or above. Children receive a daily Speed sound lesson and a Word Time lesson. When they are ready, children then read ditties/blending books, learn story words, speedy words and red words. Children complete reading and writing activities daily. Children will receive pinny time, tuition time and additional interventions to help them to keep up. Groups will progress through the RWI scheme, parents will be kept informed with weekly homework links and activities to support their child. Books/Ditties will be sent home daily. Our aim is that by the Summer Term all children will read at least 6 Set 2 sounds. They will be reading at least a Green Storybook.	PUPIL PROGRESS
Mathematics	Baseline Assessment ON ENTRY Assessment ON ENTRY Mastering Number assessment	**Texts to support mathematical concepts:** 'Where's My Teddy?' 'Peace At Last' 'Duck in the Truck' 'Dear Zoo' 'Mr Big' 'Naughty Bus' 'The Button Box' 'A Squash & A Squeeze' 'Goldilocks' 'Dear Zoo' 'Rosie's Walk' 'Each Peach Pear Plum' 'Kipper's Birthday' 'Pete the Cat & his 4 Buttons'	**NCETM Mastering Number** Pupils will build on previous experiences of number and further develop their subitising and counting skills. They will explore the composition of numbers within 4. As they move themselves through space, they will develop their understanding of relevant spatial language using prepositional language and gestures. Pupils will: • identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, • subitising - subitise within 3. Subitise objects and sounds. • make different arrangements of numbers within 3 and 4 and talk about what they can see, to develop their conceptual subitising skills • explore how all numbers are made of 1s • compare sets – 'just by looking'. Use the language of comparison: more than and fewer than • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds	**NCETM Mastering Number** Pupils will build on previous experiences of number, and further develop their subitising and counting skills. They will explore the composition of numbers within 5, and connect the concept of 'parts' and 'whole' to objects and number. They will develop skills in noticing and visualising and begin to compare sets of objects and use the language of comparison. As they move themselves through space, they will develop their understanding of relevant spatial language. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • focus on counting skills. Focus on the 'five ness of 5' using one hand and the die pattern for 5. Focus on the composition of 3, 4, 5. Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding	PUPIL PROGRESS

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		'Bear in a Square' 'The Dark Dark Tale' '5 Little Fiends' 'FunnyBones'		that anything can be counted, including actions and sounds • compare sets of objects by matching. Use the language of comparison: more than, fewer than, an equal number • practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20 • explore the concept of 'whole' and 'part'. Begin to develop the language of 'whole' and 'parts' when talking about objects and numbers. Practical exploration of 'parts' and 'wholes' Focus on matching, turning and flipping • use gestures to develop their understanding and use of a range of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind, and language related to movement, including: turn, flip.	
Understanding the World	Baseline Assessment ON ENTRY assessment	Supporting Texts: 'My History' 'All Kinds of Families' 'In every house in every street' 'Leaf Man' 'We're Going on a Leaf Hunt' 'Not a Stick' 'Stick Man' 'The story of an Acorn' Christmas selection of stories	Talk about **the present: special times and special people** in our lives. Family photos: compare and contrast family members including figures from the past. Home/School Links: Story of My Life family challenge. Talk about own growth and change since they were babies. Sequence own development on a personal timeline. **Talk about the past**: Learn more about their grandparents. Share any artefacts grandparents may have from the past. If possible, invite grandparents in to talk to the children and share artefacts. **Explore special places in our community**: our home, address, who lives there, what we like/dislike about where we live. Familiarising ourselves in our school, develop understanding of our school environment: locating significant features, what we like/dislike. **Observe seasonal change**: summer to autumn Autumn Texts : Leaf Man/StickMan Autumn Walk/Forest School /Leaf Hunt-collecting and sorting autumn treasures. Creating Journey Sticks- a home challenge. Book Links: Not a Stick Exploring changes in natural environment: sensory exploration, develop vocabulary	Use our senses to explore 'light and dark' through **experience of** Firework Night, Winter, Christmas, Diwali. Visit from **Special People in the Community**: Merseyside Fire Service, Deacon Chris Understand **celebrations from own culture**: Baptism, Birthdays, Christmas, Bonfire Night, Discuss Remembrance Day and Georgia O Keefe's Poppy paintings. Understand that **some places are special to members of their community**: Church for Baptism, Fire Station, Temple for Diwali Explore other seasonal **celebrations from other cultures**: Diwali, Eid, Hannukah and comparing with our own. Recognising similarities and differences between celebrations Observe **seasonal change**: beginning of Winter. Describe what they see, smell, hear and feel whilst outside. Forest School Adventures- Building homes for hibernating creatures. . Recognise some environments that are different to the one in which we live.	PUPIL PROGRESS
Expressive Arts and Design	Baseline Assessment ON ENTRY assessment	Supporting Texts: 'Faces' 'The Colour of Us' 'Everyone Welcome' 'Kipper's Birthday' 'LeafMan' 'StickMan' 'Not a Stick' Nativity Nursery Rhyme	Charanga Music: 'Me!' Unit Perform and learn new songs and accompanying actions with a 'Welcome' theme Learn and join in with classroom routine songs and rhymes Keep a beat to music and songs Introduce Red Base Creative Workshop: explore media, materials and tools-find, use and put them away with support Make play dough faces using loose parts Drawing Skills: Kandinsky. Self Portraits using pastels, pencils and felt-tips. Autumn Art and Design: leaf printing, matching shades of autumn colours, Leaf Man: using natural materials for transient art, designing and making leaf and stickmen Use imagination based on first hand experiences: home corner domestic play Use imagination based on stories: traditional tales Use small construction kits (lego, duplo, mobile) independently to create own models.	Charanga Music: 'My Stories' Unit Perform and learn new songs and accompanying actions with a Christmas theme, increasingly matching the pitch and following the melody. Move in time to the music. Watch and talk about dance and performance art, expressing their feelings and responses. The Nutcracker ballet. Clap rhythms – copy then make up own rhythms Use simple percussion instruments to accompany festive songs World Nursery Rhyme Week: learn and perform a different nursery rhyme every day Independently use Red Base Creative Workshop: explore media, materials and tools-find, use and put them away without support Make Firework paper sculptures: cut, manipulate and assemble card and paper to create 3D pictures and patterns. Design and make clay diva lamps: introduce planning sheets to draw designs before making using clay and tools Make Christmas cards and calendars using card and collage materials Van Gogh's Starry Night: using thick paint on foil with fingers, combs to create spirals	PUPIL PROGRESS

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		books Van Gogh Artist NF books		Use imagination based on own traditions and first hand experiences: Birthdays, Baptism, Christmas Use imagination based on stories: Nativity Use the Block Play area independently and safely: plan designs for large constructions through pictures/markmaking/early writing. Use small construction kits to create models, then explaining how we made them	
Collective Worship		Thankfulness		Trust	
French	ongoing observational assessments	**Topic: Self, family and friends** Name, feelings, where you live Colours Shapes Petit Bleu, Petit Jaune (story) Les formes (Take 10 - 2) Numbers 1-12		**Topic: School life** School snacks Vegetables Mangetout Le Chat (story) Number 1-15 1,2,3 Petits Lapins (song) Christmas words Christmas carols	
R.E.	**To Know You More Clearly** ongoing observational assessments	Creation and covenant: *'The heavens are telling the glory of God' (Ps 19:1).* In this branch, children explore the wonder of God's creation, learning that God created our beautiful world out of love and that everything in it is a gift. Referring to the story of creation in Genesis, children will discover that God made the world and everything in it "good" (Genesis 1:31). The children will learn the words and actions of the sign of the cross, giving thanks to God for 'making me, my family and my friends'. Through prayer, songs and stories, children will grow in awe of the world around them and understand that they are part of God's wonderful creation, called to care for it, and appreciate it as a gift from God. In Reception, the children will thank God for our Church/Parish family and know that they entered God's family through the sacrament of Baptism.		Prophecy and Promise God shows his love by sending his son, Jesus to live with us. Jesus is born to show us how to love everyone. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation. (when God became man)	
Relationships and Sex Education		**God loves each of us in our uniqueness:** Children know and understand that God has made them unique and that although we are all different we are all special to Him. Does it matter if we are different? How am I different from you? How are you different from me? Who is the Mother of Jesus? Why is she special? Jesus grew for nine months in Mary's womb and was born on Christmas Day. Jesus is our friend and makes us feel welcome			
Home/School Links		Reception Welcome Events/Transition Meetings Learning Logs weekly home learning challenges Family Learning Challenges: Family Photos, Autumn Journey Sticks, Story of My Life, Baptism Phonics Workshop, Reading Workshop Christmas Nativity Performance Parents Evening			

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Educational Visits/Visitors		Deacon Chris for Harvest, Baptism & Advent Diwali Dancing & Christmas Dancing with Mrs Neil Merseyside Fire Service Staying safe in the dark/Bonfire Night Santa Claus Emmaus Elf visit Christmas Party Entertainer	