

Myton Gardens – Long Term Planning Overview 2026-27

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Theme	Incredible You	Illuminate and Celebrate	All Things Wild	Dino Detectives	Get set, Grow	Once Upon a Time...
Phonics	Phase 1 – listening skills Little Wandle Phonics Scheme	Little Wandle Phonics Scheme	Little Wandle Phonics Scheme	Little Wandle Phonics Scheme	Little Wandle Phonics Scheme	Little Wandle Phonics Scheme
GPCs	s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er	Longer words with digraphs and trigraphs	Phase 4	Phase 4
Literacy Reading and Writing	Reading CVC words Reading tricky words Story Dough Spelling within Little Wandle lessons Name writing Identifying and writing initial sounds	Reading plural words and simple sentences Reading tricky words Story Dough with emergent writing Spelling within Little Wandle lessons Name writing Writing some CVC words	Reading words with double letters for example (dd, tt) and longer words Reading tricky words Drawing Club Spelling within Little Wandle lessons Writing simple dictated sentences	Developing fluency when reading longer words Reading tricky words Drawing Club Spelling within Little Wandle lessons Writing words that contain digraphs and trigraphs	Reading CVCC and CCVC words Reading words that end in ing, ed and est Reading tricky words Drawing Club Spelling within Little Wandle lessons Writing short, dictated sentences with digraphs	Reading CCCVC, CCV and CCVCC words with long vowel sounds Reading longer words Reading tricky words Drawing Club Spelling within Little Wandle lessons Writing short sentences with full stops, capital letters and finger spaces

Handwriting Little Wandle	Week 4 onwards: 'Practising Patterns'	'Curly Letter Family' c, a, d, g, o, q, e, s, f 'Long Letter Family' l, i, t, j, u, y 'Bouncy Letter Family' m, n, r, b, p, h	'Zig Zag Letter Family' v, w, x, z, k 'Capital Letters' C, A, D, G, O, Q, E, S, F, L, I, T, J, U, Y	'Capital Letters' M, N, R, B, P, H, V, W, X, Z, K	Digraphs and trigraphs ff, ll, ss, zz, ck, qu, ch, sh, th, ng, nk, ai, ee, igh, oa	Digraphs and trigraphs oo, ar, or, ur, ow, oi, ear, air, er
Core Texts	- Incredible You - The Family Book - Owl Babies - Colour Monster - What's in the Witch's Kitchen? - Pattan's Pumpkin	- Quiet Little Firework - Alive with Poppies - Little Glow - You Must Bring a Hat - The Christmas Pine - The Jolly Christmas Postman - Mince Spies	- I Want a Pet! - Rumble in the Jungle - Farmer Duck - The Ugly Five - Tiddler - Lost and Found	- Harry and a Bucketful of Dinosaurs - Mad About Dinosaurs! - Are the Dinosaurs Dead, Dad? - Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Palaeontologist - The Dinosaur Department Store	- Veggies in the Valley of Doom - The Enormous Turnip - The Tiny Seed - Plant the Tiny Seed - Oliver's Vegetables - Flower Block: A Magical Story	- Little Red Riding Hood - Jack and the Beanstalk - The Three Little Pigs - The Little Red Hen - The Gingerbread Man - The Three Billy Goats Gruff
Maths Mastering Number	- identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and structured - make different arrangements of numbers within 5 and talk about what they can see - spot smaller numbers 'hiding' inside larger numbers - connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers		- continue to notice similarities and differences - identify and describe some 2d and 3d shapes - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal		- explore a range of pattern making skills, copying, continuing and creating their own patterns - continue to develop their counting skills, counting larger sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - compare lengths, heights and mass, noticing similarities and differences and using prepositional language to describe these	

	- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers - develop counting skills and knowledge, including: one more, cardinality, 1:1 correspondence, and counting objects, actions and sounds accurately - compare sets of objects by matching - begin to develop the language of 'whole' and 'parts' when talking about objects and numbers - use gestures to develop their understanding and use of a range of spatial language		- understand that two equal groups can be called a 'double' and connect this to finger patterns - sort odd and even numbers according to their 'shape' - continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - order numbers and play track games - join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		- compare quantities and numbers, including sets of objects which have different attributes - continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 - begin to generalise about 'one more than' and 'one less than' numbers within 10 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek.	
PE	PE – Introduction to PE Unit 2	PE – Dance with Suzanne	PE – Fundamentals Unit 2	PE – Gymnastics Unit 2	PE – Games Unit 2	PE – Ball Skills
Understanding the World: History	- Introduce our new school family - Talk about members of their immediate family and community - Comment on images of familiar situations in the past, and discuss some similarities and differences between things in the past and now - Recognise how they have changed over time: baby to child	- Share and celebrate one another's faiths, cultures and beliefs - Understand that some places are special to members of their community, for example: church, gurdwara - Recognise and learn about national and global celebrations and festivals including Bonfire Night, Diwali, Remembrance Day, Birthdays and Christmas	- Discuss key individuals linked to animals (David Attenborough) and how they help to protect endangered animals - Use non-fiction books to find information about habitats, events and people in the past - Compare past and present habitats and discuss similarities and differences. For example, knowing that farms used horses for transport in the past	- Talk about what life was like "a long time ago" and know that some animals are now extinct - Recognise that we learn about the past through evidence such as fossils, excavations, museums and research - Discuss Mary Anning and why she was important - Explore different species of dinosaurs and talk about their key features	- Talk about how things were grown in the past, compared to now such as home-grown food and farming without machinery - Discuss different occupations linked to food production - Know that time has pattern e.g. days of the week and months of the year	- Exploring popular Traditional Tales, looking at retelling and creating our own stories - Understand that life in 'Traditional Tales' is not the same as life today, such as the different buildings, tools, food and clothing

	- Discuss different jobs, specifically 'people who help us' - Begin to use language linked to time scales: days, months, yesterday, tomorrow, last week, next week	- Discuss significant events and people in the past				
Understanding the World: Geography	- Know where they live, looking at a map and a globe - Know the capital city of the country that they live in - Explore their local environment and community features (shops, parks, places of worship, etc.) - Draw information from a simple map	- Explore similarities and differences between themselves and others, and among families, communities, and traditions - Recognise that different places have different customs and ways of life	- Know different habitats and discuss the similarities and differences between them: homes, jungle, farms, oceans, polar regions and the savannah - Explore how different animals, and people, live in different places around the world - Revisiting maps and globes, and looking at different images to see where animals come from - Know that a globe shows the different countries in the world - Recognise similarities and differences between life in this country and life in other countries	- Investigate the habitats of dinosaurs and why they lived there - Talk about contrasting environments, such as prehistoric habitats and comparing this to present day	- Take part in looking after our developing landscape by planting our own seeds and ensuring we look after minibeasts - Explore the local environment (e.g. school garden, allotments, farms, parks) - Talk about members of the community who help us grow food (farmers, gardeners) - Compare how and where people grow food in different parts of the world	- Listening to and reading traditional tales from different countries around the World - Revisit using maps and drawing our own to reflect the different settings in stories

Understanding the World: Science	- Explore the distinctive features of the autumn season and identify some seasonal changes from summer	- Explore the distinctive features of the winter season and identify the seasonal changes from autumn - Describe what they can see, hear and feel while outside	- Know what animals need to survive - Understand the difference between floating and sinking	- Investigate fossils and what they can tell us about the past - Know that the season is spring and talk about the seasonal changes from winter	- Understand that plants need water, soil, air, space, sunlight and the correct temperature to grow - Plant their own seeds and observe changes over time - Observe caterpillars and describe their life cycle: how they transform from a caterpillar to a butterfly - Explore different life cycles, commenting on the changes of the specific animals, such as butterflies, frogs and chicks - Make relevant observational comments about different plants that they see outside, referencing the plants' different parts: stem, petals, leaves, flower, roots	- Know the season is summer and confidently talk about the seasonal changes throughout the year, referencing all four seasons
Understanding the World: Computing		Networks and Systems: Using a Computer - Keyboards - Logging in and out - Mouse control	Programming: All About Instructions - Following instructions - Giving simple instructions - Dressing up instructions - Debugging instructions - Predictions	Computer Systems and Networks: Exploring Hardware - Exploring hardware - Real world tinker tray - Pictures of play	Programming: Programming Bee-bots - Understanding arrows - Introducing the Bee-Bot - Simple Bee-Bot programming	Data Handling: Introduction to Data - Loose parts play - Sorting ourselves - Creating a branching database - Exploring pictograms

				- Picture walk - Class photo album	- Understanding algorithms	
Expressive Arts & Design	- Draw self-portraits and pictures that show different feelings and emotions - Experiment with mixing colours to create new shades - Learn how to join materials together using glue and tape - Learn and sing a growing range of nursery rhymes and songs - Explore musical instruments and begin to play them with increasing control	- Learn how primary colours can be mixed to make secondary colours - Retell familiar stories through role-play - Create pictures inspired by celebrations (fireworks) - Take part in simple dances linked to celebrations, festivals and performances - Continue to build confidence when singing familiar songs and rhymes	- Create imaginative drawings inspired by animals and habitats - Explore simple printing techniques to create repeated patterns and marks - Develop model-making skills using a wider range of joining techniques - Use body percussion and musical instruments to keep a steady beat - Extend imaginative play by creating and developing their own storylines - Use props and resources to represent characters, animals and environments	- Design and create sculptures using materials such as clay and natural objects - Develop painting skills using watercolours and colour mixing techniques - Draw recognisable animals and dinosaurs with increasing detail - Create and perform their own dance movements - Use role-play to explore life in the distant past	- Learn about the artist Georgia O'Keeffe and use her work as inspiration for their own creations - Create artwork inspired by flowers, plants and the natural world - Experiment with making their own music using a range of instruments - Sing songs with increasing confidence, matching pitch and following melodies - Independently recall and perform familiar nursery rhymes and songs	- Explore and develop their own creative ideas using a range of materials and loose parts - Create artwork inspired by traditional tales and story settings - Explore music from around the world, identifying similarities and differences - Move in time with music and respond to changes in tempo, volume and rhythm - Use role-play, storytelling and performance to invent and retell stories with others
RE	How can people show they belong together? - Where do I belong? - How do people show they are part of a group? - How do some people show their worldview?	Who are the people in sacred (special) stories and why might they still be important today? - What makes a story special? - Why are stories about Jesus important to Christians? - How does the Nativity story affect me? - Can stories teach people how to behave? - What can people in sacred stories teach us about the importance of making a good choice?			How do people know how to treat each other? - What are values? - How do our values affect the way we live and work together? - Where do values come from? - What is the Golden Rule? - What do stories from sacred texts tell us about how to treat others?	

	- What do people celebrate together? - Which places are special? - How does it feel to be part of a group?	- What qualities does a good leader have? - Who helps us make good choices today?			- How do people know what is right and wrong? - What have religious worldviews shown us about how to treat others - How do non-religious people decide how to treat each other? - How do I want to treat people and why?	
PSHE Jigsaw PSHE Scheme ‘The Taking Care Project’ – Protective Behaviours Scheme Online Safety Objectives taken from Education for a Connected World 2020	Jigsaw- Being Me - Who...Me? - How Am I Feeling Today? - Being at School - Gentle Hands - Our Rights - Our Responsibilities The Taking Care Project Online Safety Objective: Self-Image and Identity Privacy and Security	Jigsaw- Celebrating Differences - What Am I Good At? - I’m Special, I’m Me! - Families - Homes - Making Friends - Standing Up For Yourself Online Safety Objective: Online Bullying: Health, Wellbeing and Lifestyle	Jigsaw- Dreams and Goals - Challenge - Never Giving Up - Setting a Goal - Obstacles and Support - Flight to the Future - Footprint Awards Online Safety Objectives: Online Reputations Safer Internet Day	Jigsaw- Healthy Me - Everybody’s Body - We Like to Move It, Move It - Food Glorious Food - Sweet Dreams - Keeping Clean - Safe Adults Online Safety Objectives: Managing Online Information	Jigsaw- Relationships - My Family and Me - Make Friends, Make Friends, Never Ever Break Friends Part 1 and 2 - Falling Out and Bullying Part 1 and 2 - Being the Best Friends We Can Be Online Safety Objectives: Online Relationships	Jigsaw- Changing Me - My Body - Respecting My Body - Growing Up - Fun and Fears Part 1 and 2 - Celebration Online Safety Objectives: Copywrite and Ownership
Curriculum Enrichment and Key Events	- Starting school - Coffee Morning for Grown Ups - Visit from ‘People Who Help Us’ - Autumn Walk - Phonics and Early Reading Workshop for Grown Ups	- Children to bring objects into school that represent what they celebrate at home, to share with their friends - Christmas Baking - Christmas theatre trip - Christmas Production	- Chinese New Year party including cooking - Animal Workshop	- Dino Fossil Workshop experience - Science Week - Warwick Castle Trip	- Planting seeds and growing plants - Visit to Canalside Community Foods Farm - Live caterpillars to observe life cycle - Sports Day	- Dressing Up day for Traditional Tales - End of year summer trip

	- Author Visit					
National Awareness Days and Events	World Mental Health Day – 10 Oct Black History Month (UK) – October Harvest Festival European Day of Languages – 26 Sept Oracy October	Bonfire Night – 5 Nov Anti-Bullying Week – 16 Nov Children in Need – 20 Nov Remembrance Day – 11 Nov World Nursery Rhyme Week – 13 Nov Inter-Faith Week – 8 Nov	Children's Mental Health Week – 1 Feb Safer Internet Day – 9 Feb	World Book Day – 4 March British Science Week – 5 March Red Nose Day (Comic Relief) – 19 March Neurodiversity Celebration Week – 15 March	Earth Day – 22 April VE Day anniversary – 8 May	World Environment Day – 5 June World Oceans Day – 8 June