

Reception LTP Final

	Ourselves		Our Community		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes (These themes may be adapted at various points to allow for children's interests to flow through the provision).	All About Me! Starting School My Family My Home My Emotions Senses Autumn Harvest Rosh Hashanah – Jewish New Year Diwali – Hinduism	Let's Celebrate! Halloween Bonfire Night Remembrance Day Winter/Woodland Animals and Habitats Thanksgiving Nativity and Christmas - Christianity	People Who Help Us Police and Firefighters Healthcare – Doctors, Nurses, Dentists Vets Pancake Day Lunar New Year Valentine's Day	Digby and Beyond! RAF Digby Lincoln London and The Royal Family Spring Easter - Christianity	The Wider World Dinosaurs Oceans and Sea Life Animals Around the World Mini beasts and Bugs	The Wider World Space Summer Looking After Our Planet– Reduce, Reuse and Recycle Travelling Around the World – Comparing to Another Country Transition into Year 1
High Quality Texts	Super Duper You Love Makes a Family Colour Monster The Three Little Pigs The Best Diwali Ever Cold, Crunchy and Colourful – Using My Senses Leaf Thief Hello Harvest Moon	Room on the Broom You're My Little Firecracker Cbeebies animation Stick Man Father Christmas and the Donkey The Jolly Christmas Postman	Clothesline Clues to Jobs People Do Mog and the V.E.T Zog and the Flying Doctors Mr Wolf's Pancakes The Magic Paintbrush The Invisible String	Paper Planes A Walk in London That's My Flower We're Going on an Egg Hunt The Easter Story	Never Show a T-Rex a Book Commotion in the Ocean A Ticket Around the World Somebody Crunched Colin Do You Love Bugs?	Astro Girl The Tiny Seed There's a Tiger in the Garden You Can't Take An Elephant on a Bus We're Going to Find the Monster
Protected Characteristic Books	All Are Welcome Just Ask! Be Different, Be Brave, Be You The Secret Ingredient I Am Enough The Family Book In My Mosque		Baby goes to Market So Much People Need People Mrs Noah's Garden I Am Human: A Book of Empathy We All Belong		Iqbal – A Brave Boy from Pakistan Sofia the Dreamer and her Magical Afro And Tango Makes Three Same, Same but Different The Big Umbrella Amazing	
Wow Moments and Enrichments	Home Corner Autumn Walk Harvest Toll Bar Equestrian	Diwali Experience Day (Sunita) Remembrance Day St Andrew's Day Anti- Bullying Week Winter Walk Santa's Workshop Church Visit	RAF Police Visit Little City Lincoln – Role Play Making Pancakes Lunar New Year – Tasting Foods Classroom Role Play	Walk Around Camp – Spring Walk Church Visit Lincoln Zoo Visit St David's Day Mother's Day St Patrick's Day Parents Stay and Play Safer Internet Day	Fossil Making Dinosaur Dig Role-Play St Georges Day Live caterpillars to Butterfly	Explorers Role Play - Maps Father's Day Armed Forces Day Travel Agent Role Play
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 large store of information and experiences to draw on which positively supports their learning.					

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	<u>Active Learning:</u> 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. <u>Creating and Thinking Critically:</u> 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.					
Over-Arching Principles (EYFS Framework)	<u>Unique Child:</u> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <u>Positive Relationships:</u> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. <u>Enabling Environments:</u> 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. <u>Learning and Development:</u> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					
Nursery Rhymes and Action Song	Nursery Rhymes: Pat-a-Cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive Five Little Ducks Things for Fingers This Old Man Action Songs: Name Song Tiny Turtle Song	Nursery Rhymes: I'm a Little Tea Pot The Grand of Duke of York Ring O' Roses Hickory Dickory Dock The ABC Song The Big Ship Sails 5 Currant Buns Action Songs: When I Was One ... Tommy Thumb	Nursery Rhymes: Wind the Bobbin Up Five Little Monkeys Jumping on the Bed Rock-a-Bye Baby Twinkle Twinkle Action Songs: If You're Happy and You Know It Head, Shoulders, Knees and Toes	Nursery Rhymes: Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels On the Bus Baa Baa Black Sheep Action Songs: The Hokey Cokey	Nursery Rhymes: Three Blind Mice 10 in the Bed The Animals Went in Two by Two The Farmer's in his Den Action Songs: A Sailor Went to Sea	Nursery Rhymes: Frere Jacques London Bridge Sing a Song of Sixpence 10 Green Bottles Action Songs: It's Not Hard My Name's Joe
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive					

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	opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Listening, Attention & Understanding Children will be able to understand how to listen carefully and know why it is important. Children will listen carefully to rhymes, poems and songs, paying attention to how they sound. This will continue throughout the year. Children will respond to a series of one-step instructions. Children will be able to switch attention from one task to another. Children will ask 'who' questions.	Listening, Attention & Understanding Children will begin to understand how and why questions. Children will engage in non-fiction Books. Children will ask 'what' questions.	Listening, Attention & Understanding Children will learn to ask questions to find out more and to check they understand what has been said to them. Children listen to and talk about stories to build familiarity and understanding. Children will follow complex instructions, using a visual reminder as a prompt. Children will ask 'when' questions.	Listening, Attention & Understanding Children will retell a story and follow a story prompt with pictures or props to build familiarity and understanding. Children are able to listen in a large group or whole class activity such as assembly, recalling some of the themes and comments at a later stage. Children will ask 'where' questions.	Listening, Attention & Understanding Children will continue to retell a story and follow a story prompt without pictures or props to build familiarity and understanding, using some exact repetition and some in their own words. Children will ask 'why' questions.	Listening, Attention & Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Children will follow complex instructions. Children will be able to use and understand a question such as 'who, what, where, when, why and how'.
	Speaking Children will talk in front of small groups and their teacher offering their own ideas and join in with social phrases. Children use talk to communicate needs, news, feelings and ideas. Children will use plurals and some tenses correctly. They will ask questions to support their learning or understanding.	Speaking Children will use new vocabulary throughout the day and describe events in more detail. Children will talk in sentences using conjunctions e.g. and, because	Speaking Children to continue to use new vocabulary in different contexts. Children will respond to discussions with comments and questions. Children use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	Speaking Children will engage in non-fiction books and use new vocabulary in different contexts.	Speaking Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events with detail. Children will continue to use new vocabulary in different contexts.	Speaking Children will use talk in sentences using a range of tenses.

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	Children use talk to support their imaginative play. This continues throughout the year.					
ELG	Listening, Attention & Understanding ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Links to KS1 Readiness	Listening Skills To listen to others in a range of situations and usually respond appropriately. Following Instruction To understand instructions with more than one point in many situations. Asking and Answering Questions To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers). Drama, Performance and Confidence To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.			Vocabulary Building and Standard English To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices. Speaking for a Range of Purposes To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud. Participation in a Range of Discussion To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.		

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Personal, Social and Emotional Development	Personal, Social and Emotional Development 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. In EYFS, we use Jigsaw scheme in line with the rest of school.					
	Self-Regulation Children will recognise different emotions, including scared, excited, angry, frustrated, nervous, worried and joyful. Children will focus during short whole class activities. Children will learn to play and share with others, learning how to resolve conflicts	Self-Regulation Children will talk about how they are feeling and to consider others feelings. Children will learn to become more resilient whilst working alongside their friends and developing the skill of perseverance.	Self-Regulation Children will be able to focus during longer whole class lessons. Children will be able to talk about ways that skills can be improved and be encouraged to demonstrate pride in their achievements.	Self-Regulation Children will begin to identify and moderate their own feelings socially and emotionally and think about the feelings of others.	Self-Regulation Children will be able to control their emotions using a range of techniques	Self-Regulation Children will be able to follow instructions of three steps or more.
	Managing Self Children will learn to wash their hands independently. Children will persevere with fastenings on coats and follow instructions to dress and undress. Children will understand the need to have rules and talk about why they are important.	Managing Self Children will develop independence when dressing and undressing. Children will manage their own basic needs independently.	Managing Self Children will begin to show resilience and perseverance in the face of a challenge.	Managing Self Children will know some ways to keep healthy. Children will understand the importance of healthy food choices.	Managing Self Children will learn to dress themselves independently. Children will manage their own needs.	Managing Self Children will show independence and a 'can do' attitude.
	Building Relationships Children will see themselves as a valuable individual.	Building Relationships Children will continue to interact with others and continue to build good	Building Relationships Children will be able to use taught strategies to support in turn taking.	Building Relationships Children will	Building Relationships Children will learn to work as a group.	Building Relationships Children will have the confidence to

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	Children will begin to develop friendships. Children will seek support from adults and gain confidence to speak to peers and adults.	relationships with adults and other children. Children will identify when another child is upset and respond appropriately.		Identify strategies to work as a team.		communicate with adults around the school.
Jigsaw PSHE	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Vocabulary	Happy, unhappy, sad, angry, worried, cross, emotions, upset, fair, perseverance, resilience, curiosity, generosity, wisdom, passion, courage, independent, friendship, confidence, problem, individual, feelings, responsibility, rules, qualities, challenges, taking turns, help.					
ELG	Self-Regulation ELG 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. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. Managing Self ELG 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. Building Relationships ELG 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.					
Links to KS1 Readiness	Relationships Knows right from wrong and can explain why it is important to have boundaries and routines. Working and play co-operatively and taking turns with others. Recognise and show sensitivity to their own and other's needs. Recognise similarities and differences between themselves and others. Health and Wellbeing Managing their own personal hygiene and basic needs. Shows an understanding of their own feelings; and those of others. Being to regulate their behaviour. Shows an understanding of how to stay safe in a range of common situations. Living in the Wider World Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers).					

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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, coordination 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, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Throughout the year, children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. They will develop overall body-strength, balance, co-ordination and agility. Fine motor control and precision helps with hand-eye coordination 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Gross Motor Movement and Space Children will develop their understanding of working safely in a space, practise some fundamental movement skills and will know how to listen carefully so they can follow instructions.	Gross Motor Move It: Agility Children will develop their agility to build strength, coordination and balance. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Gross Motor Fantastic Gymnastics Children will learn to move safely in a space in different ways, including running, jumping and skipping.	Gross Motor Ball Skills: Roll It, Catch It, Kick It Children will be able to confidently and competently control a ball in different ways, including rolling, bouncing and dribbling of a ball. They will also develop throwing at a target.	Gross Motor Dance, Dance, Dance Children will move safely with confidence and imagination, communicating ideas through movement with ease and fluency. Children will being to use dynamics and expression.	Gross Motor Fun and Games Children will be able to play by the rules and develop coordination. They will apply skills such as running, balancing, changing direction, striking a ball and throwing.
	Fine Motor Children will begin to use a tripod grip when using mark making tools. Children will develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Children will mould and shape clay with fingers and tools – Diva lamps	Fine Motor Children will accurately draw lines, circles and shapes to draw pictures. Children will use scissors to cut along curved lines, holding scissors in the correct position.	Fine Motor Children will handle scissors, pencil and glue effectively. Children to consistently use a tripod grip.	Fine Motor Children will use cutlery appropriately. Children will develop dexterity for threading small items and manipulating small objects.	Fine Motor Children will hold scissors correctly and cut out small shapes.	Fine Motor Children will form letters correctly using a tripod grip to develop the foundations of a handwriting style which is fast, accurate and efficient.
Vocabulary	Safe, risk, healthy, exercise, germs, movement, skipping, throwing, hopping, galloping, running, time, jump, land, roll, balance, clothes, shoes, hygiene, sleep, clean, body, growing, heart, blood, veins, aim, crawl, balance, team work, space.					
ELG	Gross Motor ELG 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. Fine Motor ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.					

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	Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	
Links to KS1 Readiness	Fundamentals To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Ball Skills To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Games To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Gymnastics To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency. Dance To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency

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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). In line with the rest of the school, Phonics is taught following the Rocket Phonics programme.					
	Comprehension Children to talk about the stories they have heard, recalling some characters and events that happened. Children to join in with familiar rhymes and songs. Children to develop a love of stories and encouraged to listen attentively during daily story time opportunities. Children to repeat words and phrases from familiar stories.	Comprehension Children to retell the key events in stories and start to recall facts from non-fiction. Children to talk about what has happened in the story so far. Children will be encouraged to share their favourite books with an adult and children in the class. Children can retell a story using role-play or small world resources using some story language.	Comprehension Children to describe the key events in stories or rhymes in some detail, to recall facts from non-fiction texts and predict what might happen next in a story. Children to use the language they have heard in stories in their play and discussions. Children to repeat and use new vocabulary in content of a story.	Comprehension Children to seek familiar texts or stories to re-read in the book area. Children to request favourite stories and poems for example during Book Vote.	Comprehension Children to explain what they have read or has been read to them. Children to retell simple stories using their own words and recently introduced vocabulary. Children to share a favourite book with a friend, retelling the story in their own way repeating known phrases from the text.	Comprehension Children to anticipate – where appropriate – key events in stories. Children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Word Reading Rocket Phonics - s, a, t, i, p, n, m, d, g, o, c, k Children to hear and say the sounds in cvc words and start to blend the sounds together to read some cvc words. Children will begin to recognise on sight taught common exception words (l, the, to, no, go, into). Children will develop their phonological	Word Reading Rocket Phonics - ck, e, u, r, h, b, f, ff, l, ll, ss. Children to continue to hear and say the phonemes in cvc words and develop their blending skills to read cvc words, including double consonant letters and two syllable words. (Words containing Autum1 & 2 phonemes).	Word Reading Rocket Phonics – j, v, w, x, y, z, zz, qu Children to recognise and say all single sounds and start to identify some digraphs taught so far. Children to read words with double letters and longer words. Children to begin to recognise CEW: he, she, we, me, be, was, my, you, her, they, all.	Word Reading Rocket Phonics – ch, sh, th, ng, ai, ee, igh, oa, oo (long and short). Children to read on sight CEW: he, she, we, me, be, was, my, you, her, they, all. Children to read words which contain digraphs, compound words and plurals.	Word Reading Rocket Phonics - ar, or, ur, ow, oi, ear, air, ure, er Children to begin to recognise CEW: some, one, said, come, do, so, were, when, have, there, out, like, little, what. Children to read short vowel cvcc, ccvc, ccvcc and cccvc words.	Word Reading Rocket Phonics - wh, ph, ay, a-e, a, e-e, ie, ea Children to read on sight CEW: some, one, said, come, do, so, were, when, have, there, out, like, little, what. Children to read long vowel cvcc, ccvc, cccvc and ccvcc words.

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	awareness to spot rhymes in familiar stories and poems, count or clap syllables in a word, recognise words with the same initial sound.	Children to begin to read CEW: I, the, to, no, go, into. Children to begin to read some simple captions, e.g. the cat and the dog	Children to read captions and sentences. Children will begin to develop their confidence in reading with fluency and develop their understanding of the story.			
	Writing Composition: Children to use talk to link ideas, clarify thinking and feelings. They will write their name by copying it from a name card or try to write it from memory. Some children may begin to write some initial sounds such as 'm' for mum. Spelling: Children to orally segment sounds in simple words, e.g. c-a-t. and say the initial sounds in most words. Handwriting: Children to draw lines and circles and write some recognisable letters from their name.	Writing Composition: Children to segment cvc words and attempt to write them using phonic sounds that have been taught. They may begin to write short phrases with support and know there is a sound/ symbol relationship. Children will write letters and strings, sometimes in clusters like words. Spelling: Children to write their own name and identify known letters to match initial sounds. They will also match some taught letters and sounds (GPC). The children will also write VC and some CVC words and labels e.g. c-a-t. Handwriting: Children will form letters from their name correctly, focussing on modelling comfortable pen grip.	Writing Composition: Children to orally compose a caption and hold it in their memory before attempting to write it (with support). Spelling: Children to write VC and CVC words independently using taught graphemes. Handwriting: Children to show a dominant hand and write from left to right and top to bottom, forming recognisable letters. Children to use the tripod finger grasp when writing, painting, chalking etc. Children to retrace vertical lines and working on improving anticlockwise movements. When writing words, children to learn to control their letter size. Children to be given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor.	Writing Composition: Children to write short captions independently. They will also begin to write a simple sentence with support. Spelling: Children to segment to spell words independently using phonemes and digraphs. Children to also spell some CEW independently. Handwriting: Children to hold a pencil effectively to form recognisable letters (all lowercase letters). Children to start using some capital letters (uppercase) when writing and know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip, position on	Writing Composition: Children to continue developing the ability to write short sentences independently. They can also read their writing back to themselves. Spelling: Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Handwriting: Children to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children to include spaces between words with support.	Writing Composition: Children to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Children to also write different text forms for different purposes (e.g., lists, simple stories, instructions). They can read their own sentences and so can teachers. Spelling: Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words. Children to also spell more CEW independently.

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				paper, writing from left to write when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines. Begin teaching handwriting in 'families' ie curly caterpillars, long ladders		Handwriting: Children to use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children to independently use finger spaces between their words.
Vocabulary	Sound, diagraph, red word, word, lend, sentence, finger space, capital letter. Who, what, where, how, when. Fiction, non, fiction, story, information, facts, sentence, question, write, story, book, page, turn, title, characters, beginning, end, problem, resolution, setting, rhymes, list, label, re-tell, once upon a time, then, next, now, front cover, author, illustrator.					
ELG	Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others					
Links to KS1 Readiness	Learning to Read Developing phonemic knowledge through phonics and other phonic opportunities. Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. Reading to Learn Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn. Reading for Enjoyment Routinely accessing picture books and stories. Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.			Learning to Write Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. Writing to Learn Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. Writing for Enjoyment Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about		

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Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. In EYFS, we use the White Rose scheme in line with the rest of the school.					
	Getting to Know You Children to establish routines through calendar activities and provision. Match, Sort & Compare Children to match objects and pictures, identify a set, sort objects to type, explore sorting techniques, creating sorting rules and compare amounts. Talk About Measure and Patterns Children to compare size, mass, and capacity. Children to explore simple patterns, copy, continue and create simple patterns.	It's Me 1, 2, 3 Children to find, subitise and represent numbers 1, 2 and 3. Children to find 1 more and less with numbers to 3 and explore the composition of numbers 1, 2 and 3. Circles and triangles Children to identify, name and compare circles and triangles. Children to find shapes in the environment and describe position. 1, 2, 3, 4, 5 Children to find, subitise and represents numbers 4 and 5. Children to find 1 more and 1 less with numbers 4 and 5 and explore the composition of numbers 1 – 5. Shapes with 4 Sides Children to identify and name shapes with 4 sides, combine shapes with 4 sides and find shapes in the environment. Children will begin to distinguish and talk about	Alive in 5 Children to find, subitise and represent numbers 0 – 5. Children to find 1 more and less with numbers to 5, explore the composition of numbers 0 – 5 and explore conceptual subitising to 5. Mass and Capacity Children to compare mass, find a balance, explore capacity and compare capacity. Growing 6, 7, 8 Children to find and represent numbers 6, 7 and 8, finding 1 more and 1 less with these numbers. Children to explore the composition of 6, 7 and 8, make pairs-odd and even, find and make doubles to 2, combine 2 groups and explore conceptual subitising to 8. Length, Height and Time Children to explore and compare length and height. Children to talk about, order and sequence time.	Building 9 and 10 Children to find and represent numbers 9 and 10, comparing numbers to 10, find 1 more and less with numbers to 10 and explore the composition of numbers to 10. Children to explore conceptual subitising to 10, bonds to 10 (2 parts and 3 parts), find and make doubles to 10 and explore odd and even. Explore 3D shapes Children to recognise and name 3D shapes, find 2D shapes with 3D shapes, use 3D shapes for tasks and find 3D shapes in the environment. Children to identify, copy and continue more complex patterns and explore patterns in the environment.	To 20 and Beyond Children to build numbers beyond 10 (10 – 13 and then 14 - 20), continue patterns beyond 10 (10 – 13 and then 14 - 20). Children to verbally count beyond 10 and explore verbal counting patterns. How Many Now? Children to develop their understanding of addition by adding more. Children to develop their understanding of subtraction by taking away. Manipulate, Compose and Decompose Children explore the properties of shapes by the properties of shapes and spatial relations. Children to rotate and manipulate shapes and explain their shape arrangements. Children to compose and decompose shapes, copying 2D	Sharing and Grouping Children to develop an understanding of sharing by sharing practically for purpose before moving on to sharing by grouping. Children to identify whether a number is odd or even by sharing into two groups. Children to consolidate their learning of finding and making doubles. Visualise, Build and Map Children to identify units of repeating patterns, creating and exploring their own pattern rules. Children to develop their spatial reasoning by replicating scenes in the small-world and construction areas, using positional language to describe positions and give instructions to build.

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		the difference between the key events in their daily routine.			shape pictures and finding 2D shapes within 3D shapes.	Children to explore mapping by creating their own maps of familiar places and story situations. Make Connections Children to make connections between all the aspects of maths that have been covered through the year, developing their reasoning and problem-solving strategies. Children to explore and investigate relationships between numbers, shapes and patterns to further deepen their understanding and explore possibilities.
Vocabulary	Subitise, count, numeral, part, whole, compare, more, fewer, equal, forwards, backwards, top, bottom, representation, ten frame, dice frame, pattern, weigh, more, less, one more, one less, viewpoints, heavy, light, patterns, different, same, estimate, long, short, decomposing, order, balanced, turn, flip, rotate.					
ELG	Number ELG: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
Links to KS1 Readiness	Number To count confidently. To show a deep understanding of numbers up to 10. To match numerals with a group of objects to show how many there are (up to 10). To be able to identify relationships and patterns between numbers up to 10. To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways. To add and subtract one in practical activities.		Measurement To measure themselves and everyday objects using a mixture of non-standard and standard measurements. To develop spatial reasoning using measures. To begin to order and sequence events using everyday language related to time. To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars. To explore the use of different measuring tools in everyday experiences and play.		Geometry To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them. To use spatial language, including following and giving directions, using relative terms. To develop spatial reasoning with shape and space. To compose and decompose shapes, and understanding which shapes can combine together to make another shape.	

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Knowledge and Understanding of the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Past and Present Children will know about their own life story and how they have changed. Children will look at images of homes from the past and compare to present day.	Past and Present Children will talk about and compare the lives of people around them using stories, artefacts and accounts from the past. History figure: Guy Fawkes	Past and Present Children will talk about different jobs and people who help us in society. Children will know about the past through settings and characters. (Florence Nightingale). Children will look at images of hospitals from the past and compare to present day (Victorian).	Past and Present Children will know some similarities and differences between things in the past and now. Children will look at images of vehicles from the past and compare to present day.	Past and Present Children will talk about past and present events in their lives and before they were born. (prehistoric animals) History figure: Mary Anning	Past and Present Children will learn about seaside toys/games in the past and compare it to present day. Children will look at images of different seaside games from the past and compare to present day.
	People, Culture and Communities Children will know some stories, events and people who are special to them (Worldviews: Christianity, Judaism and Hinduism: Diwali) Compare and contrast characters from stories, including figures from the past.	People, Culture and Communities Children will explore the Christian concept of Incarnation through the Christmas story.	People, Culture and Communities Children will know about different celebrations (New Year, Lunar New Year and Holi) Children will name and describe people who are familiar to them. Children will understand the effect of changing seasons on the natural world around them.	People, Culture and Communities Children will explore the Christian concept of salvation through the Easter story.	People, Culture and Communities Children will know some stories from different cultures and worldviews (Sikh, Islam, Santana Dharma & Christianity)	People, Culture and Communities Children will know special places for different worldviews (Church, Mosque, Synagogue, Mandir) Children will recognise some similarities and differences between life in this country and life in other countries.
	The Natural World Children will understand the terms 'same' and 'different'. Children will understand the terms 'same' and 'different' when talking	The Natural World Children will explore and ask questions about the natural world around when talking about seasonal change as well as the effect of the changing seasons.	The Natural World Children will continue to ask questions about the natural world around them. Children will know how to sort and group materials and talk about the	The Natural World Children will talk about features of the environment and describe what they see, hear and feel whilst outside.	The Natural World Children will make observations about animals discussing similarities and differences.	The Natural World Children will recognise some environments that are different from the one in which they live.

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	about their immediate family and the natural world around them. Exploring senses.	Children will know some important processes and changes in the natural world, including states of matter i.e. what happens when things melt? (natural change- ice to water - Winter) Through stories and discussion, children will learn about nocturnal animals and animals that hibernate in winter.	differences between the materials and changes they notice. Children will develop their understanding of contrasting habitats by exploring different environments from the one in which they live in. Children will name familiar British birds when taking part in the Great British Bird Watch. Children will investigate floating and sinking, making observations and making their own boats.	Children will make observations about plants and animals commonly seen in the spring, learning to name some spring plants. Children will investigate push and pulls.	Children will understand and use some language related to animals e.g. camouflage, predator.	
Vocabulary	Explore, special, family, believe, past, now, a long time ago, day, time, baby, child, adult, day, country, world, birds eye view, map, globe, investigate, compare, same, similar, different, float, sink, hard, soft, rough, hard, cold, hot, change, environment, maps. Seasons. Lifecycle, hatch, growing, new life, butterfly, caterpillar, chrysalis, habitats, prey, predator, camouflage, nocturnal. Belonging, ceremony, family, holy, sacred, special. Christianity: Advent, Ange Gabriel, baptism, candles, cross, christening, Christmas, godparents, gold, font, frankincense, Jesus, Joseph, Mary, myrrh, Nativity. Hinduism: diva lamps, Diwali, rangoli patterns, Lakshmi, mandir. Job, work, firefighters, police, doctors, nurses, vet. Remembrance day, November, poppies, war, fight, Guy Fawkes, Parliament, gunpowder, sparklers, bonfire, birthday, presents.					
ELG	Past and Present ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Links to KS1 Readiness	Science Working Scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and			History Using Language associated with the past Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past		

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	plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers Plants To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers Animals including Humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of Everyday Materials To recognise that different everyday objects are made from different materials To describe how different objects, look and feel Seasonal Change To know about different types of weather To observe changes in trees and plants as the seasons progress	Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order Talking about things they have done with people special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. Recognising Chronology within stories Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.
	Geography Locational Knowledge Know where they live Know how they travel to school Knowledge of Places Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place Human and Physical Geographical Knowledge Recognise elements of their environment that are manmade and natural Using Maps Make maps from stories Follow simple maps in play	RE Believing To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories Living To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions Expressing To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

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Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. In EYFS, we use the Charanga Music scheme in line with the rest of school.					
	Creating with Materials Children will experiment with colour mixing paints. Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children to begin to develop their observational skills by drawing self-portraits. Children will know how to mould clay, e.g. making a Diva lamp.	Creating with Materials Children will experiment with different materials to create a collage using different textures e.g. creating firework and poppy pictures. Children make some independent choices about the resources needed and talk about their creations.	Creating with Materials Children will safely explore different techniques for joining materials.	Creating with Materials Children will make props and costumes for different role play scenarios. Children will develop their colour mixing skills to produce different shades. Children will learn to design for a purpose, e.g. a farm before starting to create. Children to develop their observational skills by drawing pictures of spring flowers.	Creating with Materials Children will explore printing through creating patterns and adding different textures.	Creating with Materials Children will begin to understand sculptures in 3D form including an artist study on Barbara Hepworth. Children will create collaboratively and share creations, talk about process and evaluate their work. Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children to use natural resources to create images in the environment.
	Being Imaginative Charanga – Me! Children will sing and perform nursery rhymes. They will start to learn to sing in unison, find the pulse and explore musical instruments.	Being Imaginative Charanga – My Stories Children continue to learn to sing in unison with a focus on Nativity songs. Rehearse and perform in the KS1 Nativity.	Being Imaginative Charanga – Everyone! Children sing in unison, find the pulse/beat and show it through movement, clap back simple rhythms and names.	Being Imaginative Charanga – Our World Children continue to learn to sing or sing along with nursery rhymes and action songs	Being Imaginative Charanga - Big Bear Funk Children will play instruments within the song	Being Imaginative Charanga – Reflect, Rewind, Replay Children find a beat and try to keep it noticing when the beat changes.

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	Listen attentively, move to and talk about music, expressing their feelings and responses.	Children will develop their roleplay skills when playing alongside their friends, e.g. home corner birthday parties.	Children will improvise with instruments. Children will sing and learn to play instruments within a song Children will share and perform alongside others.	Children will continue to improvise with instruments and learn to play instruments within a song. Children will share and perform alongside others.	Children will improvise music using voices and instruments. Children will find the beat/ pulse and show it through movement. Children will explore and engage in music making and dance, performing solo or in groups.	Children will invent their own narratives, stories and poems.
Vocabulary	Printing, cutting, sticking, colouring, drawing, singing, timing, tune, rhythm, joining, decorating, scraping, threading, washing, cleaning, quiet, loud, clapping, rolling, folding, dabbing, stapler, staples, purpose, perform, sing, dance, masking tape, glue, collage, design, observe, mix, stir, pour, evaluate, paint, colour, cut.					
ELG	Creating with Materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative ELG: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Links to KS1 Readiness	ART Using Materials Hold tools like pencils, paint brushes, scissors with increasing precision. Experiment with using different every day and art materials to explore colour, texture and form. Drawing, painting and sculpture To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. Exploring techniques To explore a range of techniques to draw, paint, print and sculpt to help them create art work. Comparing and evaluating work. Recognising and exploring the colour, patterns and shapes in other artist's work. Expressing opinions and feelings in response to their own art work and other artist's work. Sharing their work with other people, talking about what they have created it.			MUSIC Vocalising and Singing To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing. Hearing and Listening To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. Moving and Dancing To respond to music, including individual instruments with movement and dance. To match movements to the rhythm and pulse of a piece of music Exploring and Playing To explore the range of sounds made by different instruments. To use a range of percussive instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used.		