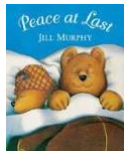
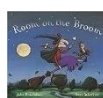
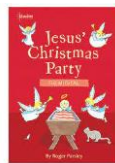
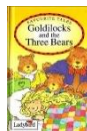
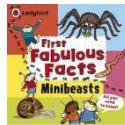
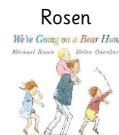
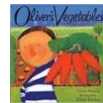
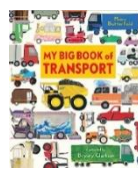
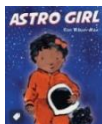
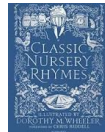
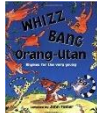




## Reception LTP 2025-2026



|                                  | AUTUMN 1<br>Marvellous me!                                                                                                                                                                                                                                                                                         |                                                                                                                   |                                                                                                                           | AUTUMN 2<br>How do things work?                                                                          |                                                                                                                                              |                                                                                                                                 | SPRING 1<br>Can I help you?                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                   |                                                                                                                     | SPRING 2<br>Minibeasts and Mega<br>beasts                                                                                                            |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SUMMER 1<br>Our wonderful world                                                                                             |                                                                                                           |                                                                                                                      | SUMMER 2<br>Are we there yet?                                                                                                        |                                                                                                                          |                                                                                                                     |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Core Texts                       | Classic Fiction                                                                                                                                                                                                                                                                                                    | Contemporary Fiction                                                                                              | Contemporary Fiction                                                                                                      | Traditional Tale                                                                                         | Contemporary fiction                                                                                                                         | Classic Fiction                                                                                                                 | Contemporary Fiction                                                                                                                                                                                                                                                                                                                                                                                                  | Contemporary fiction                                                                                              | Traditional Tale                                                                                                    | Non-Fiction                                                                                                                                          | Classic Fiction                                                                                                                  | Classic Fiction                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Classic Fiction                                                                                                             | Traditional Tale                                                                                          | Creative Non-Fiction                                                                                                 | Non-Fiction                                                                                                                          | Classic Fiction                                                                                                          | Contemporary Fiction                                                                                                |
|                                  | The colour monster<br>Anna Llenas<br>                                                                                                                                                                                             | Peace at Last<br>Jill Murphy<br> | Room on the Broom<br>Julia Donaldson<br> | The Gingerbread Man<br> | The sneezy snowman by Maureen Wright and Stephen Gilpin<br> | Jesus' Christmas party<br>Nicholas Allan<br> | A superhero like you<br>Dr Ranj<br>                                                                                                                                                                                                                                                                                                | Superkid - Claire Freedman<br> | Goldilocks & the Three Bears<br> | First fabulous facts Minibeasts<br>                               | The Very Hungry Caterpillar<br>Eric Carle<br> | We're Going on a Bear Hunt<br>Michael Rosen<br>                                                                                                                                                                                                                                                                                                                                                | Oliver's Vegetables<br>Vivian French<br> | The Little Red Hen<br> | Little Acorn<br>Melanie Joyce<br> | My Big book of transport<br>Moira Butterfield<br> | Handa's Surprise<br>Eileen Browne<br> | Astro Girl<br>Ken Wilson-Max<br> |
| Key Vocabulary                   | -confused<br>-jumbled<br>-happiness<br>-sadness<br>-anger<br>-fear<br>-calm                                                                                                                                                                                                                                        | -late<br>-tired                                                                                                   | -shrieked<br>-bog<br>-glee<br>-clambered<br>-muttered                                                                     | -pattered<br>-grazing<br>-river<br>-lapping<br>-meadow                                                   | -melted<br>-shivered<br>-surprise                                                                                                            | -stable<br>-stormed<br>-manger                                                                                                  | -idea<br>-explore<br>-travel                                                                                                                                                                                                                                                                                                                                                                                          | -Ordinary<br>-flash<br>-Whizzing                                                                                  | -forest<br>-cottage<br>-porridge                                                                                    | -burrow<br>-hatch<br>-larva<br>-prey                                                                                                                 | -nibble<br>-slice<br>-cocoon                                                                                                     | -oozy<br>-gloomy<br>-narrow<br>-stumble                                                                                                                                                                                                                                                                                                                                                                                                                                           | -bargain<br>-proudly<br>Scrub<br>-complaint                                                                                 | -barn<br>-grains<br>-wheat<br>-mill<br>-grind                                                             | -nestled<br>-peculiar<br>-sprouted<br>-scampered                                                                     | -transport<br>-engine<br>-vehicle                                                                                                    | -village<br>-ripe<br>-tangy<br>-delicious                                                                                | -astronaut<br>-gravity<br>-gazed                                                                                    |
| Poetry                           | Classic Poems<br>Nursery and Playground Rhymes<br>                                                                                                                                                                              |                                                                                                                   |                                                                                                                           |                                                                                                          |                                                                                                                                              |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                   |                                                                                                                     | Contemporary Poetry<br>Whizz Bang Orang-utan<br>John Foster<br> |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                             |                                                                                                           |                                                                                                                      |                                                                                                                                      |                                                                                                                          |                                                                                                                     |
| Literacy<br><br>Writing Outcomes | Early Writing Opportunities: <ul style="list-style-type: none"><li>Own name</li><li>Lists</li><li>Labels e.g. pictures, characters</li><li>Speech bubbles</li><li>Captions</li></ul>                                                                                                                               |                                                                                                                   |                                                                                                                           |                                                                                                          |                                                                                                                                              |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                       | Writing to describe<br>Caption / sentence about Baby Bear                                                         | Writing to inform<br>Caption / sentence about a mini-beast                                                          | Writing to inform<br>Caption / sentence about the life cycle                                                                                         | Writing to narrate<br>Caption / sentence about the story                                                                         | Writing to describe<br>Sentence(s) about Oliver                                                                                                                                                                                                                                                                                                                                                                                                                                   | Writing to narrate<br>Sentence(s) to retell the story                                                                       | Writing to inform<br>Sentence(s) about looking after plants                                               | Writing to recount events<br>Sentence(s) about the trip to the transport museum                                      | Writing to narrate<br>Sentence(s) to retell the story                                                                                | Writing to recount events<br>Sentence(s) in role as Astrid                                                               |                                                                                                                     |
| Literacy<br><br>Writing          | <ul style="list-style-type: none"><li>Form some lower case and capital letters correctly.</li><li>Spell words using taught GPC's (phase 2)</li><li>Write lists, labels and captions that can be read by others.</li><li>Write own first name, copied from name card, with most letters formed correctly.</li></ul> |                                                                                                                   |                                                                                                                           |                                                                                                          |                                                                                                                                              |                                                                                                                                 | <ul style="list-style-type: none"><li>Form most lower case and some capital letters correctly.</li><li>Spell words using taught GPC's (phase 2 and some phase 3)</li><li>Write phrases and a sentence that can be read by others.</li><li>Write own first name and surname, copied from name card, with most letters formed correctly.</li><li>Use capital letter for own name when copying from name card.</li></ul> |                                                                                                                   |                                                                                                                     |                                                                                                                                                      |                                                                                                                                  | <ul style="list-style-type: none"><li>Form lower case and upper case letters, mostly correctly.</li><li>Spell words using phonics knowledge (phase 2 and phase 3)</li><li>Write phrases and sentences that can be read by others.</li><li>Use capital letters, finger spaces and full stops correctly in some sentences.</li><li>Write own first name and surname from memory, with most letters formed correctly.</li><li>Use capital letter for own name from memory.</li></ul> |                                                                                                                             |                                                                                                           |                                                                                                                      |                                                                                                                                      |                                                                                                                          |                                                                                                                     |



## Reception LTP 2025-2026



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| <b>Nursery Rhymes</b>                                                                                              | <b>Recap 2 Year Nursery rhymes</b><br>Twinkle Twinkle<br>Baa Baa black sheep<br>Incy wincy spider                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                       | <b>Recap 2 Year Nursery rhymes</b><br>Twinkle Twinkle<br>Baa Baa black sheep<br>Incy wincy spider                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Recap 2 Year Nursery rhymes</b><br>Twinkle Twinkle<br>Baa Baa black sheep<br>Incy wincy spider                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                    |
|                                                                                                                    | <b>Recap 3 Year Nursery rhymes</b><br>Hickory dickory dock<br>The Grand old duke of york<br>Head, shoulder, knees and toes                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                       | <b>Recap 3 Year Nursery rhymes</b><br>Hickory dickory dock<br>The Grand old duke of york<br>Down in the jungle<br>Head, shoulder, knees and toes                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Recap 3 Year Nursery rhymes</b><br>Hickory dickory dock<br>The Grand old duke of york<br>Down in the jungle<br>Head, shoulder, knees and toes                                                                                                                                   |                                                                                                                                                                                                                                                                                    |
|                                                                                                                    | <b>New Rhyme</b><br>London bridge is falling down                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                       | <b>Recap from Aut</b><br>London bridge is falling down                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Recap from Spring and Autumn</b><br>1 finger 1 thumb<br>London bridge is falling down                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |
|                                                                                                                    | <b>New rhymes</b><br>1 finger 1 thumb                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>New rhymes</b><br>Downin the jungle                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |
| <b>Phonics</b><br><br><b>Little Wandle</b>                                                                         | <b>Phase 2 graphemes</b><br>s a t p i n m d g o c k c k e u r I W h b f l                                                                                                                                                                                                                                                                                            | <b>Phase 2 graphemes</b><br>ff ll ss j v w x y z zz qu<br>ch sh th ng nk<br>words with s /s/ added at the end (hats sits)<br>words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)                                                          | <b>Phase 3 graphemes</b><br>ai ee igh oa oo oo ar or ur ow oi ear<br>air er<br>words with double letters: dd mm tt bb rr gg pp ff<br>Longer words                                                                                                                                                                                         | <b>Phase 3 graphemes</b><br>review Phase 3<br>review Phase 3: er air words with double letters longer words<br>words with two or more digraphs<br>longer words words ending in –ing compound words<br>longer words words with s in the middle /z/ s words ending –s words with –es at end /z/                                                                                                                                | <b>Phase 4</b><br>short vowels CVCC CCVC<br>longer words compound words<br>root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est                                                                                                                                                 | <b>Phase 4</b><br>long vowel sounds CCVC CCCVC CCV CCVCC<br>Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words<br>root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/<br>root word ending in: –er, –est                          |
|                                                                                                                    | <b>Tricky Words</b><br>is the I                                                                                                                                                                                                                                                                                                                                      | <b>Tricky Words</b><br>as has his her go no to into she he of we me be                                                                                                                                                                                                                                | <b>Tricky Words</b><br>Was you they my by all are sure pure                                                                                                                                                                                                                                                                               | <b>Tricky Words</b><br>Review all taught so far Secure spelling                                                                                                                                                                                                                                                                                                                                                              | <b>Tricky Words</b><br>said so have like some come love do were here little says there when what one out today                                                                                                                                                                     | <b>Tricky Words</b><br>Review all taught so far Secure spelling                                                                                                                                                                                                                    |
| <b>Communication and Language</b><br><br><b>Listening, attention and understanding</b><br><br><b>Speaking</b>      | <b>We will be learning to...</b><br>-Understand how to listen carefully and why listening is important.<br>-Ask questions to find out more and to check we understand what has been said to us.<br>-Say “Good morning”, and other social phrases, to friends and adults.<br>-Take part in whole class and small group story times.<br>-Learn poems, rhymes and songs | <b>We will be learning to...</b><br>-Start to use well-formed sentences in everyday talk<br>-Describe events in some detail<br>-Take part in whole class and small group story times.<br>-Listen carefully to rhymes and songs paying atattention to how they sound<br>-Learn poems, rhymes and songs | <b>We will be learning to...</b><br>-Use new vocabulary in different activities and areas of learning.<br>-Engage in non-fiction books about ‘People who Help Us’, learning and using new vocabulary from them.<br>-Take part in whole class and small group story times.<br>-Learn poems, rhymes and songs                               | <b>We will be learning to...</b><br>-Engage in non-fiction books about animals, learning and using new vocabulary from them.<br>-Connect one idea to another using a range of connectives<br>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.<br>-Take part in whole class and small group story times.<br>-Learn poems, rhymes and songs | <b>We will be learning to...</b><br>-Engage in non-fiction books about plants, learning and using new vocabulary from them.<br>-Take part in whole class and small group story times.<br>-Learn poems, rhymes and songs                                                            | <b>We will be learning to...</b><br>-Engage in non-fiction books about transport, learning and using new vocabulary from them.<br>-Take part in whole class and small group story times.<br>-Learn poems, rhymes and songs                                                         |
| <b>PSED (KAPOW)</b><br><br><b>Self-regulation</b><br><br><b>Managing self</b><br><br><b>Building relationships</b> | <b>Self-regulation: My feelings</b><br>-To identify their feelings and emotions<br>-To identify and express their feelings.<br>-To explore different coping strategies to help to regulate our emotions.<br>-To explore different adjectives that can be used to describe feelings.<br>-To explore different facial expressions and what they mean.                  | <b>Building relationships: My family and friends</b><br>-Thinking about the perspective of others in the class and learning about how different beliefs celebrate special times.<br>-Understanding why sharing is important.<br>-Understanding the characteristics that make a good friend.           | <b>Self-regulation: Listening and following instructions</b><br>-To understand why it is important to listen carefully<br>-To listen attentively to a story.<br>-To talk about and retell parts of a story they have deep familiarity with<br>-To understand why it is important to tell the truth and think about the feelings of others | <b>Managing self: My wellbeing</b><br>-To learn about the importance of exercise.<br>-To explore how exercise affects different parts of the body.<br>-To learn how yoga can help our bodies to stretch, relax and stay healthy.<br>-To explore guided meditation and relaxation.                                                                                                                                            | <b>Managing self: Taking on challenges</b><br>-To understand why we have rules<br>-To understand the importance of persistence in the face of challenges.<br>-To develop confidence in their own ability to solve problems<br>-To work together as a group to overcome challenges. | <b>Building relationships: Special relationships</b><br>-To talk about our families.<br>-To understand that all families are valuable and special.<br>-To talk about people that hold a special place in children’s lives.<br>-To think about what it means to be a valued person. |



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|                                                                                              | -To identify different feelings and how to moderate behaviour socially and emotionally.                                                                                                                                                                                                                                                                                                                                                                                     | -Learning the importance of supporting others by being kind.<br>-Understanding the importance of perseverance in the face of challenge.<br>-Planning a party to celebrate special friendships within the class.               | -To follow instructions involving several ideas or actions.<br>-To persevere when things are difficult.<br>-To follow instructions involving several ideas or actions.<br>-To give simple instructions.<br>To listen and respond to phrases and instructions that involve several ideas or actions.               | -To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene.<br>-To know and discuss the factors that support their overall health and well-being.<br>-To understand what it means to be a safe pedestrian<br>-To understand what it means to eat healthily.<br>-To understand the importance of healthy food choices.<br>-To explore what it means to have a balanced diet. | -To communicate effectively with others.<br>-To learn and practise 'grounding' coping strategies.<br>-To understand the importance of perseverance in the face of challenge.                                                                           | -To understand why it is important to share and cooperate with others.<br>-To develop strategies to help when trying to share with others.<br>-To see themselves as a valuable individual.<br>-To understand that it is ok to like different things.<br>-To see themselves as valuable individuals.<br>-To share their interests with the group.<br>-To explore diversity through thinking about similarities and differences. |
| <b>Physical development</b><br><br><b>Gross Motor skills</b><br><br><b>Fine motor skills</b> | <b>Flappers for gross motor</b><br>-Up and down<br>-The wiggle<br>-The circle<br>-The hump<br>-The hook<br>-The spiral<br>-The wave<br>-laid down 8<br>-The straight line<br><br><b>OT- Foundation skills</b><br>- hip and trunk stability,<br>- shoulder girdle stability<br>- body awareness<br>- dissociation of upper limb movements<br>- visual tracking,<br>- hand awareness/movement<br>- crossing midline<br>- motor planning<br>- sensory skills<br>- visual-motor | <b>Dough Disco for fine motor</b><br><br><b>OT- Hand skills</b><br>- pincer grip<br>- visual-motor integration,<br>- bilateral integration<br>- hand strength<br>- spatial awareness and planning.<br>- memory and perception | <b>Handwriting – Oxford owl</b><br><b>Curly letter-</b> c a o d g q s f e<br><br><b>OT- Skilled hand use</b><br>-pincer grip<br>-hand strength<br>-visual-motor integration<br>-bilateral integration<br>-pencil grip and control<br>- pressure<br>- aiming/accuracy/placement<br>- scissor skills<br>- precision | <b>Handwriting – Oxford owl</b><br><b>Down and back up-</b> r n m h b p<br><br><b>OT- Visual perception</b><br>-Spatial relations<br>-Figure-ground perception<br>-Form constancy<br>-Visual memory                                                                                                                                                                                                                                                                | <b>Handwriting – Oxford owl</b><br><b>Straight letters-</b> v w x z                                                                                                                                                                                    | <b>Handwriting – Oxford owl</b><br><b>Down and flick-</b> l t i j u y                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                              | <b>P.E - Moving in a range of ways</b><br>- Revise and refine the fundamental movement skills they have already acquired: rolling • crawling • walking • jumping • running • hopping • skipping • climbing<br>-Combine different movements with ease and fluency                                                                                                                                                                                                            |                                                                                                                                                                                                                               | <b>P.E – Safely using apparatus</b><br>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.<br>-Develop overall body-strength, balance, co-ordination and agility.                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>P.E – Ball skills</b><br>-Develop skills including: throwing, catching, kicking, passing, batting, and aiming.<br>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.<br><br><b>Gymnastics</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                |



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| <b>Mathematics</b><br><br><b>Number</b><br><br><b>Numerical patterns</b>                                                                                                                                                           | <b>Counting, cardinality and ordinality</b><br><b>Subitising</b><br><b>Composition</b><br><b>Comparison</b><br>-Identify when a set can be subitised and when counting is needed<br>- Subitise different arrangements, both unstructured and structured including using the Hungarian number frame<br>- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills<br>- spot smaller numbers 'hiding' inside larger numbers | <b>Counting, cardinality and ordinality</b><br><b>Comparison</b><br><b>Composition</b><br>-connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers<br>-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<br>-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<br>-compare sets of objects by matching<br>-begin to develop the language of 'whole' when talking about objects which have parts | <b>Subitising</b><br><b>Counting, cardinality and ordinality</b><br><b>Composition</b><br><b>Comparison</b><br>-continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals<br>-begin to identify missing parts for numbers within 5<br>-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<br>-focus on equal and unequal groups when comparing numbers                                                                                                                                                                                           | <b>Counting, cardinality and ordinality</b><br><b>Comparison</b><br><b>Composition</b><br>-understand that two equal groups can be called a 'double' and connect this to finger patterns<br>-sort odd and even numbers according to their 'shape'<br>-continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern<br>-order numbers and play track games - join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers                                                                                                                                                                                                                                          | <b>Counting, cardinality and ordinality</b><br><b>Subitising</b><br><b>Composition</b><br><b>Comparison</b><br>-continue to develop their counting skills, counting larger sets as well as counting actions and sounds<br>-explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame<br>-compare quantities and numbers, including sets of objects which have different attributes<br>-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 | <b>Comparison</b><br><b>Counting beyond 20</b><br><b>Patterns within numbers to 10</b><br><b>Automatic recall</b><br><b>Understanding of numbers to 10</b><br><b>Subitising on a rekenrek</b><br><b>Consolidation</b><br>-begin to generalise about 'one more than' and 'one less than' numbers within 10<br>-continue to identify when sets can be subitised and when counting is necessary<br>-develop conceptual subitising skills including when using a rekenrek                                                                                                                                                                                                                                                                           |
| <b>Understanding the world</b><br><br><b>Past &amp; present</b><br><br><b>People culture and communities</b><br><br><b>The natural world</b><br><br><b>History</b><br><br><b>Geography</b><br><br><b>Science</b><br><br><b>R.E</b> | <b>Ourselves</b><br>Talk about my immediate family and community<br>Talk about the lives of the people around them and their roles in society<br><br><b>local area</b><br>Look at features of local environment e.g., houses, school etc.<br><br><b>F1 How can people show they belong together?</b><br>-How Christians show they belong<br>-How Muslims show that they belong<br>-How Jewish people show that they belong<br>-                                                                  | <b>Bonfire Night-Guy Fawkes</b><br>Understand the past through settings, characters and events encountered in books read in class and storytelling<br><br><b>Christmas (Christmas in Australia)</b><br>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<br><br><b>Autumn</b><br>Understand the effect of changing seasons on the natural world around them<br><br><b>Melting/freezing</b><br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br><br><b>F1 How can people show they belong together?</b><br>-How Sikhs show they belong<br>-How Buddhists show that they belong<br>-Ways of belonging                                                            | <b>People who help us</b><br>Show interest in different occupations. Talk about members of their immediate family and community<br><br><b>Winter</b><br>Understand the effect of changing seasons on the natural world around them<br><br><b>Technology- How has technology changed?</b><br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class<br><br><b>F2: Who are the people in sacred (special) stories and why might they still be important today?</b><br>-Stories of Jesus<br>-The nativity and celebration of Christmas<br>-Stories of Muhammad<br>-The story of Ibrahim and Ishmael<br>-Eid-al-Fitr | <b>Maps – local area</b><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps<br><br><b>Spring</b><br>Understand the effect of changing seasons on the natural world around them<br><br><b>Life cycles-Caterpillars</b><br>Explore the natural world around them, making observations and drawing pictures of animals and plants<br><br><b>King Charles/The Queen</b><br>Compare and contrast characters from stories, including figures from the past<br><br><b>F2: Who are the people in sacred (special) stories and why might they still be important today?</b><br>-Rama and Sita<br>-Celebration of Diwali<br>-Celebration of Bandi Chhor Divas<br>-Guru Hargobind Ji<br>-Humanist stories<br>- | <b>Materials &amp; Changes</b><br>Talk about the differences between materials and changes they notice<br><br><b>Planting &amp; Growing</b><br>Explore the natural world around them, making observations and drawing pictures of animals and plants<br><br><b>F3: How do people know how to treat each other?</b><br>-Parables of Jesus – The good Samaritan, The healing of the paralytic, The feeding of the five thousand.<br>-The creation story<br>-The Golden rule<br>-Stories of Mohammad                                                                                      | <b>Transport then and now</b><br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class<br><br><b>Life in other countries (Kenya)</b><br>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.<br><br><b>Summer</b><br>Understand the effect of changing seasons on the natural world around them<br><br><b>F3: How do people know how to treat each other?</b><br>-The creation story in Abrahamic traditions<br>-The Golden rule - Guru Nanak<br>-The Golden rule - Buddha<br>-Atheists and agnostics<br>-Humanist stories |



## Reception LTP 2025-2026



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| <p><b>Expressive arts and design (KAPOW)</b></p> <p><b>Creating with materials</b></p> <p><b>Being imaginative and expressive</b></p> | <p><b>Charanga- Me!</b></p> <p><b>Drawing: Marvellous marks</b><br/>-Investigate the marks and patterns made by different textures.<br/>-Explore marks made with felt tips.<br/>-Explore marks made with chalks<br/>-Explore marks made with pencils.<br/>-To create a simple observational drawing.<br/>-To use a variety of colours and materials to create a self-portrait.</p> <p><b>Structures: Junk Modelling</b><br/>-To explore and investiagte the tools and materilas in the junk modelling area.<br/>-To investigate cutting different materials.<br/>-To learn how to plan and select the correct resources needed to make a model.<br/>-To verbally plan and create a junk model.<br/>-To share a finished model and talk about the processes in its creation<br/>-To explore different ways to temporarily join materials together.</p> | <p><b>Charanga- My stories</b></p> <p><b>Seasonal crafts</b><br/>-Making pipe cleaner snowflakes; applying skills with threading; choosing colours and shapes to create patterns.<br/>-Designing and making Autumn wreaths using natural objects; exploring colour and pattern to create individual designs.<br/>-Manipulating salt dough and using a range of tools to create a Christmas decoration.</p> <p><b>Seasonal projects</b><br/>-To design and make a hibernation box<br/>-To create a picture with a simple sliding mechanism (sliding Santa chimneys)<br/>-To create a large piece of group artwork based around fireworks.</p> | <p><b>Charanga- Everyone!</b></p> <p><b>Painting and mixed media: Paint my world</b><br/>-To explore paint through finger painting.<br/>-To create natural paintbrushes using found objects.<br/>-To respond to music through the medium of painting.<br/>-To make child-led collages using mixed media.<br/>-To create landscape collages inspired by the work of Megan Coyle.</p> <p><b>Cooking &amp; Nutrition – making soup</b><br/>-To explore fruits and vegetables and the differences between them.<br/>-To design a fruit and vegetable soup recipe.<br/>-To learn how to use a knife safely.<br/>-To safely use tolls to prepare ingredients.<br/>-To design food packaging.</p> | <p><b>Charanga- Our world</b></p> <p><b>Seasonal crafts</b><br/>-Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals.<br/>-Applying skills in threading wool; Making choices about patterns and colours; creating hanging Easter decorations.</p> <p><b>Seasonal projects</b><br/>-To design and create a hanging Easter egg decoration.<br/>-To use a range of tools and techniques to create a threaded Spring flower.</p> | <p><b>Charanga- Big Bear funk</b></p> <p><b>Seasonal crafts</b><br/>-Painting imaginative designs<br/>With salt; experimenting with colour and texture; describing the process they have used.</p> <p><b>Sculpture and 3D: Creation station</b><br/>-To explore clay and its properties.<br/>- To explore playdough and its properties.<br/>-To create natural 3D landscape pictures using food objects.<br/>-To generate inspiration and conversation about sculpture art and artists.<br/>-To begin making a 3Dclay sculpture using the designs from last lesson.<br/>-To make a 3D clay sculpture using the designs created last lesson.</p> <p><b>Textiles: Bookmarks</b><br/>-To develop threading and weaving skills.<br/>-To practise and apply weaving skills to a specific material e.g. paper.<br/>-To practise and apply weaving skills to a specific material e.g. hessian and wool.<br/>-To use threading or sewing to design a product (bookmark).<br/>-To create a textiles product (bookmark) followng their own design.<br/>-To reflect with children on how they have achived their aims.</p> | <p><b>Charanga- My stories</b></p> <p><b>Craft and design: Let’s get crafty</b><br/>-Develop confidence with scissor skills; exploring the differences when cutting a range of materials.<br/>-Building small motor skills when threading a range of materials in different ways.<br/>-Exploring techniques for joining paper and card.<br/>-Learning to fold, cut and curl paper to make paper snakes.<br/>-Refining drawing and colouring skills to create a design for a tissue paper flower.<br/>-To create a tissue paper flower.</p> <p><b>Structures: Boats</b><br/>-To understand what waterproof means and to test whether materials are waterproof.<br/>-To test and make predictions for which materials float and sink.<br/>-To compare the uses of boats.<br/>-To investigate hoe the shape and structure of boats affect the way they move.<br/>-To design a boat.<br/>-To create a boat based upon their own design.</p> <p><b>Seasonal projects</b><br/>-To design a rainbow salad recipe.<br/>-To create a rainbow salad and talk about the importance of healthy eating.</p> |
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