

Abbotsweld EYFS LTP



| Reception 2024/2025 | | Autumn | | Spring | | Summer | |
|------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| For English | h & Maths and specialist t | eaching please see separate curriculu | m documents. | | | | |
| Themes | | Our World (Me, myself and I, festivals) | | All creatures great and small (animals) | | Up, up and Away (Growing, transport) | |
| | | All about me | Celebrate good times! | David Attenborough | Greta Thunberg | Tiny seeds | Changes |
| Experiences | | Inviting family members into school Local heroes invited into school | Christmas nativity Diwali celebrations Hanukkah celebrations Guy Fawkes | Pond dipping Animal experiences Making bread | Hatching a chick Caterpillars into butterflies Make birdfeeders | Planting a seed Eating homemade chips | Transitions to KSI Investigating states of matter (e.g. making lollipops etc) Looking at achievements over the year |
| | Phonics | All pupils follow the Phonics RWI programme. | | | | | |
| Physico developm | Fine motor | See MTP | | | | | |
| | | PE is taught discreetly weekly and continuously through our provision. 'Fundamental Movement' and 'The ABCs of Movement' are intertwined throughout these as well as 'Object Manipulation'. PE makes uses of guidance within the Development Matters document to help reach the expected level of development by planning lessons and steps to success based on the learning statements provided. | | | | | |
| Personal, social & emotional development | | Zones of regulation | | | | | |
| Literacy | | See separate curriculum documents | | | | | |
| Maths | | See separate curriculum documents | | | | | |
| Understanding the World | Past and Present | My Family | Important People | Past and Present (water transport over time) | Past and Present (e.g. extinct animals) Important People | Passing of time | Past and Present |
| | People, Culture and Communities | Where I live | Your country, my country | Animals around the world | | Making maps | Your country, my country |
| | The Natural World | Senses Natural Changes (seasonal) | Changes in the Natural World Natural Changes (seasonal) | Everyday Materials Natural Changes (seasonal) | Natural Materials Natural Changes (seasonal) | Plants Natural Changes (seasonal) | Push and Pull Plants Natural Changes (Seasonal) |
| Expressive Arts & Design | | Self portraits | Art from other cultures Artists Nativity | Self portraits Observational drawings Natural art | | | |
| RSE Jigsaw | | Our relationships Life Online | Positive Wellbeing | Citizenship | Economic Wellbeing | Physical Development | Growing and Changing |
| Music | | Charanaga | | | | | |