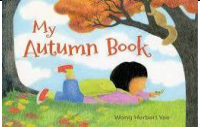
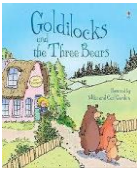
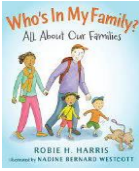
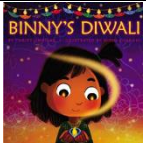


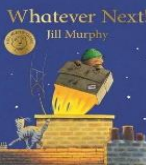
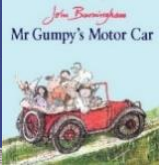
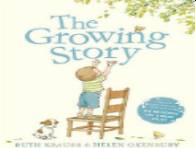
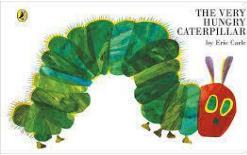
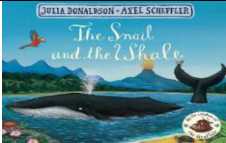
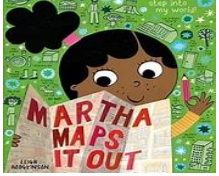
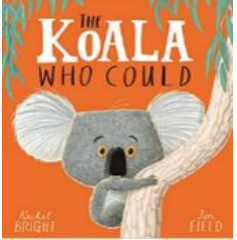


RECEPTION LTP 23-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	  	 	  	 	 	
	<p>My Autumn Book Goldilocks Who's in my Family?</p>	<p>Binny's Diwali Stickman</p>	<p>Mrs Armitage on Wheels Mr Gumpy's Motorcar Whatever Next!</p>	<p>The Growing Story The Very Hungry Caterpillar</p>	<p>The Snail and the Whale Martha Maps it Out</p>	<p>The Koala who Could TBC</p>
Supporting texts	<p>Autumn Information Book My Family Book We're going on a leaf hunt The Great Big Book of Families</p>	<p>Hindu Information Books The Gruffalo Superworm The Loch Ness Monster Little Glow</p>	<p>Life In the past Information Book Chicken Clickin Digi Duck Peepo Amazing Aeroplanes Terrific Trains</p>	<p>Spring Information Book Information books about growing and changing The Tiny Seed</p>	<p>Atlas Lift-The-Flap Information Book about the World</p>	<p>Koala Lou The Lion Inside The Squirrels who Squabbled The Diary of a Wombat Information Book about Australasia</p>
First Hand experiences		<p>Chicken Shed Show</p>		<p>Easter Disco</p>		<p>Sports Day</p>

		Christingle Nativity A-Life Children in Need		World Book Day		
WOW Events			Circus Skills workshop		External Trip	
Communication and Language	Name and Understand how to use the areas of the classroom Captain concentration Answer where/who/when Describe favourite parts in a story Poetry Basket Drawing Club	Naming characters and settings in story Act out a familiar story in a small group Identify repetitive phrases in a story Listen in a large group	Ask questions to find out more  Articulate ideas and thoughts  Talking Partners to practise effective communication	Use connectives to link ideas together  Engage in non- fiction books	Use talk to help work out problems and organise thinking and activities, and to explain how things work and how they might happen	Retell the story, once they developed a deep familiarity with the text, some as exact repetition and some in their own words  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Physical Development	Handwriting: Pencil Grip Throwing and Catching Anticlockwise gross motor movements Pouring	Handwriting: Curly Caterpillar letters (c,o,a,d,g,e,s,q,f )	Revise and refine fundamental movements – rolling, walking, running, skipping, crawling, jumping, hopping, climbing.	Progress towards a more fluent style of moving with developing control and grace.	Develop Ball Skills – throwing, catching, kicking, passing, batting and aiming.	Develop confidence, competence and accuracy when engaging in activities that involve a ball.

	Using scissors	Malleable equipment Independent fastenings ie, Zips				
PE/Forest School	Games and Fundamentals	Forest School – Exploration				
PSHE/RSE	Learning the Rules Making new friends Naming feelings JIGSAW- Being me in my world	Using social phrases (ie, Can I Play with you? What's your name? Please stop I don't like it) Begin turn-taking To know about belonging and sharing family traditions and cultures Identify healthy food and why it's important	Express their feelings and consider feelings of others.  JIGSAW – Dreams and Goals	Know and talk about different factors that support their overall health and well-being. JIGSAW –Healthy Me	Build further respectful relationships. Think about the perspective of others. JIGSAW – Relationships	Identify and moderate their own feelings. Share feelings about transition to Year 1. JIGSAW –Changing Me

		Having a can-do attitude JIGSAW – Celebrating Differences				
Reading and Writing	Phase 1 – tuning into sounds, rhyming  Phase 2 – oral blend and segment – vc/cvc words	Emergent writing Labelling Posters Shared writing Read and Remember Read and write cvc words	Spotting digraphs and trigraphs Decode two-syllable words.	Irregular words: Writing sentences  Maps	Read and write words with adjacent consonants Story writing Instructions	Recount Postcards
Phonemes and Graphemes	s,a,t,p,i,n,m,d,g,o,c ,k	e,u,r,ck,h,b,f,l	j,v,w,  y, z, zz, qu  ch, sh, th, ng	ai, ee, igh, oa, oo (long), oo (short) ar, or, ur, ow, oi	ear, air, ure, er • Consolidate Phase 3	Phase 4 Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)
Maths	Maths rhymes and games Subitising up to 3 Counting Composition of numbers using 1s	More Than/ Fewer Than Five Comparison – Equal Number	Connect subitised quantities to numerals Order numbers to 5 Focus on each number being 1	Connect the counting sequence to ordinality. Connect ordinality and cardinality	Count larger amounts and focus on strategies for counting	Strategies for counting Recognise the pattern of the counting system

	<p>Subitising up to 4</p>	<p>Whole and Parts Compose and Decompose up to 5 Counting to 5 with Numerals</p>	<p>more than the previous number Focus on the composition of 5 and identify missing parts Introduce the '5 and a bit' structure using fingers and die frames as key representations Focus on equal and unequal groups</p>	<p>through the use of the 'staircase' pattern and explore '1 more' and '1 less' Comparison using knowledge of ordinality rather than comparison by matching of quantities Focus on noticing whether a change creates a number which is more or less than another Composition of 7 as 2 groups, with a focus on '5 and a bit' Practise subitising within 6 Explore doubles Sort odd and even numbers by</p>	<p>Focus on structured arrangements including the 10-frame Focus on representations of numbers using fingers and 10-frames Focus on doubles using different representations Focus on ordinality: comparing numbers 'Seeing' small quantities and numbers within larger quantities Introduction to the rekenrek Link familiar representations</p>	<p>when beginning to count beyond 20 Compare groups of objects that are of different sizes/colours/attributes Develop a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2 Investigate 'parts' and 'wholes' Explore the composition of numbers to 10 Investigate equivalence, doubles and making odd and even numbers Continue to practically explore</p>
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				looking at their tops; odd blocks and flat tops	such as numbers of fingers to representations on the rekenrek	the composition of numbers to 10 Investigate 5 as a key 'anchor' in the number system Begin to generalise about 1 more/1 less within 10 Recall the 'numbers within' 3, 4, 5 and 10 Recall double facts, up to '5 and 5 make 10' Recall missing parts within 5
Understanding the World	To talk about some features of the areas where I live	Celebrations: Diwali, Hannukah To notice similarities and make comparisons between other families.	Identify some similarities and differences between ways of life in different periods (bikes/tandems/penn yfarthings, greengrocer bike,	Christianity – Easter Life Cycles Changing and growing	Creating maps 7 continents Compare Road to Elmwood Forest	Compare UK to a continent – Australasia

			newspaper, milk cart)			
Kapow Art	<u>Drawing</u> Marvellous Marks	<u>Seasonal Crafts</u>	<u>Painting and Mixed Media</u> <u>Paint my World</u>		<u>Sculpture and 3D</u> Creation Station	<u>Craft and Design</u> Let's get crafty
Kapow D&T	<u>Structures: Junk modelling</u>		<u>Textiles: Bookmarks</u>	<u>Structures: Boats</u>	<u>Cooking and Nutrition: Soup</u>	
Charanga Music	<u>Me!</u>	<u>My stories</u>	<u>Everyone!</u>	<u>Our world!</u>	<u>Big Bear Funk</u>	<u>Reflect, Rewind &amp; Replay</u>