



Reception LTP 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme / Inspiration</b>	Once Upon a time...	Light and Dark	Journey's	Heroes	Let's grow!	Globe Trotters
<b>Focus Texts</b>  English – Comprehension and Vocabulary	The Enormous Turnip Goldilocks and the three bears The Gruffalo The Bear Hunt Stanley's Stick	Funnybones Owl Babies Stickman How to catch a star The Jolly Christmas Postman	The Naughty Bus The Misadventures of Fredrick Whatever Next! The Three Little Pigs I am Amelia Earhart	Supertato The Snail and the Whale Astro Girl Superworm Traction Man	Handa's surprise The Very Hungry Caterpillar The Enourmous Potato Oliver's Vegetables	Commotion in the Ocean. Billy's Bucket Someone Swallowed Stanley Michael Recycles Rumble in the Jungle
<b>Assessment Opportunities</b>  (All term)	EYFS Team Meetings In setting Baseline Assessments NELI Assessments Phonic Assessments <b>RBA - Statutory</b>	EYFS Team Meetings End of term Assessments Neli 10 week Assessment Phonic Assessments PPM	EYFS Team Meetings GLD Predictions for EOY NELI final Assessments Phonic Assessments	EYFS Team Meetings End of term Assessments Phonic Assessments PPM	EYFS Team Meetings EYFS Moderation for GLD Phonic Assessments	EYFS Team Meetings <b>Submit GLD data</b> Trust Phonic Check PPM – To support Transition into Y1
<b>Parental Involvement</b>	Welcome Meetings – Whole School and class	Writing Workshops Parents Evening Class Dojo	Phonics and Reading workshops Newsletter Class Dojo	Parents Evening Class Dojo	Class Assembly Newsletter Class Dojo	End of term event Parents Evening is requested. Class Dojo



	Phonics and Reading workshops Newsletters Class Dojo					
<b>Possible visits / Visitors</b>	Dental Nurse Family with a new baby	Owl Sanctuary workshop	Walk in the local community		Visit to the farm / local allotments	
<b>PRIME AREAS</b>						
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>I can sit, look and listen.</li> <li>I can respond appropriately to other people's ideas.</li> <li>I can build on other people's ideas using speech during play.</li> <li>I can speak using simple sentences.</li> <li>I can initiate conversations with others.</li> <li>I can speak clearly.</li> <li>I can use new words.</li> <li>I can use the 'right' voice (outside voice, classroom voice).</li> <li>I can take turns to talk.</li> </ul>		<ul style="list-style-type: none"> <li>I can predict and retell.</li> <li>I can ask questions.</li> <li>I can join in, retell, discuss and answer questions about a story.</li> <li>I can use tier 3 vocabulary in play when supported by an adult.</li> <li>I can regularly use tier 2 words during everyday conversations.</li> <li>I can use 'and' and 'because' in my sentences.</li> <li>I can maintain attention and conversation for extended periods of time.</li> <li>I can continue a conversation in a small group of 2 or 3 by turn-taking, waiting until someone else has finished and listening to others.</li> <li>I can say how I feel.</li> </ul>		<ul style="list-style-type: none"> <li>I can use past, present and future forms correctly.</li> <li>I can create stories by linking ideas together through play.</li> <li>I can explain ideas and events past and future.</li> <li>I can use tier 2 words and some tier 3 words (new words) during role-play situations and in my everyday language interactions.</li> <li>I can understand and answer questions.</li> <li>I can show an awareness of the listeners' needs, feelings and react to this.</li> <li>I can speak in sentences sometimes using connectives to extend speech.</li> </ul>	
<b>Personal, Social and Emotional Development</b>	<p>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 <b>children can achieve at school and in later life</b>. Children will learn how to manage their own basic hygiene and personal needs including dressing, toileting, oral health, healthy food choices and how to keep safe.</p>					



	Confidence and Self Awareness	Sharing and taking turns	Making Relationships	Co-operating and group roles	Dealing with conflict	Transitions
<b>School PSHE Scheme - Jigsaw</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Relationships	Healthy Me	Changing Me
<b>Physical Development</b>	<b>P.E</b>	<b>P.E</b>	<b>P.E</b>	<b>P.E</b>	<b>P.E</b>	<b>P.E</b>
P.E one session per week delivered by Dellar Sports	<b>FUNDamentals (ABC's)</b>	<b>FUNDamentals (ABC's)</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Sport specific skills (games)</b>	<b>Athletics</b>
	Threading, cutting, weaving, playdough, Fine Motor activities.  I can manipulate objects with good fine motor skills  I can draw lines and circles using gross motor movements  I can hold a pencil/paint brush beyond whole hand grasp  Pencil Grip  Taking shoes off and putting	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  Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities.  I can begin to form letters correctly.  I can handle tools, objects, construction and malleable materials with increasing control  I can hold Small Items / button Clothing / zips  I can cut with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities.  I can hold a pencil effectively with comfortable grip  I can form recognisable letters, most of which are correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities.  I can continue to develop pencil grip and letter formation.  I can use one hand consistently for fine motor tasks  I can cut along a straight line with scissors /  I can start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities.  I can form letters correctly  I can cut a shape using scissors  I can draw pictures that are recognisable  I can build things with smaller linking blocks, such as Duplo or Lego
<b>SPECIFIC AREAS</b>						



Phase 1 alongside phases 2-4 throughout the year

<b>Literacy -Phonics</b>	Phase 1 alongside phases 2-4 throughout the year		
	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 3/4</b>
<p><b>WORD READING</b></p> <p>(Letters and Sounds framework)</p>	<ul style="list-style-type: none"> <li>I can use my phonic knowledge to start to decode VC, CVC words using the sounds listed below.</li> <li>I can read the tricky words: l, the, go, to, into, no</li> <li>I can read very simple sentences e.g. I am sad.</li> <li>I use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary.</li> <li>Phonemes: s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, h, b, f, ff, ll, ss</li> </ul>	<ul style="list-style-type: none"> <li>I can use my phonic knowledge to decode CVC, VCC, CVCC, CCVC, CCCVC and CVCCC words.</li> <li>I can read the tricky words: he, she, we, me, be, was, you, are, her, all, they, my.</li> <li>I use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>I can read and understand a sentence with common irregular and phonetically plausible words e.g. 'The cat sat on a mat'.</li> <li>Phonemes: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> </ul>	<ul style="list-style-type: none"> <li>I can use my phonic knowledge to securely decode CVC, VCC, CVCC, CCCVC, and CVCCC words which contain digraphs such as ch, sh, th and words containing more than 1 syllable.</li> <li>I can read the tricky words: said, have, like, so, do, some, come</li> <li>I use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>I can read and understand a sentence I have written.</li> <li>Phonemes: Consolidate knowledge to help the reading and spelling of words which have adjacent consonants, such as trap, milk.</li> </ul>
<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <p><b>Writing</b></p>	<p><b>Comprehension</b></p> <p>I can hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>I can tell a familiar story to friends.</p> <p><b>Composition</b></p> <p>I can tell an adult what I have drawn or painted.</p>	<p><b>Comprehension</b></p> <p>I can describe the main events in a story.</p> <p>I can retell my own story.</p> <p>I can read a simple book and answer questions about what I have read.</p> <p><b>Composition</b></p> <p>I can use some identifiable letters to communicate meaning and use them</p>	<p><b>Comprehension</b></p> <p>I can describe the main events in the stories I read.</p> <p>I can make a prediction based on events in a text.</p> <p>I can retell a story using my own words.</p> <p><b>Composition</b></p> <p>I can sequence sentences to form a short, simple narrative.</p>



	<p>I can ascribe meaning to the marks I make. I am beginning to orally rehearse what I want to write. I can create representations of people, events and Objects.</p> <p style="text-align: center;"><b>Writing</b></p> <p>I can hold a pencil using a tripod grip. I am beginning to form letters and digits 0-5 correctly, starting and finishing in the right place. I can write my name. I can hear and write initial sounds in words. I can use my phonic knowledge to write CVC words correctly, hearing initial, middle and final sounds.</p>	<p>to write captions, labels and simple sentences. I can read back my writing. I can rehearse what I write orally before writing it down.</p> <p style="text-align: center;"><b>Writing</b></p> <p>I can form letters and digits 0-9 correctly, starting and finishing in the right place.</p> <p>I can write the tricky words: I, the, go, to, into, no I can use my phonic knowledge to write CVC, VCC, CVCC and CCVC words. I can use capital letters and full stops to punctuate sentences. I can use finger spaces between words. Most words I write will be spelt phonetically plausibly. I can write simple lists, labels and captions. I can write meaningful sentences (e.g. sentence matches the image).</p>	<p>I can read back my sentence to check it makes sense. Discuss my writing with an adult / peer. Read aloud my writing clearly to an adult / peer.</p> <p style="text-align: center;"><b>Writing</b></p> <p>I can form letters in the correct direction and sitting on the line. I can write the tricky words: he, she, we, me, be, was, you, are, her, all, they, my. I can use my phonic knowledge to write words containing digraphs such as sh, th, ch. I can use capital letters and full stops to punctuate sentences. I can use finger spaces between words. The sentence that I write will be legible to myself and others. I know an adjective is a describing word and I can begin to use adjectives in my writing. I am beginning to compose my own stories. I am building up stamina, writing two or more sentences regularly.</p>
<p><b>Maths</b>  (White Rose Maths)</p>	<p style="text-align: center;"><b>Week 1-3 Baselineing</b></p> <p style="text-align: center;"><b>Week 4-6 – Just like me!</b> Matching and sorting Comparing amounts Exploring Patterns Compare size, mass and capacity</p>	<p style="text-align: center;"><b>Week 1-3 – Alive in 5</b> Introducing Zero, comparing Numbers to 5, composition of 4 and 5, Comparing Mass, Comparing Capacity</p> <p style="text-align: center;"><b>Week 4-6 – Growing 6,7,8</b> 6,7,8</p>	<p style="text-align: center;"><b>Week 1-3 – To 20 and beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning 1 – Match, Rotate, Manipulate</p> <p style="text-align: center;"><b>Week 4-6 – First, Then, Now</b> Adding more , Taking away</p>

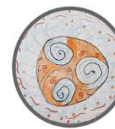


	<p><b>Week 7-9 – It's me, 1,2,3!</b> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3, Circle, Triangles and Positional language</p> <p><b>Weeks 10-12 – Light and Dark</b> Representing numbers to 5 One more, one less Shapes with 4 sides, time</p>		<p>Making Pairs Combining 2 Groups Length and Height, Time</p> <p><b>Week 7-9 Building 9 and 10</b> 9, 10 Comparing Numbers to 10 Number bonds to 10 3D Shapes and Patterns</p> <p><b>Week 10 onwards - Consolidation</b></p>		<p>Spatial Reasoning 2 – Compose and decompose</p> <p><b>Week 7-9 – Find my Pattern</b> Doubling, Sharing and Grouping Even and Odd Spatial Reasoning 3 – Visualise and Build</p> <p><b>Week 10 -12 – On the Move</b> Deepening Understanding Patterns and Relationships Spatial Reasoning 4 - Mapping</p>	
<b>Theme / Inspiration</b>	<b>Only One You</b>	<b>Light and Dark</b>	<b>Journey's</b>	<b>Heroes</b>	<b>Let's grow!</b>	<b>Globe Trotters</b>
<b>Understanding the World</b>	Seasons – I can describe what I can see, hear and feel outside / senses. I can describe the change in seasons.					
	<p>I can talk about people in my immediate family.</p> <p>I can talk about where I live.</p> <p>I can draw and explain a simple map of where I live.</p>	<p>I can recognise that people have different beliefs and celebrate in different ways.</p> <p>I can talk about family traditions.</p> <p>I can compare and contrast characters from stories including figures from the</p>	<p>I can explore materials and comment on their properties.</p> <p>I can explore how things work.</p> <p>I can talk about different forces I can feel.</p> <p>I can understand the past through stories read in</p>	<p>I can show an interest in different occupations.</p> <p>I can talk about significant people from both the past and present day.</p>	<p>I can understand and describe key features of a lifecycle (Sunflower / Frog / Butterfly)</p> <p>I can make observations and record what I see and find.</p> <p>I can explain similarities and differences</p>	<p>I can explain how to care for our environment.</p> <p>I can talk about different countries in the world.</p>



		past (Rosa Parks / Guy Fawkes)	class (History of transport)  I can talk about significant people from both the past and present day. (Amelia Earhart / Tim Peake)		between life in this country and life in others.	
RE	<p><b>Theme</b> – Special People</p> <p><b>Key Question</b> – What makes people special?</p> <p><b>Religions</b> – Christianity Judaism</p>	<p><b>Theme</b> – Christmas</p> <p><b>Key Question</b> – What is Christmas</p> <p><b>Religions</b> – Christianity</p> <p><b>Christian Concept</b> - Incarnation</p>	<p><b>Theme</b> – Celebrations</p> <p><b>Key Question</b> – How do people celebrate</p> <p><b>Religions</b> – Hinduism</p>	<p><b>Theme</b> – Easter</p> <p><b>Key Question</b> – What is Easter</p> <p><b>Religions</b> – Christianity</p> <p><b>Christian Concept</b> - Salvation</p>	<p><b>Theme</b> – Story Time</p> <p><b>Key Question</b> – What can we learn from stories?</p> <p><b>Religions</b> – Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme</b> – Special Places</p> <p><b>Key Question</b> – What makes places special?</p> <p><b>Religions</b> – Christianity, Islam, Judaism</p>
<b>Expressive Arts and Design</b>	Children will explore, use, and refine a variety of artistic effects to express their ideas and feelings.					
	Children will explore and engage in music making and dance, performing solo or in groups.					
	<p>Drawing</p> <p>Materials - building Junk box</p> <p>Develop storylines in their pretend play.</p>	<p>Painting</p> <p>Junk box modelling / joining skills</p> <p>Sing in a group or on their own,</p>	<p>Sculpture</p> <p>Structures /Materials</p> <p>Return to and build on their previous learning,</p>	<p>Material and Textiles</p> <p>Materials</p> <p>Create collaboratively sharing ideas,</p>	<p>Printing</p> <p>Cooking and Nutrition</p> <p>Listen attentively, move to and talk about music,</p>	<p>Collage</p> <p>Structures and Materials</p> <p>Watch and talk about dance and performance art,</p>





		increasingly matching the pitch and following the melody.	refining ideas and developing their ability to represent them	resources, and skills.	expressing their feelings and responses.	expressing their feelings and responses
<b>Music – Charanga Scheme</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay