









**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



	<b>AT1 (7 weeks)</b>	<b>AT2 (7 weeks)</b>	<b>SP1 (5 weeks)</b>	<b>SP2 (6 weeks)</b>	<b>SUM1 (6 weeks)</b>	<b>SUM2 (7 weeks)</b>
<b>Cross Curricular theme</b>	What makes me special? 	How do the seasons change? 	Is China like Chorley? 	Can Giraffe's dance? 	What's growing in the garden? 	Do you like to be beside the seaside? 
<b>Predictable interests</b>	Autumn	Bonfire night Halloween Christmas	Winter Valentine's day Shrove Tuesday and Ash Wednesday	Easter World book day	Spring	Summer
<b>Themed Events/Global Learning</b>	Harvest  (Global Learning Link: Orphanages, different kinds of homes)	Bonfire night Anti-bullying week Remembrance Sunday Advent Begins  (Global Learning Link: Christmas – being fortunate and lucky – linked to Letters to Santa, Christmas around the world: Shoebox appeal)	Safer internet week  (Global Learning Link: Corona Virus, Cultures around the world)	Fairtrade Lent begins World book day Science week  (Global Learning Link: Deforestation, Animal habitats, Endangered and extinct species)	Health Week  (Global Learning Link: environment and looking after the environment – climate change on an age appropriate level)	(Global Learning Link: plastic pollution, sharks and whales being hunted, delicacies being eaten in different countries)
<b>Experiences/Visits and Visitors</b>	Mystery guests throughout the year	Post Christmas card home @ the Post box Christmas party Mystery guests throughout the year	Chinese dragon dancing Chinese drumming Mystery guests throughout the year Local area walk	Blackpool zoo visit Mystery guests throughout the year	Park visit – minibests/signs of spring Mystery guests throughout the year	Beach party Mystery guests throughout the year
<b>Parent Links</b>	Curriculum workshop Phonics workshop Breakfast stay and play	Christmas nativity  	Maths focus stay and play – maths games	Mother's Day afternoon tea Love reading afternoon	Bring a plant gardening day – outdoor learning	End of year picnic, eat ice creams on the field with children and families 

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					Learning outdoors stay and play	
<b>Inspirational Individuals</b>		Ade Adepitan	Anne Frank	Mary Earps		
<b>Communication &amp; Language</b>	<p>Begin to understand how to listen carefully and why listening is important.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use new vocabulary in different contexts.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p>Can describe their relative position, such as 'behind' or 'next to'.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Use a range of tenses – e.g. play, playing, played.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Continue to extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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.</p> <p>Continue to extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</p> <p>Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Question why things happen and give explanations.</p> <p>Confidently and correctly asks e.g. who, what, when, how questions in the correct context.</p> <p>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</p>			

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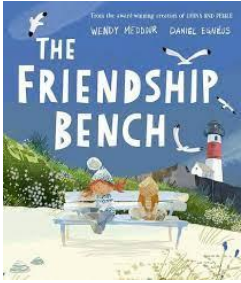


	<p>Begin to question why things happen and give explanations.</p> <p>Asks e.g. who, what, when, how.</p> <p>Use intonation, rhythm and phrasing.</p>	<p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Confidently use a range of tenses – e.g. play, playing, played.</p> <p>Continue to question why things happen and give explanations. Asks e.g. who, what, when, how.</p> <p>Confidently use intonation, rhythm and phrasing.</p>	
<p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, literacy sessions, sharing circles, PSHE sessions, Key worker times, story sessions, singing, speech and language interventions and assemblies.</p>			

<b>Focussed Author</b>	Jill Murphy	Jill Murphy	Mick Inkpen	Mick Inkpen	Eric Carle	Eric Carle
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**St Mary's Catholic Primary and Nursery**  
**EYFS RECEPTION CLASS LTP 2024-2025**



<p><b>English</b></p>	<p><b>Core Text</b>  The Friendship Bench by Wendy Meddour</p>  <p><b>Supplementary Texts Fiction</b></p>  <p>Amazing by Steve Antony</p>	<p><b>Core Text</b>  The Little Red Hen</p>  <p><b>Core Text</b>  The Leaf Thief by Alice Hemming</p>  <p><b>Supplementary Texts Fiction</b>  Owl Babies by Martin Waddell</p>	<p><b>Core Text</b>  The Storm Whale in Winter by Benji Davies</p>  <p>Davies</p> <p><b>Supplementary Texts Fiction</b>  Author Study, Benji Davies (i) The Storm Whale (ii) Grandma Bird (iii) The Great Storm Whale The Unexpected Visitor - J. Courtney-Tickle The Snail and the Whale – Julia Donaldson The Whale Who Wanted More – Rachel Bright</p>	<p><b>Core Text</b>  The Elephants Umbrella by Laleh Jaffari</p>  <p><b>Supplementary Texts Fiction</b>  Arlo – Catherine Rayner Abigail – Catherine Rayner Solomon Crocodile – Catherine Rayner Little Red &amp; the Very Hungry Lion - Catherine Rayner The Blue Umbrella – Emily Ann Davison</p> <p><b>Non- Fiction</b>  Hello Mrs Elephant – Sam Boughton Meerkats – National Geographic Kids A Zebra’s Day – National Geographic Kids</p>	<p><b>Core Text</b>  The Woolly Bear Caterpillar by Julia Donaldson</p>  <p>Caterpillar to Butterfly by National Geographic Readers</p> <p><b>Core Text</b></p>	<p><b>Core Text</b>  Somebody Swallowed Stanley by Sarah Roberts</p>  <p><b>Core Text</b></p> <p><b>Text</b></p> <p>Look What I found at the Seaside by Moira Butterfield</p>  <p><b>Supplementary Texts Fiction</b>  Somebody Crunched Colin by Sarah Roberts The unexpected visitor by Jessica Courtney Tickle Michael Recycle by Ellie Bethel</p> <p><b>Non-Fiction</b></p>

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



Hello, Friend! by Rebecca Cobb  
 What Happened to You? By James Catchpole  
 Mama Zooms by Jane Cowen-Fletcher  
 Superpower Like Mine by Dr Ranju  
 Susan Laughs by Jeanne Willis

**Non- Fiction**

We All Have Different Families by Melissa Higgins  
 Happy in Our Skin by Fran Manushkin  
 My Hair by Hannah Lee  
 Who are you? by Smriti  
 Halls It's OK to be Different by Todd Parr

**Poetry**

Dad by Berlie Doherty  
 If you could see laughter by Mandy Coe

After the Storm by Nick Butterworth  
 The Very Helpful Hedgehog by Rosie Wellesley  
 A Little Bit Worried by Ciara Gavin  
 Tidy by Emily Gravett

**Non-Fiction**

Owls in the Night by Catherine Baker (Big Cat)  
 What Can You See in Autumn by Sian Smith  
 What's Inside? By Monica Hughs  
 Autumn is Here by Heidi Pross Gray  
 Walk in the Woods by Flora Martyn & Hannah Tolsen

**Poetry**

The Yaffling Tree by Phil Bowen

**Non –Fiction**

Hello Mr Whale – Sam Boughton  
 Storms – Katherine Baker  
 Whales – Heather Marshall  
 Pet Cat, Big Cat – Alison Haw Long  
 is a Whale? – Alison Lementani

**Core Text**



Hello Penguin – National Geographic Readers

**Supplementary Texts Fiction**

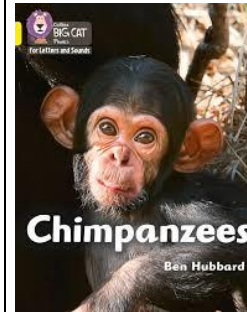
I Can Fly – Fifi Kuo  
 I Follow the Fox - Rob Bidulph  
 Well Done Mummy Penguin – Chris Haughton

Lions – National Geographic Kids  
 Big Cat Babies – Big Cat Collins

**Core Text**

Chimpanzees by Ben Hubbard

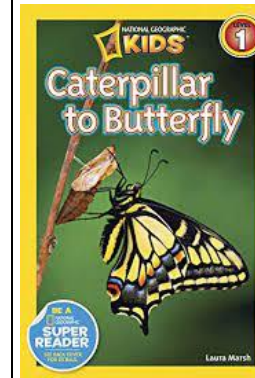
**Core Text**



**Supplementary Texts Fiction**

Jazzy in the Jungle – Lucy Cousins  
 Leap Frog – Jane Clarke  
 Chimp and Zee – Laurence Anholt  
 Animal Crackers – Ruby Wright  
 From My Window – Otavia Junior  
 Along the Tapajós - Fernando Vilela

**Non-fiction**



**Supplementary Texts Fiction**

A good place by Lucy Cousins  
 I love Bugs by Emma Dodd  
 Christopher's Caterpillars by Charlotte Middleton  
 Matisse's Magical Trail by Tim Hopgood  
 Tad by Benji Davis

**Non-Fiction**

Things with Wings by Paul Shipton  
 Lift and Look Bugs – Tracy Cottingham

**Poetry**

Nature trail by Benjamin Zephaniah  
 Wasp on a tube by Chrissie Gittins

Ten things I can do to help my world by Melanie Walsh  
 The Brilliant recycling project book by Sarah Stanford

**Poetry**

Ice Cream Cone  
 Beach Time - Here's a Little Poem: Collected by Jane Yolen & Andrew Fusek Peters



**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



			<p>Nabil Steals a Penguin – Nashani Reed The Snow Thief - Alice Hemmin</p> <p><b>Non-Fiction</b> Busy Penguins – John Schindel Baby Polar Bear - Anne Rooney Who lives here? Polar Animals -Deborah Hodge Penguins – Susanna Davidson Polar Animals (Animal Verse)– Paul Hess</p> <p><b>Poetry</b> The Secret Place by Dennis Lee</p>	<p>Swing Sloth – National Geographic Kids Hang on Monkey – National Geographic Kids We're Roaming in the Rainforest – Laurie Krebs Over in the Jungle – Marianne Berkes Rumble in the Jungle – Giles Andreae</p> <p><b>Poetry</b> Alligator Pie by Dennis Lee Crick, Crack Crocodile By Joan Poulson Lizzy's Lion by Dennis Lee</p>		
<p><b>Reading</b></p>	<p>Listen to and enjoy a variety of rhymes, songs, stories and non-fiction texts Begin to develop an understanding of story structures With support talk about stories, events, characters and settings Begin to re-enact / retell simple stories using some vocabulary and language structures from the text Answer questions with relevant comments Predict some story lines and vocabulary Say how they feel about stories Concepts about print Know that a caption / sentence is made up of words; one-to-one correspondence Be aware that a sentence starts with a capital letter and finishes with a full stop Identify initial phonemes in words - alliteration Orally blend phonemes in words</p>	<p>Listen to and enjoy a variety of rhymes, songs, stories and non-fiction texts Show an awareness of story structures – beginning / middle / end Talk about stories, events, characters and settings in response to questions Re-enact / retell simple stories using some vocabulary and language structures from the text Answer a range of questions with relevant comments Predict some story lines and vocabulary in response to what has been read Talk about book likes / dislikes</p>	<p>Listen to and enjoy a variety of stories, rhymes, poems and non-fiction texts Talk about the structure of stories e.g. beginning, middle and end Talk about story events, characters and setting in response to questions Re-enact / re-tell simple texts, using some vocabulary and language structures from the text Predict some of the story line and vocabulary, in response to what has been read Talk about likes and dislikes Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Answer a range of questions with relevant comments, including simple inferential and deductive questions Read labels, captions and some simple sentences using current phonic knowledge</p>			

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



	Use phonic knowledge to read [ vc and simple cvc words ] Read labels, captions and simple sentences using current phonic knowledge		
<b>Phonics</b>	School's systematic synthetic phonics programme Read Write Inc: - Grapheme phoneme correspondence - Blending and segmenting skills - High frequency words	School's systematic synthetic phonics programme Read Write Inc	School's systematic synthetic phonics programme Read Write Inc
<b>Concepts about Print</b>	Understand directionality of print - Left page before right - Left to right - Top to bottom - Return sweep Identify, name and talk about different parts of a book Know correct orientation of letters and words Understand the concept of a word and a letter Follow words with one-to-one correspondence Be aware that a sentence starts with a capital letter and ends with a full stop	Identify, name and talk about different parts of a book, including for non-fiction texts e.g. contents page, label, illustration, caption Know that a sentence starts with a capital letter and ends with a full stop	Know that a sentence starts with a capital letter and ends with a full stop Begin to understand and use page numbers
<b>Vocabulary and oral composition</b>	Use new vocabulary in sentences, in a range of contexts Say a label, caption or simple sentence that they would like to write (oral rehearsal for writing)	Use new vocabulary in sentences, in a range of contexts Say a simple sentence that they would like to write (oral rehearsal for writing)	Use new vocabulary in sentences, in a range of contexts Say a simple sentence that they would like to write (oral rehearsal for writing) Begin to orally compose a sequence of 2-3 simple sentences
<b>Writing</b>	Hold a pencil with a comfortable grip Write name with correct letter formation Know correct orientation of letters and words Spell VC words e.g. an, as, at, if, in, is, it, of, on, up, am Begin to spell simple CVC words e.g. dad, mum, cat, can, dog Begin to write a simple caption / sentence e.g. ■ It is a .... ■ It is on ... ■ It is an ... ■ I am ... ■ I can ... ■ .... is ... ■ It can ... ■ I got ... ■ I put ... ■ I had ... ■ On the ... ■ At the ... ■ In a Know that a caption / sentence is made up of words; one-to-one correspondence Spell simple common exception words linked to phonics programme	Attempt to include spaces between each word  Begin to use capital letter and full stop  Write simple common exception words linked to phonics Programme  Spell CVC words e.g. did, bed, his, him, put, red, sat, fun, hot, box, yes... Begin to spell some words with digraphs e.g. shop, pink, chat, thin, boat, cow, moon Begin to write a simple caption / sentence using phonic knowledge	Include spaces between each word  Use capital letter and full stop correctly within sentences  Write simple common exception words linked to phonics Programme  Confidently spell simple CVC words e.g. did, bed, his, him, put, red, sat, fun, hot, box, yes  Spell words with some digraphs and trigraphs e.g. shop, pink, sing chat, thin, boat, cow, moon, book, rain, see, high, car, for

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



			<p>Write a simple caption / sentence, using current phonics knowledge</p>
<p><b>Maths</b></p> <p><b>NCTEM – Mastering number Maths</b></p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> </ul> <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have part</li> </ul>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="1585 1034 1809 1222" data-label="Image"> </div> <div data-bbox="1832 943 2033 1114" data-label="Image"> </div> </div>



**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



<p><b>Shape, Space &amp; Measure</b></p>	<p>White Rose Maths Talk about measures and patterns</p> <p>Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>	<p>White Rose Maths Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>Shapes with 4 sides</p> <p>Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>White Rose Maths Mass and capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p>	<p>White Rose Maths Exploring 3D shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>White Rose Maths Manipulate, Compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2d shapes and 3D shapes</p>	<p>White Rose Maths Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p>
<p><b>Religious Education</b></p>	<p><b>Branch 1: Creation and Covenant</b></p>	<p><b>Branch 2: Prophecy and Promise</b></p> <p><b>Judaism</b></p>	<p><b>Branch 3: Galilee to Jersualam</b></p>	<p><b>Branch 4: Desert to Garden</b></p>	<p><b>Branch 5: The ends of the earth</b></p>	
<p><b>RSE</b></p>						<p><b>JOURNEY IN LOVE</b> The wonder of being special and unique</p>
<p><b>PSED</b></p> <p><i>We use 1 decision to support teaching and learning and to help with any individual circumstances that occur</i></p>	<p><b>AUTUMN TERM</b> <b>Self-Regulation</b> Express their feelings appropriately and consider the feelings of others. Identify and name emotions...<i>emotion, lonely, sad/happy, frightened, angry, nervous/worried, and excited.</i> Identify and moderate their own feelings socially and emotionally. Beginning to show empathy. Start to set and work towards simple goals. <b>Building Relationships</b></p>		<p><b>SPRING TERM</b> <b>Self-Regulation</b> Continue to express their feelings appropriately and consider the feelings of others. <i>Emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, and excited.</i> Gain more confidence when identifying and moderating their own feelings socially and emotionally. Know that their own actions affect other people.</p>		<p><b>SUMMER TERM</b> <b>Self-Regulation</b> Talk about how they and others show feelings. Be able give full attention to what the teacher says and respond appropriately. Be able to set and work towards simple goals. Know some ways to manage their feelings and begin to use these to maintain control. Begin to stop and think before acting and wait for things they want. <b>Building Relationships</b> Play group games with rules.</p>	

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



<p><i>throughout the year.</i></p>	<p>Beginning to form constructive and respectful relationships with adults and other children. Play co-operatively; taking turns with others (sometimes with support). <b>Calm, patient, turn, sharing.</b></p> <p>Start to take into account each other's ideas about how to organise their activity.</p> <p>Beginning to be able to negotiate and solve problems without aggression. <b>Fair, agree, turns, together, share.</b></p> <p>Beginning to understand that their own actions affect other people.</p> <p>See themselves as valuable individuals.</p> <p><b><u>Managing self</u></b></p> <p>Begin to know and talk about the different factors that support their overall health and wellbeing. <b>Exercise, healthy/unhealthy, heartbeat, fit, clean, decay.</b></p> <p>Being increasingly independent when managing their own basic hygiene and personal needs, including dressing, fastening coats, hanging coats on pegs, putting belongings in their bags and going to the toilet. <b>Fasten</b></p> <p>Manage their own needs (sometimes with support). Develop the skills they need to manage the school day successfully.</p> <p>Become aware of the boundaries set, and of the behavioural expectations in school.</p> <p>Start to show resilience and perseverance in the face of challenge.</p> <p>Children are willing to try new activities, and starting to say why they like some activities more than others.</p> <p>They are starting to work as part of a group or class, and beginning to understand and follow the rules.</p> <p>They are beginning to adjust their behaviour to different situations, and starting to take changes of routine in their stride.</p> <p>Beginning to say when they do or don't need help.</p>	<p>Gain more confidence when setting and working towards simple goals.</p> <p><b><u>Building Relationships</u></b></p> <p>Negotiate and solve problems without aggression. <b>Fair, agree, turns, together, share.</b></p> <p>Continue to see themselves as valuable individuals.</p> <p>Play co-operatively, taking turns with others. <b>Calm, patient, turn, sharing.</b></p> <p>Form constructive and respectful relationships with adults and other children.</p> <p>Think about the perspectives of others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p><b><u>Managing self</u></b></p> <p>Understand and abide by the behavioural expectations and boundaries in school.</p> <p>Continue to show resilience and perseverance in the face of challenge.</p> <p>Gain more confidence and independence when managing their own needs.</p> <p>Children are confident to try new activities, and say why they like some activities more than others</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>They say when they do or don't need help.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Gain more confidence when managing their own basic hygiene and personal needs, including dressing and going to the toilet.</p> <p>Continue to develop the skills they need to manage the school day successfully.</p>	<p>Begin to understand someone else's point of view can be different from theirs.</p> <p>Begin to resolve minor disagreements through listening to each other and come up with a fair solution.</p> <p>Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p>To confidently work and play cooperatively and take turns with others.</p> <p>To be able to form positive attachments to adults and friendships with peers.</p> <p><b><u>Managing self</u></b></p> <p>Know the importance of physical exercise and a healthy diet for good health, and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, such as going to the toilet independently.</p> <p>Dress and undress independently, successfully managing fastening buttons and zipping up coat.</p> <p>Be confident to try new activities / engage in new experiences.</p> <p>Be able to explain why we have rules.</p> <p>Gain confidence when talking about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p>Understand when and how to stand up for themselves appropriately.</p> <p>Talk about the things they enjoy, and are good at, and about the things they do not find easy</p>
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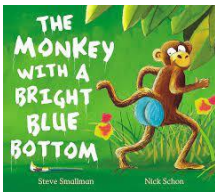
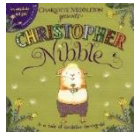



<p><b>PSED</b> <i>Focus Teaching</i></p>	<p>Sharing Classroom routines Classroom rules/expectations Working together Starting school Feelings – Happy/Sad</p>	<p>Safe in and outdoors People who help to keep me safe Road safety week – Brake activities Takes steps to resolve conflicts with other children. E.g. finding a compromise. Giving to others – kindness Respecting each other's differences &amp; similarities – Black History</p>	<p>Healthy Eating Healthy Mind Move your Body Healthy body – Germs Brushing teeth Expressing feelings and wishes See themselves as valuable individuals. Keeping safe online</p>	<p>Feelings – Anger, worry, Fear Takes steps to resolve conflicts with other children – saying sorry. Working together Staying safe on our trip</p>	<p>Being helpful at home and caring for our classroom Respecting each other's differences &amp; similarities Looking after our pets Caring for our world Staying safe outdoors</p>	<p>Transition and changing classes. Friendship Caring for our world Staying safe outdoors</p>
<p><b>No Outsiders Resource:</b></p>	<p>Hello Hello – pg 80</p>	<p>It's ok to like different things - Red rockets and rainbow – pg 79</p>			<p>You choose – what I like – pg 78  Mommy, mama and me – pg 51</p>	
<p><b>Physical Development</b> <i>Fine Motor</i></p>	<p><b>Fine Motor Development</b> Show preference to a dominant hand. Handle tools, objects, construction and drawing materials safely and with increasing control, (developing strength of hand arches, fine motor strength, in-hand manipulation, pincer grip, thumb opposition) Use a pencil and hold it effectively with correct pencil grip. Begin to form recognisable letters Write name using correct letter formation, including capital letter.</p>		<p><b>Fine Motor Development</b> Handle tools, objects, construction and drawing materials safely and with competency Use a pencil and hold it effectively to form an increasing number of recognisable letters, which are correctly formed</p>		<p><b>Fine Motor Development</b> Use a range of small tools, including scissors, paintbrushes and cutlery. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Write recognisable letters (including lower case and capital letters), most of which are correctly formed. Develop the foundations of a handwriting style, which is fast accurate and efficient.</p>	



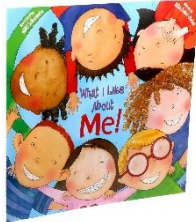
# St Mary's Catholic Primary and Nursery

## EYFS RECEPTION CLASS LTP 2024-2025

<p><b>UW</b> (Science/History/Geography)</p> <p><i>Science planning taken from Plymouth Science scheme</i></p>	<p><b>Science – The natural World</b> <b>Biology</b> <b>Humans</b></p> <p><u>All about me</u></p> <ol style="list-style-type: none"> <li>1. Explore the world around me, making observations and drawing pictures of myself and others.</li> <li>2. Know similarities and different between the natural world around me.</li> <li>3. Work and play cooperatively and take turns with others.</li> </ol> <p>Head, nose, ears, neck, leg, knee, foot, toes, arm, hands, fingers, chest, tummy. Baby, toddler, teenager, adult, elderly. Sight, sound, taste, smell, touch.</p> <p><b>Working Scientifically</b> <u>Identifying and classifying</u> Identify parts of the body.</p> <p><u>Pattern Seeking</u> Looking for patterns in different stages of growth.</p> <p><b>DM LINKS:</b></p>	<p><b>Science – The natural World</b> <b>Earth Science –</b> <b>Seasons</b></p> <p><u>Seasons</u></p> <ol style="list-style-type: none"> <li>1. Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>2. Understand some important processes and changes in the natural world around them, including seasonal changes.</li> <li>3. Describe their immediate environment using knowledge from observation, discussion and stories.</li> <li>4. Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>5. Know the similarities and differences between the natural world around drawing on experiences of what has been read in class.</li> <li>6. Understand some important processes and changes in the</li> </ol>	<p><b>Science – The natural World</b> <b>Biology</b> <b>Animals</b></p> <ol style="list-style-type: none"> <li>1. I can understand the similarities and differences of animals in this country and in other countries.</li> </ol>  <ol style="list-style-type: none"> <li>2. I can recognise some environments that are different to the one in which they live.</li> <li>3. I can understand the effect of changing seasons on the natural world.</li> <li>4. I can engage in non-fiction books.</li> <li>5. I can revise and refine my fundamental movement skills.</li> </ol> <p>Animal, seasons, hibernation, habitat, warm, cold, rest, fat, movement, Earth, live, weather, food, shelter.</p> <p><b>Working Scientifically</b> <u>Identifying and classifying</u></p>	<p><b>Science – The natural World</b> <b>Biology</b> <b>Science week</b> <b>Oceans</b></p> <ol style="list-style-type: none"> <li>1. I can explore the natural world around me.</li> <li>2. I can understand some important changes in the natural world.</li> <li>3. I can explore the natural world and make observations.</li> <li>4. I can explore changing states</li> <li>5. I can discuss how pollution is changing the world and what I can do about it.</li> </ol> <p>Ocean, climate, weather, Earth, Pacific, Arctic, Indian, Atlantic, Southern, pollution, floating, sinking, food chain.</p> <p><b>Working Scientifically</b> Explore the natural work around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the</p>	<p><b>Science – The natural World</b> <b>Biology</b> <b>Minibeasts and Growing</b></p> <ol style="list-style-type: none"> <li>1. I can understand important changes and processes in the natural world.</li> <li>2. I can explore the natural world around me.</li> <li>3. I can explore the natural world around me</li> <li>4. I can use my observations and skills to make a model.</li> <li>5. I can notice changes in the natural world.</li> <li>6. I can explore a variety of materials, tools and techniques to make a bug habitat.</li> </ol>  <p>The Bad-Tempered Ladybird Eric Carle</p>  <p>Minibeast, insect, habitat, diet, caterpillar, butterfly, growing, chrysalis, larvae, segmented, legs, invertebrate, exoskeleton, food, life cycle.</p> <p><b>Working Scientifically</b> <u>Identifying and classifying</u> Identify the stages of a caterpillar</p> <p><u>Observing over time</u></p> <p><u>Answering questions using secondary sources of evidence</u></p>
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**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



Explore the world around them, making observations and drawing pictures of themselves and others.

Know similarities and differences between the natural world around them

Work and play cooperatively and take turns with others.

natural world around them, including seasonal changes.

Summer, autumn, winter, spring, gripped, dew, trees, wise, shiver, bowers, shimmering, scamper, chill, blossom, melting, flit, cold, frosty, windy.

**Working Scientifically**  
**Identifying and classifying**

Identify seasons and classifying things into the correct season

**Observing over time**

**DM LINKS:**

I can explore the world around me, making observations of colour.

I can participate in discussions and offer my own ideas using scientific words.

I understand some important processes

Identify where animals may live in the world.

**Pattern seeking**

Noticing similarities and differences within the seasons. Look for patterns between an animals and its environment.

**Observing over time**

**Answering questions using secondary sources of evidence**

**DM LINKS:**

I can understand the similarities and differences *of animals* in this country and in other countries.

I can recognise some environments that are different to the one in which they live.

I can understand the effect of changing seasons on the natural world.

I can engage in non-fiction books.

natural world around them, including... and changing states of matter.

Make comments about what they have heard and ask questions to clarify their understanding.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

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.

**DM LINKS:**

Explore the natural work around them, making observations and drawing pictures of animals and plants.

**DM LINKS:**

I can understand important changes and processes in the natural world.  
- I can explore the natural world around me.  
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



		and changes in the world, including colour and how they change by mixing.		<p>Understand some important processes and changes in the natural world around them, including... and changing states of matter.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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>	
	<p><b><u>Earth Sciences – At the start of each season</u></b></p> <p><b><u>Seasonal changes</u></b></p> <ol style="list-style-type: none"><li>1. To explore the school grounds describing what we see hear and feel during autumn, winter, spring, or summer outside.</li><li>2. To describe how autumn, winter, spring, or summer is different to other seasons and understand the effects of changing in seasons.</li><li>3. To explore how animals behave in autumn, winter, spring or summer.</li></ol> <p><b><u>Autumn, spring, summer, winter, seasons, cloudy, cold, shower, raining, windy, plants, hibernate, sunny, could, hat, warm, icy, frost, rainbow.</u></b></p>				

**St Mary's Catholic Primary and Nursery**  
**EYFS RECEPTION CLASS LTP 2024-2025**



**DM LINKS:**

Explore the natural world around them  
 Describe what they see, hear and feel whilst outside  
 Understand the effect of changing seasons on the natural world around them  
 To explore, discuss and investigate scientific concepts such as materials.

**Classification**

Which clothes are suitable for each season?

**Observing over time**

How does the natural world change with the seasons?  
 Using our senses  
 How do we know that it is \_\_\_\_? What changes are happening outside?  
 How does a puddle change over time?  
 How does a snowman change as it melts?

**Researching using secondary sources**

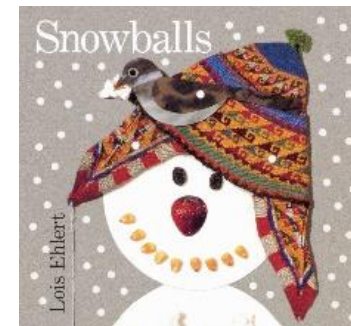
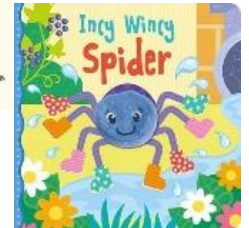
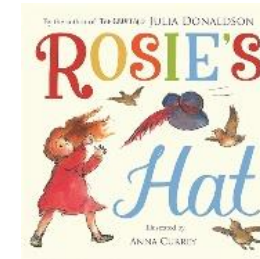
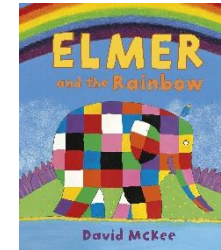
Find out about how animals behave in different seasons.  
 Find out about the weather and seasons.

**Comparative test**

Harvest – apples experiment – what happens to the apples in different liquids?  
 How quickly do ice cubes melt in different places?

**Identifying & Classification**

Making leaf man with leaves that are the same. Observing, collecting, drawing leaves  
 Sorting and grouping leaves. Leaf kebabs/Leaf piles



**History - Past and Present**

**How have I changed since I was a baby**  
**Chronology**

**SP1**

**History - Past and Present**  
**Celebrations**  
**Chronology**  
**Historical enquiry**  
**Similarity & diff**

**SUM2**

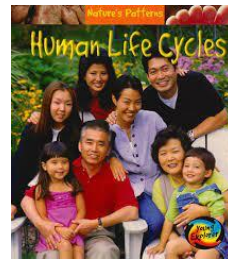
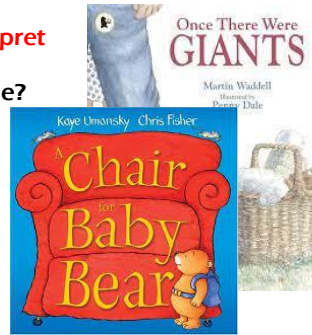
**History - Past and Present**  
**The seaside in the past**  
 1. Have they been to the seaside? What do they do at the seaside?

**St Mary's Catholic Primary and Nursery**  
**EYFS RECEPTION CLASS LTP 2024-2025**



**Childhood**  
**Historical Enquiry & interpret**

1. What is a timeline?  
 (Once there were Giants by Martin Wadell)  
**then, before, now, next, soon.**
2. How I have changed since I was a baby?
3. Who is in your family?
4. Who is special to me?

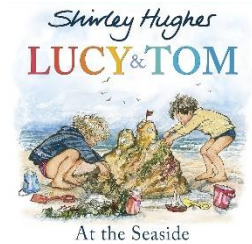


**DM LINKS:**  
Talk about members of their immediate family and community  
Children talk about past and present events in their own lives and in the lives of family members.  
Name and describe people who are familiar to them  
They know about similarities and differences between themselves and others, and among families  
Comment on images of familiar situations in the past  
Compare and contrast characters from stories, including figures from the past  
**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:**

1. What is CNY?
2. How it is celebrated?
3. How can we help to celebrate CNY?

**DM LINKS: 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.**  
**ELG: 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.**

2. What was going to the seaside like 100 years ago?
3. How do we know what holidays were like 100 years ago?
4. How have seaside holidays changed over the past 100 years?



**DM LINKS:**  
**Children talk about past and present events in their own lives and in the lives of family members**  
**Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class**

**Comment on images of familiar situations in the past**  
**Compare and contrast characters from stories, including figures from the past**  
**ELG: 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:**

**What do we wear at different times of the year?**

1. What do we wear in spring and summer?
2. How is this different to what we wear in Autumn and winter?

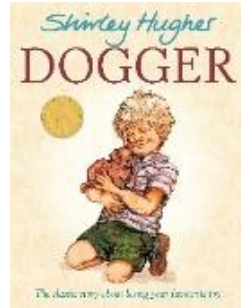
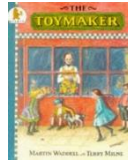
History Time box looking back at pictures from Autumn and Winter.



**History - Past and Present**

**Toys**

1. What are our toys like today?
2. What are other people's toys like? What was my favourite toy when I was a baby?
3. How can we tell these toys are old?
4. What were our grandparents' toys like and how do we know?
5. What playground games did children used to play?
6. How is my teddy different from the very first teddy bears? How is it the same?



**Chronology**  
**Childhood**  
**Historical Enquiry & interpretation**

**DM LINKS:**  
**Children talk about past and present events in their own lives and in the lives of family members.**

**Continue to develop their ability to compare and contrast characters from stories, including figures from the past.**

**ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class**  
**Talk about the lives of the people around them and their roles in society**  
**Understand the past through settings, characters and events encountered in books read in class and storytelling**

**DM LINKS: Understand the effect of changing seasons on the natural world around them.**

**ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



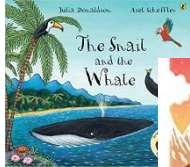
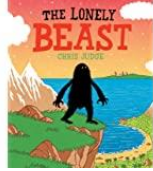
	<p>Old, New, Then, Now, Old-fashioned, Up-to-date, Worn, Mended, Modern, Young, Today, Yesterday, Tomorrow, Past, Present, Artefact, Long ago, Before, After, Change, Different, Invention, Chronology, Memory, Compare</p> <p><b>Celebrations</b>  <b>Childhood</b>  <b>Chronology</b>  <b>Historical Enquiry &amp; interpretation</b></p> <ol style="list-style-type: none"> <li>Who was Guy Fawkes</li> <li>How does your family celebrate Christmas?</li> <li>How do we celebrate Birthdays?</li> <li>How do people in our community celebrate special days?</li> </ol> <p><b>DM LINKS:</b>  <u>Children talk about past and present events in their own lives and in the lives of family members.</u></p> <p><u>Continue to develop their ability to compare and contrast characters from stories, including figures from the past.</u></p> <p><b>ELG:</b>  <u>Talk about the lives of the people around them and their roles in society</u>  <u>Understand the past through settings, characters and events encountered in books read in class and storytelling</u>  <u>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:</u></p>			
	<p><b>Geography – People culture and communities</b>  <u>How the weather changes</u></p> <ol style="list-style-type: none"> <li>To know the names of the seasons.</li> <li>To know what each season looks like.</li> <li>To observe what our weather is like today.</li> </ol> <p>Key Vocabulary</p>	<p><b>Geography – People culture and communities</b>  <u>China &amp; Chorley</u></p> <ol style="list-style-type: none"> <li>To know we live in Chorley</li> </ol>	<p><b>Geography – People culture and communities</b>  <u>The Zoo</u></p> <ol style="list-style-type: none"> <li>To know locate where</li> </ol>	<p><b>Geography – People culture and communities</b>  <u>The Seaside</u></p> <ol style="list-style-type: none"> <li>To know the seaside is where land meets sea.</li> <li>To show where seaside's are on a map – Blackpool and Southport.</li> </ol>



**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



	<p>Autumn Spring Summer Winter</p> <p><b><u>DM LINKS: Explore the natural world around them Describe what they see, hear and feel whilst outside.</u></b></p> <p><b><u>Understand the effect of changing seasons on the natural world around them.</u></b></p> <p><b><u>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</u></b></p> <p><b><u>Our School grounds</u></b></p> <ol style="list-style-type: none"> <li>1. Know the name of their school.</li> <li>2. To know a map is a picture of a place.</li> <li>3. Name and locate key places around our school site.</li> <li>4. To make a map showing key features of our school.</li> <li>5. To know where our nearest postbox is.</li> </ol> <p>Key Vocabulary playground hall woods library school path Map Post-box</p> <p>Fieldwork opportunities: Fieldwork in the school grounds and walk to the nearest postbox.</p>	<ol style="list-style-type: none"> <li>2. To know where we can play locally.</li> <li>3. To know we live in England</li> <li>4. To know China is another country at the other side of the world.</li> <li>5. To know where is land and where is water on a map.</li> <li>6. To know China is far away from where we live.</li> <li>7. To know people in China have different culture.</li> <li>8. To know Chinese people live in England.</li> <li>9. To know some places people may visit in China.</li> <li>10. To make a map of our walk and places in China.</li> </ol> <p>Key Vocabulary Land Sea Playground Road China Culture</p>	<p>different animals live on a world map – penguin, polar bear, lion, camel, elephant, toucan</p> <ol style="list-style-type: none"> <li>2. To know some places in the world are hot and some are cold.</li> <li>3. To know the Arctic is cold and The Sahara Desert is hot.</li> <li>4. To know there are different continents and oceans.</li> <li>5. To use a map while at Blackpool zoo.</li> </ol> <p>Key Vocabulary World Continent Ocean Globe Hot Cold Wet Dry Arctic Sahara</p> <p>Fieldwork opportunities: - trip to the zoo</p> <p><b><u>Recognise some environments that are</u></b></p>	<ol style="list-style-type: none"> <li>3. To know our nearest seaside town is Southport.</li> <li>4. To know what the landscape is like at a seaside: beach, sand,</li> <li>5. To know what people might do at the seaside.</li> </ol> <p>Key Vocabulary Seaside Beach Lighthouse Lifeguard Sea Land</p> <p>Fieldwork opportunities: - Virtual seaside trip</p> <p><b><u>Recognise some environments that are different to the one in which they live.</u></b></p> <p><b><u>ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</u></b></p> <p><b><u>ELG: 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.</u></b></p> <div style="text-align: right;">   </div>
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**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



	<p><b><u>ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</u></b></p> <p><b><u>DM LINKS: Draw information from a simple map</u></b></p>	<p><b><u>Landmarks Country.</u></b> Fieldwork opportunities: Walk to Stanstead Road Park</p> <p><b><u>ELG: 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.(Chorley and China)</u></b></p> <p><b><u>DM LINKS: 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. Draw information from a simple map</u></b></p>	<p><b><u>different to the one in which they live</u></b> <b><u>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. Recognise some similarities and differences between life in this country and life in other countries.</u></b></p>		
	<p><b>Display of a world map and a zoomed in version of the UK. As and when children visit different areas in the UK or the world we plot them on the maps and discuss. Seasonal changes are ongoing throughout the year.</b></p>				
<p><b>Music</b> <b>Following Charanga</b></p>	<p><b><u>AT1</u></b> <b><u>Music and Movement - Kapow</u></b> Creating simple actions to well-known songs, learning how to move to a beat and expressing</p>	<p><b><u>AT2</u></b> Christmas Nativity performance</p>	<p><b><u>SP1</u></b> <b><u>Musical stories – Kapow</u></b> Moving to music with instruction, changing movements to match the tempo, pitch or</p>	<p><b><u>SP1</u></b> Celebration Music 1 – off lesson (Kwanzaa music – Africa)</p>	<p><b><u>SUM1</u></b> <b><u>Big band</u></b> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song. L &amp; E: Film soundtrack &amp; popular music</p>

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



	<p>feelings and emotions through movement to music.</p> <p>Celebration Music 1-off lesson (Hannukah)</p>		<p>dynamics and learning that music and instruments can convey moods or represent character</p>		
	<p><b>Knowledge/skills Listen and Respond</b> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p><b>Knowledge/skills – Explore and create</b> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint picture</p> <p><b>Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</b> <b>Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</b> <b>Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</b> <b>Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</b></p> <p><b>Knowledge/skills – singing</b> To sing or rap nursery rhymes and simple songs from memory. Songs have sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track.</p> <p><b>Knowledge/skills – share and perform</b> A performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</p>				

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



<p><b>DT</b></p> <p><i>Using KAPOW scheme of work</i></p>	<p><b>AT1</b> <b>Structures</b> <b>Junk modelling</b> Children explore and learn about various types of permanent and temporary joins. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p> <p><b>Design</b> Making verbal plans and material choices. Developing a junk model.</p> <p><b>Make</b> Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their junk model, and how they intend to put it together.</p> <p><b>Evaluate</b> Giving a verbal evaluation of their own and others' junk models with adult support. Checking to see if their model matches their plan. Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model.</p> <p><b>Technical</b> To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.</p> <p>Explore junk modelling, tinkering with temporary and permanent joins, and a range of materials. Create basic models</p>	<p><b>SP1</b> <b>Textiles – Bookmarks</b> Explore and develop threading and weaving skills with different materials and objects</p> <p>Bookmarks Exploring threading and weaving Paper weaving Sewing with hessian Designing bookmarks, Creating bookmarks Evaluating bookmarks</p> <p><b>Design</b> Discussing what a good design needs. Designing a simple pattern with paper. Designing a bookmark. Choosing from available materials.</p> <p><b>Make</b> Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. Using a prepared needle and wool to practise threading.</p> <p><b>Evaluate</b> Reflecting on a finished product and comparing to their design</p> <p><b>Knowledge</b> To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object. <b>Thread, weave, pinch, push, pull, through, under, over, up, down, pattern, back, front, sew, sewing needle, wool, thread, hessian, design, evaluate, think.</b></p> <p><b>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Return to and build on their</b></p>	<p><b>SUM1</b> <b>Structures –Boats</b> Children will explore what is meant by waterproof, floating and sinking and will then experiment and make predictions with various materials to carry out tests. They will learn about the features of boats and ships before investigating their shape and structures to build their own.</p> <p><b>Design</b> Designing a junk model boat. Using knowledge from exploration to inform design.</p> <p><b>Make</b> Making a boat that floats and is waterproof, considering material choices.</p> <p><b>Evaluate</b> Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating the how the shapes and structure of a boat affect the way it moves</p> <p><b>Knowledge</b> To know that 'waterproof' materials are those which do not absorb water</p> <p><b>Waterproof</b> <b>Absorb</b> <b>Prediction</b> <b>Variable</b> <b>Experiment</b> <b>Investigation</b> <b>Float</b> <b>Sink</b> <b>Junk</b></p>
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	<p>Join, stick, cut, bend, slot, smooth, bendy, bumpy, scissors, blades, handle, snip, squeeze, thumb, fingers, elbow, lift, open, measure, bigger, shorter, longer, taller, thicker, thinner, temporary, permanent, materials, push, pull, break, separate, fix.</p> <p><b>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>ELG: Creating with materials&gt; Share their creations, explaining the process they have used.</b></p>	<p><b>previous learning, refining ideas and developing their ability to represent them. -ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>ELG: Creating with materials&gt; Share their creations, explaining the process they have used.</b></p>	<p><b>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express ideas and feelings. - ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials&gt; Share their creations, explaining the process they have used.</b></p>
<p><b>ART</b></p>	<p><b><u>Drawing - Marvelous Marks</u></b></p> <p><b><u>ARTIST –</u></b></p> <p>Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing.</p>	<p><b><u>Painting and mixed media: Paint my world</u></b></p> <p><b><u>ARTIST – Megan Coyle</u></b></p> <p>Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials e.g. paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting.</p>	<p><b><u>Sculpture and 3D: Creation station</u></b></p> <p><b><u>ARTIST -Beth Cavener and Julie Wilson</u></b></p> <p>Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.</p>



**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**





	<p><b>DM LINKS: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills</b></p> <p><b>ELG: Expressive Arts and design: Creating with materials 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.</b></p> <p>Hard long rough short smooth soft straight thick thin Wavy Circle Curved Line Squiggly Zig Zag Chalk Drawing Felt Tips Marks Wax crayons Self-portrait Picture Artist Observe Oil pastel</p>		<p>Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.</p> <p><b>DM LINKS: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills</b></p> <p><b>ELG: Expressive Arts and design: Creating with materials 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.</b></p> <p>Dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, wet, feathers, flower buds, grass, leaves, mix, pine cones, pattern, texture, twigs, happy, sad, excited, worried, sleepy, fast, slow, loud, quiet, transient, collage, fixed, not fixed, permanent, temporary, collage, landscape, rip, tear, cut, stick, flick, glide, splat, splatter, stroke, swish, wipe</p>		<p><b>DM LINKS: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills</b></p> <p><b>ELG: Expressive Arts and design: Creating with materials 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.</b></p> <p>Pinch, roll, slimy, slippery, smooth, squash, sticky, stretch, squelchy, twist, bend, chop, cut, pinch, roll, slice, soft, stretch, 3D, bark, collage, landscape, leaves, petals, clay, design, sculpture, flatten, join, pinch, design, evaluate, model, plan</p>	
	<p><b>PE</b></p> <p><i>Gross Motor</i></p>	<p><b>PE Unit</b></p> <p><b>Lancashire PE Passport</b></p> <p><b>Fundamental movement skills</b></p> <p>L1 – To jump for a distance and land appropriately. L2 – To hop on both feet. L3 – To underarm throw for distance L4 – To overarm throw for a distance</p>	<p><b>PE Unit</b></p> <p><b>Lancashire PE Passport</b></p> <p><b>How to catch a star</b></p> <p>L1 – To balance on small and large body parts in the shape of a star. L2 – To send a ball/throwing</p>	<p><b>PE Unit</b></p> <p><b>Lancashire PE Passport</b></p> <p><b>Castles</b></p> <p>L1 – To throw under arm L2 – To roll a ball. L3 – To jump and land appropriately. L4 – To perform a variety of gymnastic rolls.</p>	<p><b>PE Unit</b></p> <p><b>Lancashire PE Passport</b></p> <p><b>Elmer</b></p> <p>L1 – To make a range of shapes on small body parts. To travel in a range of ways and negotiate space successfully. L2 – To throw with increasing accuracy</p>	<p><b>PE Unit</b></p> <p><b>Lancashire PE Passport</b></p> <p><b>Dance – Seasons</b></p> <p>1. Use my body and create simple theme related shapes, movements and actions 2. Use my body to express simple theme related</p>

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



	<p>L5 – To catch with increasing accuracy L6 – To climb with confidence under, over and through climbing equipment.</p>	<p>equipment with increasing accuracy. L3 – To jump and land appropriately. L4 – To climb with confidence under, over and through climbing equipment. L5 – To practice throwing overarm L6 – To revise fundamental movement skills covered in the unit.</p> <p>CSSP – Christmas Multi Skills</p>	<p>L5 – To climb up and down apparatus using alternative feet. L6 – To revise fundamental movement skills covered in the unit.</p> 	<p>underarm. To over arm throw for distance L3 – To perform a range of gymnastic jumps. To move freely and with confidence when rolling. L4 – To balance on one leg. To balance on a range of small body parts</p> <p>L5 – To climb with confidence under, over and through climbing equipment. L6 – To revise fundamental movement skills covered in the unit.</p>	<p>shapes, movements, and feelings</p> <ol style="list-style-type: none"> <li>Travel safely and creatively in space</li> <li>Show different levels when I travel</li> <li>Look at pictures and create shapes, movements and actions</li> <li>Remember and perform a basic sequence of movement</li> </ol>	<p>L5 – To underarm throw with some accuracy. L6 – To climb with confidence under, over and through climbing equipment.</p> 
	<p>Continue to experiment with different ways of moving.</p> <p>Develop overall body strength.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment, (developing upper body strength, balance, upper arm movements, crossing the midline, bilateral coordination)</p> <p>Develop control over an object in pushing, patting, throwing and catching, (developing upper arm movements, crossing the midline, bilateral coordination)</p> <p>Begin to negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Continue to experiment with different ways of</p> <p>Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop good control and co-ordination in small movements – throwing, aiming, catching etc. Develop their co-ordination and awareness of others when negotiating space and obstacles.</p> <p>Continue to develop the necessary skills needed to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Gain confidence when jumping off an object and landing appropriately.</p>	<p>Continue to develop good control, co- ordination, strength and balance in large and small movements.</p> <p>Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop precision and accuracy when engaging with activities that involve a ball.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Be able to jump of an object and land safely.</p>			

**St Mary's Catholic Primary and Nursery**

**EYFS RECEPTION CLASS LTP 2024-2025**



	<p>Develop the necessary skills needed to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Begin to jump off an object and land appropriately.</p> <p>Develop confidence when riding a two wheel bike</p>	<p>Increasing demonstrate the ability to negotiate space successfully when playing racing and chasing games with other children</p>	<p>Negotiate space successfully when playing racing and chasing games with other children.</p> <p>Confidently ride a two wheel bike</p>
<p><b>Computing</b></p>	<p><b><u>AT2</u></b>  <b><u>Programming Beebots</u></b>  <b><u>Computer Science</u></b>  <b><u>Code</u></b>                  Learn the meaning of directional arrows and follow a simple sequence of instructions                  Children experiment with programming a Bee-Bot                  Learn how to give simple commands                  Understanding how to debug instructions, with the help of an adult, when things go wrong.                  Forward, back, backwards, right. Left, arrow, direction, turn, straight on, directions, route, Programme, Circle, Instructions, Algorithm</p>	<p><b><u>SP2</u></b>  <b><u>Data Handling</u></b>  <b><u>Information Technology</u></b>  <b><u>Collect</u></b>                  Sort and categories objects                  Children respond to yes or no questions – branching data bases                  Interpret basic pictograms                  Sort, Categorise, Category, Group, Describe                  Texture, Colour, Pattern, Size, Weight, Height, Length, More, Less. Count, In total, Altogether, Share, Divide, Equal, Bigger than, Smaller than                  Thicker than, Thinner than</p>	<p><b><u>SUM2</u></b>  <b><u>Using a computer</u></b>  <b><u>Information Technology</u></b>  <b><u>Communicate</u></b>                  What a keyboard is and locating relevant keys                  Logging in and out                  Mouse control                  Mouse control and clicking                  Mouse control clicking and dragging                  Computer, Computer tower, Monitor, Keyboard, Letters                  Numbers, Uppercase, Lowercase, Type, Log in, Log out , Computer safety, Protect, Password, Left-click, Right-click, Arrow, Cursor, Drag, Move, Drop</p>