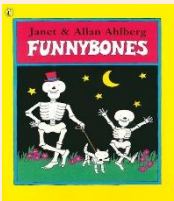
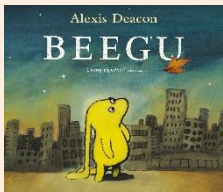
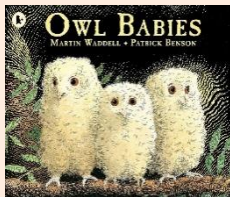
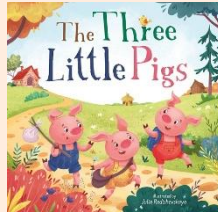
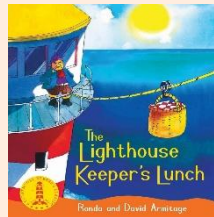


Reception LTP 2024-2025	Autumn 1 All About Me	Autumn 2 Ticket To Ride	Spring 1 Around the World	Spring 2 Come Outside	Summer 1 Terrific Tales!	Summer 2 Summer Sunshine
General Themes	All About me! Starting school My new class New Beginnings How have I changed? My family My likes and dislikes Goals and Dreams Harvest festival The Human Body	Ticket to ride! Celebrations Bonfire Night Land Transport Air Transport Water Transport Rail Transport Space People Who help us The Christmas Story	Around the World Night and Day animals Hibernation Nocturnal Animals Countries and Continents Animals around the world Our Pets Habitats	Come Outside! Plants & Flowers Lifecycles Seasons The Weather Minibeasts Reduce Reuse Recycle Easter	Terrific Tales! The Ugly Duckling Goldilocks The Three Little Pigs Little Red Riding Hood Jack and The Beanstalk Three Billy Goats Gruff Sports Week On the Farm	Summer Sunshine At the beach Pirates and Mermaids Dinosaurs and Fossils Kings, Queens and Castles Happy Healthy Us Goals and Dreams
Linked Texts	We're going on a Bear Hunt The big book of families Oliver's Vegetables Funnybones Tango makes 2 Julian is a mermaid 	The Snail and the Whale The Way back Home The Naughty Bus Mr. Grumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train! 	Owl Babies The Emperor's Egg Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond 	The Tiny Seed Jack and the Beanstalk Somebody swallowed Stanley Tree, Seasons come and seasons go The Very Hungry Caterpillar Aghh Spider! 	Little Red Riding Hood Gingerbread Man The Ugly Duckling Goldilocks The Three Little pigs Christmas Story / Nativity Rama and Sita Diwali 	Lighthouse Keeper's Lunch Under the Sea Non – Fiction World Atlases Tiddler Tyrannosaurus Drip Harry and the Dinosaurs 
Wow Moments	Autumn Trail Harvest Time Birthdays Favourite Songs Halloween	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance Day	Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Animal dress up day	Planting seeds/growing beans Easter time Weather Forecast videos Andy Goldsworthy sculptures Mother's Day	Food tasting – different cultures Start of Ramadan Eid D-Day Chicks Visit to the farm	Under the Sea – singing songs and sea shanties Seaside art Father's Day Healthy Eating Week World Environment Day

		Road Safety World Space Week Children in Need Anti- Bullying Week Post a letter		Science Week Easter Egg Hunt		Pirate/mermaid Day Nurse visit
Communication and Language	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Travelling tales! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.	<u>Time to share!</u> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Personal, Social and Emotional	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					

Managing Self and Regulation	New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships Dreams and Goals	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 loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely.	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Cut along a straight line with scissors /	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable /

	Hold pencil/paintbrush beyond whole hand grasp Pencil Grip	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Holding Small Items / Button Clothing / Cutting with Scissors	Start to cut along a curved line, like a circle / Draw a cross	Start to cut along a curved line, like a circle / Draw a cross	Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities 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 without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/Balancing	Balance- children moving with confidence dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	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	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance
Literacy	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories.	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions

	have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.	Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	Phonic Sounds: RWI Differentiated groups Reading: Rhyming strings, common themes in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	Phonic Sounds: RWI Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.	Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area Help children identify the sound that is tricky to spell. Sequence the story Write a sentence. Write about how you would like to travel – invent a new way.	CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions Mini beasts – Animal Fact File – Compare two animals Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences	Retell the story in own words / reverse the journey Describe each character Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Write a postcard / diary writing Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptions.
Maths	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce	Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures	Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away	Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving	Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving	Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20

	manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately Calendar and time Days of the week, seasons •Sequence daily events	Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	Doubling and halving & the relationship between them	Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	One more one less •Estimate and count •Grouping
Understanding the World	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their	Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language.	Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world	Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide	To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Share different cultures versions of famous fairy tales.	To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside long ago – Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their

	immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. How have I changed since I was a baby?	Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local	into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants What are our favourite celebrations each year?	opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. 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. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots		own environment and contrasting environments through conversation and in play. How to stay healthy How do I make others feel? Being kind and staying safe
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		importance to the community. Why do we wear different clothes at different times of the year? Where do we live in the UK / world? Vehicles past and Present Design your own transport! Who was Neil Armstrong? Talking about occupations and how to identify strangers that can help them when they are in need.				
Expressive Arts and Design	Join in with songs Begin to mix colours, join in with role play games and use resources available for props Build models using construction equipment. Sing call-and-response songs, so that children can echo phrases. Self-portraits Junk modelling Julia Donaldson songs Exploring sounds and	Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it	Animal prints Designing homes for hibernating animals. Collage owls and symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Making lanterns, Chinese writing and music. Puppet making Shadow Puppets	Create different textures Make patterns using different colours Children will explore ways to protect plants by designing scarecrows. Collage-farm animals Making houses Pastel drawings, Patterns on Easter eggs Life cycles Flowers Sun flowers	Use different textures and materials to make houses for the Three Little Pigs and bridges for The Three Billy Goats. Which one is stronger? Listen to music and make their own dances in response. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.	Sand pictures Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures Shading by adding black or white Colour mixing for beach huts Making passports. Underwater pictures.

	how they can be changed Tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks. Experience the feeling of swaying/ moving to the beat. Improvise actions Use their thinking voice	Children will create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Providing children with a range of materials for children to construct with.	Keeping the beat - synchronise with a partner. Maintain a steady beat in a group. Creating a world map. Drawing and exploring countries and continents. Making their own flag – what would your own countries flag look like?	Mother's Day crafts Easter crafts Home Corner role play Artwork themed around The Seasons Provide a wide range of props for play which encourage imagination. Maintain a steady beat whilst walking Move to the music – learn levels, higher/lower	Find singing and speaking voices Louder/quieter Faster/slower Performances of familiar stories that allow children to practise their self-confidence and story tellers voice.	Father's Day Crafts Castle Models Use known material to tap the way the words go - using magic claves (fingers)
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