

Reception LTP

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	We're not scared to walk with Dinosaurs!	Anyone can be a hero!	Are we nearly there yet?	Old Macdonald had a what?	Habitat Hunting in the Woods!	World Explorers
Special Occasions & Trips	Pares Woodland Garden – take masks and dinosaur stamping	Fireman / or visit station <i>?Panto – whole school?</i> Anti-Bullying Week Diwali	<i>Alphabus?</i> Book Week – Visit Library	Godstone Farm <i>Ducklings?</i> <i>Waitrose Visit</i>	Pares woodland garden Painshill Park	Simon Airey – animals from around the world
Texts	Harry and the Dinosaurs go to School The Dinosaur Department Store T-Rex Drip - rhyming The Worrysaurus Mad About Dinosaurs Captain Flinn & The Dear Dinosaur Dinosaur Rap - https://www.youtube.com/watch?v=yhQkUowpNNo <i>Ten terrible dinosaurs</i> <i>Dinosaur bones,</i> <i>If I had a dinosaur</i> <i>Stomp dinosaur stomp</i> <i>The dinosaur's diary</i> <i>How big were dinosaurs?</i> Autumn Day: Tree: Seasons come, seasons go	Super Duper You! Marvellous Me Only One You I'm afraid your teddy is in trouble today Three Little Firefighters Supertato Think Big Stick Man Jolly Christmas Postman The Boy and the Giant – anti bullying week	The Naughty Bus - (<i>Christopher Nevinson</i>) Mr Gumpy's Motor Car Emma Jane's aeroplane The train Ride Oi! Get off the train Duck in the truck You can't take an elephant on a bus Barefoot Books – We all Go travelling By Up, Up, Up	Farmyard Hullabaloo The Enormous Turnip Oliver's Vegetables The enormous Potato Three Little Pigs Jack and The Beanstalk A squash and A squeeze What the Ladybird Heard Barefoot Books - Driving My Tractor	We're Going on a Bear Hunt Gruffalo Goldilocks Little Red Riding Hood Super worm Aaagh Spider Yucky Worms The Big Book of Bugs Eric Carle Books Leaf What do you see when you look at a tree? Alternative Fairy tales – Goldilocks and just the one bear, The Great Fairy tale Disaster The Wolf is the hero of this story	Handa's Surprise My World Your World Last Stop On Market Street All Aboard for the Bobo Road Stories from the Billabong Wombat Stew My Granny Went to Market
Phonics	Recap Phase 1 Introduce Phase 2	Continue Phase 2 Start Phase 3	Recap Phase 2 Continue Phase 3 Start Phase 4	Recap Phase 2/3 Continue Phase 4	Recap Phase 2/3/4 Introduce Phase 5	Recap Phase 2/3/4 Continue Phase 5
	P1 P1 P1 U1 U2 U3 U4	U5 A U6 U7 U8 A R	R U9 S9/10 S10/11 S11 A	R P4 W1 P4 W2 P4 W3 P4 W4 R	R U13 U14 U15 U16 R	R U17 U18 U19 U20 R
	Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 - Body Percussion Aspect 4 - Rhythm and rhyme <i>To increase awareness of</i>	Set 5 h b f/ff l/l ss Assessment Week Set 6 j v w x Set 7 y z/z,qu Set 8 ch sh th ng	Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air ure er Assessment – Recap Phase 2/3	Tricky words (4) Said, have, like, so, do, some, come, were, there, little, one, when, out, what Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es	Week 2 wh ph Week 3 Alternate 'ai' Week 4 Alternate 'ee' Week 5 Alternate 'igh'	Week 2 Alternate 'oa' Week 3 Alternate 'oo' Week 4 Alternate 'or' Week 5 Alternate 'ur'

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	<p>words that rhyme and to develop knowledge about rhyme</p> <p>Aspect 5 - Alliteration To listen to sounds at the beginning of words and hear the differences between them</p> <p>Aspect 6 - Voice sounds To explore speech sounds</p> <p>Aspect 7 - Oral Blending & Segmenting</p> <p>Phase 2</p> <p>Set 1 s a t p Set 2 i n m d Set 3 g o c k Set 4 c k e u r</p> <p>Tricky words I, is, the</p>	<p>Tricky words (2) put, pull, full, as, and, has, his, her, she, push, he, of, we, me, be</p>	<p>Week 5 CVCC words, CCVC words, CCVCC/CCVCV/CCCVCC words</p> <p>Tricky words (3) Was you they my by all are sure pure</p>	<p>longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer word</p>								
<p>English</p>	<p>Throughout the year we will read a variety of texts, including fiction, non-fiction and poems. Through Word Aware we will focus on developing our vocabulary and learning a variety of words to develop our understanding and exploration of our different topics. We will also spend time discussing stories, retelling them and using them in our role play.</p>						<p>Hearing/writing initial sounds</p> <p>Hearing rhyming words</p> <p>Orally segmenting/blending words</p> <p>Giving meaning to marks</p> <p>Name writing</p>	<p>Forming recognisable letters.</p> <p>Say a sound for each letter of the alphabet</p> <p>Segment and write simple words (CVC words).</p> <p>Begin to create labels for drawings and own work</p> <p>Anticipate key events in stories.</p>	<p>Spell words, identifying sounds in them and representing them using letters.</p> <p>Say a sound for each letter of the alphabet. Say and recognise 10 digraphs.</p> <p>Use story language, first, now, next, to retell and create stories</p>	<p>Spell words, identifying sounds in them and representing them using correct sounds and letters.</p> <p>Read with increasing fluency and speed.</p>	<p>Begin to write simple phrases and sentences which can be read by others.</p> <p>Begin to use full stops and capital letters.</p> <p>Reads known words without blending.</p>	<p>Write simple phrases and sentences which can be read by others.</p> <p>Begins to use questions marks</p> <p>Reads known and unknown words, by blending, with increasing fluency and speed.</p>

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Maths	Early Mathematical Experiences Pattern and Early Number Numbers within 4	Numbers within 5 Composition within 5 <i>Shape and Sorting – 2D shapes</i>	Numbers within 10 – counting forwards and backwards Composition within 10	<i>Measures – estimating, order and compare (full, empty, heavy, light, short, tall)</i> Composition within 10	Doubling and halving with 10 <i>Grouping and Sharing (counting in 2s, sharing equally)</i> Number patterns within 20	Securing composition facts <i>Exploration of patterns within number</i>
Mastering Number	<u>Subitising</u> – perceptual within 3, own patterns for numbers within 4, represent with fingers <u>Counting, ordinality, cardinality</u> – relate counting to cardinality, develop 1:1 correspondence <u>Composition</u> – that all numbers can be made of 1s, compose collections within 4 <u>Comparison</u> – more than, few than, compare by 'just looking'	<u>Subitising</u> - within perceptually and conceptually <u>Counting, ordinality, cardinality</u> – develop counting skills, link 5 to fingers and dice pattern, recognise numerals and relate to quantities (up to 5) <u>Composition</u> – explore wholes and parts, composition of numbers within 5 <u>Comparison</u> – compare by looking, subitising and matching, introduce 'equal'	<u>Subitising</u> – explore patterns within 5, explore a range of patterns of numbers greater than 5, experience patterns of a small group 'and 1 more', match arrangements to finger patterns. <u>Counting, ordinality, cardinality</u> – verbal counting to 20 and beyond, develop counting skills for accuracy, use fingers to represent quantities between 5 and 10, order numbers, linking cardinal and ordinal representations <u>Composition</u> – recall 'missing/hidden' parts for 5, composition of 6 and link to patterns, see "five and a bit" in numbers up to 10 <u>Comparison</u> – continue to compare by matching, explore ways of making unequal sets equal	<u>Subitising</u> – explore symmetrical patterns and link to doubles <u>Counting, ordinality, cardinality</u> – consolidate cardinality with numbers within 10 <u>Composition</u> – odd and even composition looking at the 'shape' of these, link even numbers to doubles, explore composition of numbers within 10 <u>Comparison</u> – compare numbers, reasoning about which is more, using an understanding of the 'how manyness' of a number	<u>Subitising</u> – practise increasingly familiar subitising arrangements including '1 more' 'doubles patterns', identify when patterns are the same number in a different arrangement, subitise structured and unstructured patterns, identify when it is appropriate to count and when groups can be subitised <u>Counting, ordinality, cardinality</u> – verbal counting to 20 and beyond, including counting from different starting numbers, continue to develop confidence and accuracy <u>Composition</u> – explore composition of 10 <u>Comparison</u> – order sets of objects linking this to understanding of the ordinal number system	*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. * 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.
UTW Science History Geography	Know some similarities and differences between things in the past and now Explore the natural world around them – making observations and drawing pictures of animals and plants	Talk about the lives of the people around them and their roles in society - focusing on teachers and adults in school Know some similarities and difference between different	Know some similarities and differences between things in the past and now Machines – rolling Different types of energy – stream, horse, petrol How transport has changed	Understand some important processes and changes in the natural world around them Habitats - farm Life Cycles – how things grow Farms around the UK	Explore the natural world around them – making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them	Know some similarities and differences between the natural world around them and contrasting environments Explain some similarities and differences between life in

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	<p>Animal Classification – herbivores, carnivores</p> <p>Chronology – when the dinosaurs lived</p>	<p>religious and cultural communities in this country</p> <p>(Remembrance Day - Symbol of poppy Bonfire Night)</p> <p>Heroic figures from around the world</p> <p>Where do we live?</p>	<p>GPS Inventor - Gladys West Garret Morgan - invented the traffic light system.</p> <p>Simple maps.</p> <p>Local area.</p>	<p>Looking at where farm animals live, who lives and works on a farm, how and where food grows</p>	<p>and contrasting environments</p> <p>Habitats - woodland</p> <p>Making maps of the woods Simple maps</p>	<p>this country and life in other countries – maps</p> <p>Habitats - animals from around the world</p> <p>Ask how and why questions about their experiences Recognise some similarities and differences between life in this country and life in other countries</p> <p>Draw information from a simple map</p> <p>Ask and answer questions about places</p> <p>World weather, hot and cold places</p>
Enquiry & Investigation Table	<p>Mirrors – same & different Stories from different cultures Cellophane & sensory blocks Cornflour swamp <i>Explore the natural world around them</i> <i>Ask and answer questions about their own experiences</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i></p>	<p>Different textures Bulbs, digging, planting & watering Materials, natural & manmade <i>Describe what they see hear and feel while outside</i> <i>Understand the effect the changing seasons have on the natural world around them</i></p>	<p>Ice Materials Magnets Daffodils Healthy Lunchbox Herbs <i>Explore the natural world around them</i> <i>Make observations and draw pictures of plants</i></p>	<p>Animals and babies Cressheads/bulbs growing How does food grow? Vegetable tasting Life cycle of a duck Floating and sinking <i>Make observations and a draw pictures of animals</i> <i>Make observations and draw pictures of plants</i> <i>Understand some important processes and changes in the natural world</i></p>	<p>Magnifying glasses and minibeasts Minibeast habitats</p> <p><i>Explore the natural world around them</i> <i>Make observations and draw pictures of animals</i> <i>Describe what they see hear and feel whilst outside</i></p>	<p><i>Clothes for different weather</i> <i>Match fruit/veg to their plants</i> <i>Fruit tasting, find where it grows</i> <i>Explore the effect of changing seasons on the natural world around them</i> <i>Recognise some similarities and differences between life in this country and life in other countries</i> <i>Recognise some environments that are different to the one in which they live</i></p>
Outside PE (Physical Development)	Real Core PE Unit 1 coordination and balance	Real Core PE unit 4 Ball skills and counter balance	Team Games	Team Games	Real Core PE Unit 5 sending and receiving Reaction and response	Games – sports day games
Inside PE	Gymnastics unit 1	Real Core PE Unit 2 balance static and dynamic and jumping and landing	Real Core PE unit 3 Balance	Dance unit 1	Gymnastics unit 2	Real PE unit 6

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PSHE	Being Me in My World Pantasaurus- NSPCC Value- Respect	Celebrating Difference Values- appreciation Anti-Bullying Week	Dreams and Goals Safer internet day Children's Mental Health week Value- Honesty	Healthy Me Road Safety Values- Responsibilities	Relationships Speak out stay safe NSPCC Values - Cooperation	Changing Me
RE God, Community & Identity	Who am I and where do I belong? (Belonging) Introduce School Prayer Harvest	What makes a place special? (specialness/belonging) Diwali – celebrations and beliefs Christmas	What makes something special(specialness/belonging) (g)	Why do we have celebrations? (Celebration) Easter	What can we learn from stories (specialness)	What makes our world wonderful?
EAD Art DT Music	Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and what to make. Creating with materials Explore a variety of tools/materials/techniques. Inside Music – Voices Rhymes Body Percussion	Draw with increasing complexity and detail, such as representing a face with a circle and including details Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Creating with materials Explore a variety of tools/materials/techniques. Inside Music – Voices Rhymes Body Percussion	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Creating with materials Explore a variety of tools/materials/techniques. Investigate different joining techniques. Inside Music - Voices Rhymes Body Percussion	Develop storylines in their pretend play Creating with materials Design a different house for the pigs – looking at different materials. Inside Music - Voices Rhymes Body Percussion	Watch and talk about dance and performance art, expressing their feelings and responses. Creating with materials Design/make/evaluate. Inside Music - Voices Rhymes Body Percussion	Explore and engage in music making and dance, performing solo or in groups. Creating with materials Investigate different joining techniques. Inside Music - Voices Rhymes Body Percussion
Computing	Class contract and setting rules and expectations I understand why I need to follow the school's e-safety rules I can follow the school's e-safety rules	Reading stories and discussion, ongoing and for online safety day Know and talk about the different factors that support their overall health and wellbeing eg sensible amounts of screen time	Make and use vehicles with moving parts Explore, use and refine a variety of artistic effects	Using purple mash to create a farm picture Know and talk about the different factors that support their overall health and wellbeing eg sensible amounts of screen time	I can speak to an adult about what I have seen online	I understand why I need to follow the school's e-safety rules