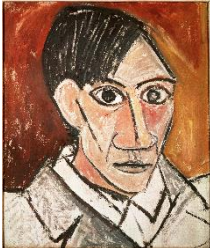


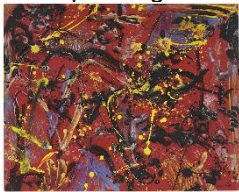

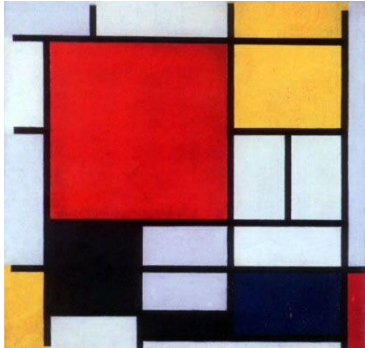




Reception LTP 22-23	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)	ELG's
Reception theme	Where do I belong?	Once upon a time	Where in the world?	All creatures great and small	Growing and farms	Do you like to be beside the seaside?	
General themes	<ul style="list-style-type: none"> All about me My family Our community – where we live Buildings Our school Emotions Maps Space The world 	<ul style="list-style-type: none"> Fairytales Christmas The Gruffalo Baking Oral hygiene 	<ul style="list-style-type: none"> Contrasting environments Naming aspects of different environments Changing seasons Africa Antarctic 	<ul style="list-style-type: none"> Animals – characteristics of animals and categories of animals Habitats Minibeasts Lifecycles 	<ul style="list-style-type: none"> Food from farms Plants Growing from babies to adults Healthy eating Maps 	<ul style="list-style-type: none"> Seasides in the past Sea creatures Geography 	
Understanding of the World links	<ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Draw information from a simple map Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 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. 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. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 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. 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. 	<ul style="list-style-type: none"> Explore the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Draw information from a simple map Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Draw information from a simple map Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 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. 	<p>Past and Present</p> <ul style="list-style-type: none"> 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 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 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.
Power of Reading books	Hello, friend Here we are	The Gruffalo The Biscuit Bear The Nativity Story	Blue Penguin Anna Hibiscus Song	Mad About Minibeasts Rumble In The Jungle	What the Ladybird Heard Oliver's Vegetables	Billy's Bucket Snail and the Whale	

<p>Adult-Led Writing outcomes</p>	<p>Focus on letter formations of set 1 sounds</p>	<ul style="list-style-type: none"> Describe the Gruffalo Instructions to make biscuit bear 	<ul style="list-style-type: none"> Write a letter to the penguin Write name labels for our families 	<ul style="list-style-type: none"> Write descriptions of minibeasts Write descriptions of animals 	<ul style="list-style-type: none"> Instructions on how to plant a seed Write a shopping list for vegetable soup 	<p>What can you see under the sea writing prompt</p> <p>Write a postcard</p>	
<p>Artist focus</p>	<p>Portraits by Pablo Picasso Drawing or painting self-portraits</p>  <p>“Sunflowers” by Van Gogh Observational drawing and painting</p>  <p>“Midnight Pumpkin” by Yayoi Kusama Finger painting and printing different sized dots</p> 	<p>Jackson Pollock Using different methods to make firework paintings e.g. splatting, blowing, 'drip painting'</p>  <p>“Squares with Concentric Circles” by Kandinsky Using shapes</p>  <p>“Composition with Large Red Plane, Yellow, Black, Gray, and Blue” by Piet Mondrian</p> 	<p>Esther Mahlangu Making pictures with shapes Printing on fabric</p> 	<p>“The Snail” by Henri Matisse Collage</p> 			<p>Creating with materials</p> <ul style="list-style-type: none"> 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
<p>Phonics skills expected at each stage (Children to be placed into differentiated RWI groups)</p>	<p>RWI</p> <p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>RWI</p> <p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>RWI</p> <p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>RWI</p> <p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>RWI</p> <p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>RWI</p> <p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>	<p>Comprehension</p> <ul style="list-style-type: none"> 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 <p>Word Reading.</p> <ul style="list-style-type: none"> 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

							<p>with their phonic knowledge, including some common exception words.</p> <p>Writing.</p> <ul style="list-style-type: none"> • 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.
Writing groups (differentiated)	Letter formation	Letter formation CVC words	CVC words Captions	CVC words Captions Dictated sentences	CVC words Captions Dictated/independent sentences	Dictated/independent sentences	<p>Writing</p> <ul style="list-style-type: none"> • 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.
NCETM Mastering Number	<p>Week 1-5</p> <ul style="list-style-type: none"> • Subitising • Counting, Cardinality and Ordinality • Composition • Comparison 	<p>Week 6-10</p> <ul style="list-style-type: none"> • Counting, Cardinality and Ordinality • Comparison • Composition 	<p>Week 11-15</p> <ul style="list-style-type: none"> • Subitising • Counting, Cardinality and Ordinality • Composition • Comparison 	<p>Week 16-20</p> <ul style="list-style-type: none"> • Counting, Cardinality and Ordinality • Comparison • Composition • Subitising 	<p>Week 21-25</p> <ul style="list-style-type: none"> • Counting, Cardinality and Ordinality • Subitising • Composition • Comparison 	<p>Weeks 26-31</p> <p>Review and assess – Comparison</p> <p>Review and assess- counting beyond 20</p> <p>Review and assess – patterns within numbers to 10</p> <p>Review and assess – automatic recall</p> <p>Review and assess – understanding of numbers to 10</p> <p>Review and assess – subitising on a rekenrek</p>	<p>Number</p> <ul style="list-style-type: none"> • 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • 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
White Rose Maths	<p>Getting to know you (baseline)</p> <ul style="list-style-type: none"> • Establish maths through routines <p>Just Like Me (3 weeks)</p> <ul style="list-style-type: none"> • Match and sort • Compare amounts • Compare size, mass and capacity • Exploring pattern 	<p>It's Me 1, 2, 3</p> <ul style="list-style-type: none"> • Representing 1, 2 and 3 • Comparing 1, 2 and 3 • Composition of 1, 2 and 3 • Circles and triangles • Positional Language <p>Light and Dark</p> <ul style="list-style-type: none"> • Representing numbers to 5 • One more and one less • Shapes with 4 sides • Time 	<p>Alive in 5!</p> <ul style="list-style-type: none"> • Introducing 0 • Comparing numbers to 5 • Composition of 4 and 5 • Compare mass • Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> • 6, 7 and 8 • Making pairs • Combining 2 groups • Length and height • Time 	<p>Building 9 and 10</p> <ul style="list-style-type: none"> • 9 and 10 • Comparing numbers to 10 • Number bonds to 10 • 3D shape • Pattern <p>Consolidation</p>	<p>To 20 and beyond</p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial Reasoning • Match, Rotate, Manipulate <p>First, then, now</p> <ul style="list-style-type: none"> • Adding more • Taking away • Spatial reasoning • Compose and decompose 	<p>Find my pattern</p> <ul style="list-style-type: none"> • Doubling • Sharing and grouping • Odd and even • Spatial reasoning • Visualise and build <p>On the move</p> <ul style="list-style-type: none"> • Deepening understanding • Patterns and relationships • Spatial reasoning • Mapping 	<p>Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an</p>
PSED	Jigsaw Being in My World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me	

							<p>ability to follow instructions involving several ideas or actions.</p> <p>Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>
RE	<p>Discovery RE</p> <p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Discovery RE</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p>	<p>Discovery RE</p> <p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religion: Hinduism</p>	<p>Discovery RE</p> <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: What is Easter?</p> <p>Religion: Christianity</p>	<p>Discovery RE</p> <p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Discovery RE</p> <p>Theme: Special places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>	<p>People, Cultures and Communities</p> <ul style="list-style-type: none"> • 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
PE	Commando Joe's	Body movements inc spatial awareness	Obstacles inc. Spatial awareness	Ball skills (Twinkl Best of Balls)	Gymnastics (Twinkl Gym in the Jungle)	Races inc. moving in different ways and speeds (Twinkl The Olympics)	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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.
Charanga Music	<p>Name Song</p> <p>Things for Fingers</p> <p>If You're Happy and You Know It</p> <p>Head, Shoulders, Knees and Toes</p> <p>Pat-a-cake</p> <p>The ABC Song</p>	'Our First Nativity' songs	<p>Wind the Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Twinkle, Twinkle</p> <p>The Wheels on The Bus</p> <p>Hickory Dickory Dock</p> <p>I'm A Little Teapot</p>	<p>Incy Wincy Spider</p> <p>The Hokey Cokey</p> <p>Five Little Monkeys Jumping on The Bed</p> <p>Five Little Ducks</p> <p>Big Bear Funk</p>	<p>Baa, Baa Black Sheep</p> <p>Ring O' Roses</p> <p>Old Macdonald</p> <p>This Old Man</p> <p>The Grand Old Duke of York</p> <p>Not Too Difficult</p>	<p>Baa, Baa Black Sheep</p> <p>Twinkle, Twinkle</p> <p>Incy Wincy Spider</p> <p>Rock-a-bye Baby</p> <p>Row, Row, Row Your Boat 1, 2, 3, 4, 5, Once I Caught a Fish Alive</p>	<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • 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.
Potential Experiences	<p>Visits from people who help us e.g police</p> <p>Immersive space – space week</p>	<p>Visit from Sikh parent for Diwali</p> <p>Visit from fire service for bonfire night</p> <p>Trip to Hardwick Park/Wynyard Woodland Park</p> <p>Christmas stay and play</p>	Immersive Space	<p>ZooLab visit/Butterfly World</p> <p>InsectLore Caterpillars</p> <p>Easter stay and play</p>	<p>Planting seeds</p> <p>Farm trip</p>	<p>Seaside trip</p> <p>Immersive space – under the sea</p>	
Events	<p>Recycle Week</p> <p>World Space Week</p>	<p>Diwali 4th Nov</p> <p>Outdoor Classroom Day 4th Nov</p> <p>Bonfire Night 5th Nov</p> <p>World Science Day 10th Nov</p> <p>Remembrance Day 11th Nov</p> <p>Children in Need 13th Nov</p> <p>World Nursery Rhyme Week 15th-19th Nov</p> <p>Christmas Party</p> <p>Nativity Play</p> <p>Christmas Fair</p>	<p>Chinese New Year 1st Feb</p> <p>RSPB Big Schools Bird Watch</p> <p>Safer Internet Day 8th Feb</p> <p>Random Act of Kindness Week 14th-20th Feb</p> <p>Valentine's Day 14th Feb</p>	<p>World Wildlife Day 3rd March</p> <p>World Book Day 3rd March</p> <p>Red Nose Day 18th March</p> <p>Holi 19th March</p> <p>Mother's Day 27th March</p>	<p>Eid 2nd-3rd May</p> <p>World Maths Day 5th May</p> <p>World Bee Day 20th May</p> <p>Queen's Platinum Jubilee 2nd June (in hols)</p>	<p>Pride Month 1st-30th June</p> <p>World Ocean's Day 8th June</p> <p>Healthy Eating Week</p> <p>Father's Day 19th June</p> <p>World Music Day 21st June</p> <p>Transition</p> <p>Sports Day</p>	