

Amethyst Learning Zone Long Term Plan 2026 2027

RECEPTION AMETHYST	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our overarching 'enquiring minds' themes	Me and My Community	Starry Night	Marvellous Machines	Ready Steady Grow	Creep Crawl and Wiggle	Big Wide World
Characteristics of Effective Learning	Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/ carers. This promotes independence across the EYFS curriculum. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. PLAY: At Stanhope Barrington, we understand that children learn best when they are absorbed, interested and we understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.					
General Themes	Settling into the rules and routines of the classroom Family and home experiences Let's be friends Games in the classroom People who help us Autumn Harvest	Day and Night Bedtime Routines Nocturnal Animals People Who Work at Night The Night Sky The Moon and Stars Exploring Light and Darkness Healthy Sleep and Wellbeing Wonder, Discovery and Imagination	Machines Around Us Technology in Everyday Life How Machines Help Us Electricity Magnets and Materials Inventions and Inventors Machines Then and Now Exploring and Investigating Problem Solving Change Over Time	Growing and Changing Plants and Seeds Where Food Comes From Healthy Eating Exercise and Wellbeing Looking After Our Teeth Life on a Farm Baby Animals Caring for Living Things Seasons and Growth Exploring Nature and the Outdoors	Minibeasts and Insects Exploring Habitats Life Cycles Caring for Living Things Body Parts and Features Growth and Change Survival and Basic Needs Comparing and Classifying Nature and the Environment Outdoor Exploration Observing and Investigating	Where I Live My Home and Family Exploring Our Local Area Different Places Animals and Their Homes Plants and Nature Weather and Seasons Looking After Our Environment Exploring Outdoors Adventures Around the World

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		Shadows and Reflections				
PSED Self Regulation	Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
PSED Managing Self	New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.	Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

PSED Building Relationships:	Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Communication and Language	At Stanhope Barrington we know that spoken language underpins all seven areas of learning, which is why we work hard to promote a language-rich environment. The number and quality of interactions they have with adults and their peers through-out the day is a priority focus and by planning inspiring provision that meet the interests of the children, children can develop their vocabulary and spoken language. Our staff build language effectively by commenting, questioning and echoing back what children say with new vocabulary added. Children are read to daily and engaged in stories, non-fiction, rhymes and poems. Children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate.					
	Settling in activities and carpet times. Nursery rhymes and songs. Adults modelling language throughout the day and quality interactions using the SHREC approach	Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news and WOW moments.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Children communicate self-belief, listen actively, and engage in back-and-forth dialogue with peers and adults. They confidently contribute ideas during discussions, using new vocabulary to clarify meaning and explain reasons. They also recount personal experiences accurately using past, present, and future tenses.
Physical Development	Physical activity is vital for a child's health and development. Indoor and outdoor play builds gross motor skills like strength, balance, and agility, which support emotional well-being. Meanwhile, interactive activities like puzzles, crafts, and tool-handling develop fine motor precision and hand-eye co-ordination, setting the foundation for early literacy.					
Physical Development Fine Motor Skills	Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control.	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually	Children develop hand strength and control through hands-on activities like threading, cutting, and playdough. They use small tools like scissors and paintbrushes, learn to draw recognizable shapes, and hold pencils with a tripod grip to form letters clearly and write fluently.

	with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.		Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.	
Physical Development Daily Dough Disco Squiggle while you wiggle	Squiggle: Movement 1 Up and down, side to side, cross over	Squiggle: Movement 2 The Wiggle - Movement 3 The Circle	Squiggle: Movement 4 Part 1 The Hump - Movement 4 Part 2 Under the Hump	Squiggle: - Movement 5 The Hook - Movement 6 The Spiral	Squiggle: - Movement 7 The Wave - Movement 8 Laid down 8 (then stand me up straight) Handwriting	Squiggle: - Movement 9 The Straight Line Handwriting
Physical Development Gross Motor/PE	Gymnastics: Body Parts Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.	Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music.	Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Running/ Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	Team games Gross Motor: Races / team games involving gross motor movements Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Literacy (Drawing Club)	We will share stories, tales and animations during Drawing Club. We will discuss the stories and what we		We will share stories, tales and animations during Drawing Club. We will discuss the style of the text, looking at beginning,		We will share stories, tales and animations during Drawing Club. We will use the new vocabulary to help design our own codes. We will discuss the	

	like about them in our own words. We will also look at new vocabulary.		middle, end, including looking at key characters and events that take place.		difference between fiction and non-fiction texts and be able to recite nursery rhymes and songs and discuss what we like about them.	
Phonics Little Wandle	We will say the sounds for each letter in the alphabet. We will cover Phase 2 phonics and recite at least 10 digraphs from our phonics sessions.		We will read words consistent with our phonic knowledge by sound blending using sounds from Phase 2 and 3 phonics.	We will read aloud simple sentences and books that are consistent with our phonic knowledge, both phase 2 and 3.	We will read sentences with common exception words we find in our phonics books and everyday word cards including phase 2,3 and 4.	
Maths	In Reception, children build confidence counting up to 20 and beyond and develop spatial reasoning skills through shape, space, and measure. Following White Rose Maths and Karen Wilding’s Early Years frameworks, we explicitly teach mathematical vocabulary and concepts using manipulatives like pebbles, five and ten frames. Children deepen their understanding of counting, subitising, and number patterns through a mix of whole-class, small-group, individual, and play-based learning.			develop spatial reasoning skills through shape, space, and measure. Following White Rose Maths and Karen Wilding’s Early Years frameworks, educators explicitly teach mathematical vocabulary and concepts using manipulatives like pebbles and five-frames. Children deepen their understanding of counting, subitising, and number patterns through a mix of whole-class, small-group, individual, and play-based learning.		
	Matching objects and groups, comparing amounts and size. Talk about measure and pattern: Comparing size, mass, capacity, and simple AB patterns. It’s me 1, 2, 3! : Subitising, representing, and counting numbers 1, 2, and 3. Circles and triangles: Finding and naming 2D shapes in the environment. 1, 2, 3, 4, 5: Introducing zero, finding one more/less, and exploring numbers to 5. Shapes with 4 sides: Exploring squares and rectangles.		Alive in 5! : Deepening number bonds, composition, and counting to 5. Mass and capacity: Deeper practical comparison of heavy/light and full/empty. Growing 6, 7, 8: Representing and counting larger numbers, combining amounts. Length, height and time: Measuring long/short, tall/short, and daily sequencing. Building 9 and 10: Exploring number bonds, partitioning, and counting to 10. 3D shapes: Exploring cylinders, spheres, cones, and cubes.		Exploring numbers from 10 up to 20 and patterns within the number system. First, then, now: Introducing simple one-step addition and subtraction stories. Find my pattern: Doubling, sharing equally, and spatial pattern awareness. On the move: Deepening positional language, mapping, and directional talk. Consolidation: Reviewing key number concepts, subitising, and transition prep.	
Understanding of the World	Embracing Every Season with Joy *Observing changes in nature * Weather changes *Effect on people, plants, and animals *The small things we can do look after the world around us *Prepare and share seasonal food from first principles					
The Seasons	Awesome Autumn Harvest: Exploration of seasonal fruit and vegetables Signs of Autumn: natural treasures/smells/sounds Foraging for Fruits: Baking apple and blackberry crumble The Colours of Autumn- warm colours Cooling Temperatures and Shorter days Autumn Animals- Preparing for winter		Wonderful Winter Winter Weather- Investigating wind, rain, snow and ice Dark Nights and Bright Lights- Create Art to Music/Sounds Hygge- That cosy feeling Baking Bread Feed the Birds (and beasts)	Spectacular Spring New Life- Signs of Spring Pond dipping Creating welcoming habitats Living Eggs Dealing with waste: refuse, reduce, reuse, recycle, rot	Spectacular Spring Planting Seeds Caring for our Garden The Lifecycle of a dandelion Growing things to eat	Super Summer Sun safety Teddy Bears Picnic Summer Flowers
Understanding of the World	There are lots of special people in their lives,	Exploring light and dark. How can we see in	There are different man-made features in the immediate environment,	Revisit recycling and how we can take care of our world. Look at what rubbish can do to our	Exploring invertebrates that live in gardens and	Learning about the global community to which we belong and explore how living things, communities and climates differ around the world.

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	including family and friends. All families are special and unique. We should care for the environment. For example, rubbish needs to be put in the bin. We are part of a community. A community is a group of people who live together or share a space. We can see our reflections in mirrors and other shiny surfaces.	the dark? Nocturnal animals – making sense of habitats. Which animals are nocturnal?	including the school grounds, local streets and the place they live. The world has lots of different landmarks and places.	environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	the local environment. Animals such as snails, spiders and insects live in gardens, fields, parks and woodlands.	
Religious Education	Introduce Big Picture Unit F1 Creation/God Why is the word God so important to Christians?	Unit F2 Incarnation Why do Christians perform Nativity plays at Christmas?	Faith Around the World	Unit F3 Salvation Why do Christians put a cross in an Easter garden?	Links to different world faiths (subject to change and integrated throughout the year) Links to different world faiths	
Expressive arts and Design	Artist study – Yayoi Kusama. Songs: How do you feel today? I can see your eyes. When I look around. Develop storylines in their pretend play.	Artist study – Jackson Pollock. Songs: All the leaves are falling down. Dingle Dangle Scarecrow Nativity songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Artist Study – Klee and Kandinsky Songs: Let's Go Crunching Icy Toes, Chilly Nose The Construction Song Five little Monkeys Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Artist Study – O'Keffe and Eric Carl Songs: The children plant a seed. Five little speckled frogs. We all have emotions. If I were a butterfly. Create collaboratively sharing ideas, resources, and skills.	Artist Study – Mondrain Songs: Creepy Crawlies Mmmm Mmmm went the Little Green Frog Tiny Caterpillar on a Leaf Listen attentively, move to, and talk about music, expressing their feelings and responses.	Artist Study –Monet Songs: Big Ben I love the Mountains Down in the Ocean Fly Fly Superhero Fly I'm a Listening Hero Watch and talk about dance and performance art, expressing their feelings and responses.

SMSC	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Special Events	Autumn Walk Autumn soup & bread making Harvest Festival Apple Picking Day Halloween Fire service visit Bonfire Night Remembrance Day Road Safety Week Diwali Christmas/Advent		New Years Eve Chinese New Year Shrove Tuesday Mental Health Awareness Week Post a Letter Internet Safety Day British Science week Mother's Day Ramadan Holi Easter		Father's Day Sports Day Eid-Al-Adha Earth Day International Day of Play – Live Play Along	
Assessment Opportunities (RECEPTION)	Baseline data on entry National Baseline data by end of term Phonics assessments Key word assessments EYFS team meetings	On-going assessments Parents' evening info Pupil progress meetings EYFS team meetings Cluster/In-house moderation Check point Assessments Phonics assessments Key word assessments	GLD Projections for EOY Pupil progress meetings Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments	EYFS Team meetings Phonics assessments	Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data