

Reception LTP 2022-2023

The topics we introduce are starting points for the children’s play and learning and we are keen to develop topics following the children's interests and ideas. The topics that we cover are very flexible and interest driven by the children we have in the setting. There are topic linked learning opportunities during Child Initiated time, but the children are also able to access other resources if their interests and learning take them in other directions.

We will use a book of the week to provoke children’s interest in each topic.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes	All about me	Celebrations / Seasons	Superhero's	Dinosaurs	Animals/ growth (plants)	Around the world holidays
Possible texts	Starting school. Little red Hen (mapped) Once there were giants The growing story The colour monster Super Duper Me	The enormous Turnip (mapped) Remember, remember the fifth of November Little Glow I love Hanukha If Winder comes tell it I’m not here The squirrels busy year The wind blew A Christmas story	Gingerbread man (mapped) Zim Zam Zoom The most exciting Eid Supertato There’s a superhero in your book. Eliot the midnight super hero Superhero like yo Super Daisy	The three little pigs (mapped) Dinosaurs love underpants Mad about dinosaurs How to look after a dinosaur Dear Dinosaur Dinosaur who lost his roar	Jack and the beanstalk (mapped) We found a seed. Olivers Vegetables The extraordinary Gardener Growing Frogs Nanas garden	The three Billy goats gruff (mapped) Commotion in the ocean Meerkat Mail All of us are welcome. Handa’s Surprise
3 areas of learning and development	Personal, social and Emotional development.	<u>Aspect and Early learning goals.</u> Self- regulation: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions				

	<p>Managing Self: Children at the expected level of development will:</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: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 					
What	<p>Autumn 1 Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organize belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships</p>	<p>Autumn 2 Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships</p>	<p>Spring 1 Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences</p>	<p>Spring 2 Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work</p>	<p>Summer 1 Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance</p>	<p>Summer 2 Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings</p>
Physical Development	<p><u>Aspect and Early learning goals.</u> Gross Motor Skills: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; 					

	<p>- Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 					
	<p>Autumn 1 Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Increase finger control with dough disco moves. Gross motor squiggle whilst we wiggle showing confidence with flipper flappers.</p>	<p>Autumn 2 Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Continue with Squiggle and dough disco</p>	<p>Spring 1 Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Continue with Squiggle and dough disco</p>	<p>Spring 2 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Continue with Squiggle and dough disco</p>	<p>Summer 1 Combine different movements with ease and fluency. Further develop a faster and more accurate handwriting style. Continue with Squiggle and dough disco</p>	<p>Summer 2 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Continue with Squiggle and dough disco</p>

	<p>Communication and Language.</p>	<p><u>Aspect and Early learning goals.</u></p> <p>Listening and attention: Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
	<p>What</p>	<p>Autumn 1 Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words.</p>	<p>Autumn 2 Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar</p>	<p>Spring 1 Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to</p>	<p>Spring 2 Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their</p>	<p>Summer 1 Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed</p>	<p>Summer 2 Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition</p>

		Use talk to organise play	adults and continue for many turns. Develop social phrases	recount past events.	ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	sentences. Use language to reason.	and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas
4 specific areas of learning and development	Literacy	<p><u>Aspect and Early learning goals.</u></p> <p>Comprehension Children at the expected level of development will:</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 Children at the expected level of development will:</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 with their phonic knowledge, including some common exception words. <p>Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; 					

	<p>- 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.</p>					
Phonics	Phase 1/ 2 RWI – introduce set one sounds Word time	Phase 2 RWI- introduce set one sounds Word time Paper ditties	Phase 2/ 3 RWI- paper ditties Red books	Phase 3 RWI- Set 2 sounds Red books. Green books	Phase 3 RWI- Green books Purple books	Phase 3/ 4 RWI- Purple books Pink books.
What	<p>Autumn 1 Word Reading: Hear general sound discrimination and read single letter set 1 sounds. Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use</p>	<p>Autum 2 Word Reading: Read all set 1 sounds and blend sounds into words orally. Read a few common exception words matched to RWI. Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in</p>	<p>Spring 1 Word Reading: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI and begin to read short ditty stories. Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory</p>	<p>Spring 2 Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read red storybooks linked to RWI. Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before</p>	<p>Summer 1 Word Reading: Read some letter groups that each represent one sound and say sounds for them (set 2 sounds). Read simple phrases and sentences made up of words with known letter-sound correspondences in green storybooks. Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop.</p>	<p>Summer 2 Word Reading: Re-read what they have written to check that it makes sense and read green or purple storybooks from RWI. Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound correspondences</p>

		<p>talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles</p>	<p>clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words</p>	<p>using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to</p>
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							<p>write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>Mathematics</p>	<p><u>Aspect and Early learning goals.</u></p> <p>Number: 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> <p>Numerical pattern: Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						

	As a school we follow the Wite Rose Maths Scheme		
White rose	Match and Sort Compare amounts Representing numbers to 1,2,3 Comparing numbers to 1,2,3 Composition of 1,2,3 Representing numbers 4 and 5 One more and one less Positional Language Time	Numbers bonds to 5 Counting to 6,7,8 Counting to 9 and 10 Comparing groups up to 10 Combining two groups to find the whole Number bonds to 10 – ten frame Number bonds to 10 – part, part, whole model Spatial Awareness 3D Shape 2D Shape	Exploring Patterns Money Adding more Taking away Counting to 20 Doubling Halving and sharing Odds and Evens Length, height, distance Weight Capacity
Understanding of the world	<p><u>Aspect and Early learning goals.</u></p> <p>Past and Present: Children at the expected level of development will:</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. <p>People, Culture and Communities : Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</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; - 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. <p>The natural world: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> - 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. 		

<p>What</p>	<p><u>Science</u> How we grow change Light and dark/ shadows</p> <p><u>History</u> Bonfire night (guy fawkes)</p> <p><u>Geography</u> Developing knowledge of the immediate environment- visit the locality e.g. the school grounds, Church at Christmas, woods, the shop, etc through the year Making practical maps of stories e.g. Bear Hunt. Seeing maps in stories, war memorial for Remembrance Day.</p> <p><u>RE</u> Let's find out about Harvest in a church. Let's find out about Shabbat. Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches.</p>	<p><u>Science</u> Hot cold – melting freezing. Animal lifecycles Minibeasts (lifecycles, habitats)</p> <p><u>History</u> My school – how has this changed different than the past. Maps looking at school and local area.</p> <p><u>Geography</u> Look at where school is on a map. Draw information from simple maps e.g of yard using locational language Learn about different occupations people have in our community. Learn about some traditions of some cultural communities e.g Diwali, CNY</p> <p><u>RE</u> Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin). Let's find out about Easter celebrations in churches</p>	<p><u>Science</u> Exploring our senses Growing plants</p> <p><u>History</u> My family is special (history) Who belongs on my family tree St George's day.</p> <p><u>Geography</u> Our place on a world map- England. What's it like here? Is it the same everywhere? Look at contrasting world locations- recognise and discuss some similarities and differences between life in this country and other countries</p> <p><u>RE</u> Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupas)</p>
<p>Expressive Arts and design.</p>	<p><u>Aspect and Early learning goals.</u></p> <p>Creating with Materials: Children at the expected level of development will:</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>Being Imaginative and Expressive: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; 		

		Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
What	<p>Explore paint, crayons and pencils in a variety of ways. Explore 3d model making with junk materials. Experiment with a range of joining techniques.</p> <p>Creating with Materials: Self portraits. Observational drawings Autumn leaf collages. Landscape collage Megan Coyle. Rangoli patterns. Bonfire painting. Making poppies to place on cenotaph. Christmas crafts. Christmas wrapping paper Henri Matisse repeated pattern art.</p> <p>Being Imaginative and Expressive: Singing and dancing to music Indian dancing. Halloween songs Christmas songs Musical instruments to accompany storytelling.</p>	<p>Paint to music Explore materials and ways that they can paint outdoors. Talk about themselves as artists what they like dislike etc. Explore transient art.</p> <p>Creating with Materials: Piet Mondrian use of squares and rectangles within art. Claude Monet- fingerprint painting. Powder painting on ice/snow Paintings of animals and flowers. Creation of superhero Explore texture of different animals through a variety of materials. Painting to different music related to the different types of weather.</p> <p>Being Imaginative and Expressive: Explore responses to different music. Take on the role of the superheros we create. Reinvent stories.</p>	<p>Design and then make a product refining their choices. Explore how this can be improved and changed. Paint like a chosen artist.</p> <p>Creating with Materials: George Seurat – dot painting Jackson Pollock – drip painting.</p> <p>Being Imaginative and Expressive Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	