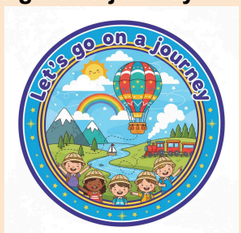
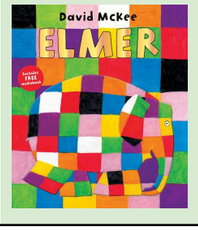
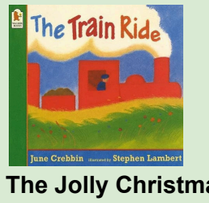
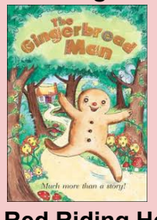
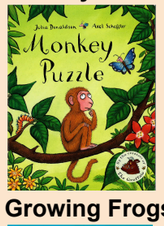
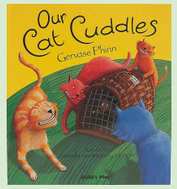
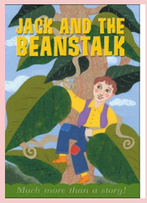
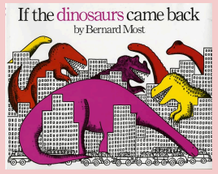
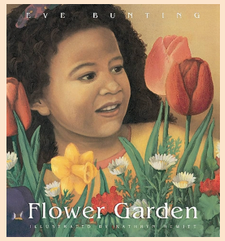
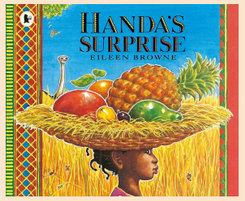
Draft LTP Reception 26-27

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts	**Personal Identity and relationships**	**Community and culture**	**Storytelling and imagination**	**Impact and responsibility**	**Environment and sustainability**	**Transition and change**
Possible Topics	**Me in my world** 	**Let's Celebrate!** 	**Once upon a time….** 	**The Heroes** 	**Time to grow** 	**Let's go on a journey…** 
Focus Topics	Starting school New beginnings Values Expectations of provision Ourselves What am I good at? Being kind Where do I live? Harvest Autumn	Celebrations Light and Dark Christmas Celebrating Autumn Remembrance Day Halloween Bonfire Night Diwali	Traditional Tales New Year resolutions Chinese New Year Story telling Love of reading	People who help us How we can be heroes Heroes vs superheroes Ramadan Holi Festival Eid World Book Day Easter	Growing Mental Health Awareness Week World Bee Day Spring time Flowers Sustainability	Transitions Moving on Journey's Celebrations Reflections Summer Sun safety
Values	Ambition Respect	Tolerance Friendship	Positivity Teamwork	Resilience Courage	Honesty Curiosity	Celebration of all values across the year
Experiences	New beginnings Transition Wellbeing day - British Values Wellbeing Day - Black History	Christmas play Autumn nature walk Santa visit/grotto Pantomime experience Theatre visit Wellbeing day- Anti-Bullying Wellbeing day- Christmas	Chinese New Year NSPCC Number Day Safer Internet Day Wellbeing day- Animal well being Wellbeing day- Mental Health and Online Safety	World Book Day Science Week Colour run Wellbeing day- Arts and Crafts	Trip to woodland area Caterpillars in class Planting sunflowers/vegetables Fruit tasting Wellbeing day- Sustainability Wellbeing day- Family Day Sports Day	Transition Day Language's Day Wellbeing Day- Diversity Day School Fayre RUWALJOG Wellbeing day- Fitness and Fun
Junior Duke opportunities				Know how to call the emergency services. Change a flower's colour.	Learn to scoot and cycle.	Skip with a rope
	Remember important facts. Draw detailed people. Cut out shapes and straight lines on paper with sharp, metal scissors.					
SMSC Focus	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community,	**Mutual Tolerance.** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.	**Rule of law.** We have values at school that we must follow. We know who to talk to if we do not feel safe.	**Individual liberty.** We all have the right to have our own views. We are all respected as individuals.	**Democracy**. We all have the right to be listened to. We respect everyone and we value their different ideas and	**British Values.** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our

	in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual tolerance of those with different faiths and beliefs and for those without faith. Mutual tolerance towards learning about different festivals and celebrations	We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE						
PSHE (Jigsaw)	**Being Me in My World** ● To understand how it feels to belong and that we are similar and different. ● To start to recognise and manage my feelings. ● To enjoy working with others to make school a good place to be. ● To understand why it is good to be kind and use gentle hands. ● To begin to understand children's rights and this means we should all be allowed to learn and play. ● To learn what being responsible means.	**Celebrating Differences** ● To identify something I am good at and understand everyone is good at different things. ● To understand that being different makes us all special. ● To know we are all different but the same in some ways. ● To tell you why I think my home is special to me. ● To tell you how to be a kind friend. ● To know which words to use to stand up for myself when someone says or does something unkind.	**Dreams and Goals** ● To understand that if I persevere I can tackle challenges. ● To tell you about a time I didn't give up until I achieved my goal. ● To set a goal and work towards it. ● To use kind words to encourage people. ● To understand the link between what I learn now and the job I might like to do when I am older. ● To say how I feel when I achieve a goal and know it means to feel proud.	**Healthy Me** ● To understand that I need to exercise to keep my body healthy. ● To understand how moving and resting are good for my body. ● To know which foods are healthy and not so healthy and can make healthy eating choices. ● To know how to help myself go to sleep and understand why sleep is good for me. ● To wash my hands thoroughly and understand why this is important. ● To know what a stranger is and how to stay safe if a stranger approaches me.	**Relationships** ● To identify some of the jobs I do in my family and how I feel like I belong. ● To know how to make friends to stop myself from feeling lonely. ● To think of ways to solve problems and stay friends. ● To start to understand the impact of unkind words. ● To use Calm Me time to manage my feelings. ● To know how to be a good friend.	**Changing Me** ● To name part of the body. ● To tell you some things I can do and foods I can eat to be healthy. ● To understand that we all grow from babies to adults. ● To express how I feel about moving to Year 1. ● To talk about my worries and/or the things I am looking forward to about being in Year To share my memories of the best bits of this year in Reception.
Literacy						
Possible Core Texts	**The colour monster**  **Elmer** 	**We're going on a bear hunt**  **The Train Ride**  **The Jolly Christmas**	**The Gingerbread Man**  **Red Riding Hood**	**Supertato**  **If the dinosaurs came back**	**Monkey Puzzle**  **Growing Frogs**  **Flower Garden**	**The Snail and the Whale**  **Handa's Surprise**

Draft LTP Reception 26-27

	Our Cat Cuddles 	**Postman** 	 **Jack and the Beanstalk** 	 **The Smartest Giant in Town** 		
Possible Other Key Texts	Here are my hands Elmer collection	Handa's Hen Elmer in the snow Farmer Duck	Goldilocks and the three bears The Three Little Pigs	Supertato Series Detective Dog Nel Mog and the Vet A Superhero Like You	Katie and the sunflowers The Hungry Caterpillar Mrs Honey's Hat	Mr Gumpy's Outing Elmer's Walk
Word Reading/Phonics (ELS)	Phase 2	Phase 3	Phase 3-4	Phase 3-4	Phase 4	Phase 5 introduction
Mathematics						
Mathematics (WRM)	• Match, sort and compare objects • Talk about measure and patterns	• Circles and Triangles • Shapes in the environment • Shapes with 4 sides • My Day and Night	• Mass and capacity • Length • Height • Time	• Explore 3D shapes	• How many more? • Manipulate, compose and decompose	• Sharing and grouping • Visualise, build and map • Make connections
Mathematics (NCTEM)	• Subitising within 3 • Counting skills • Explore how all numbers are made of 1s • Composition of 3 and 4 • Subitise objects and sounds • Comparison of sets- just by looking • Use of language for comparison	• Counting skills • Focus on 5 • Comparison of sets- by matching • Use the language of comparison • Explore the concept of 'whole' and 'part' • Composition of 3, 4 and 5 • Object counting skills • Match numerals to quantities within 10 • Verbal counting beyond 20	• Subitise within 5 • Match numerals to quantities within 5 • Counting- focusing on ordinality • One more • Focus on 5 • Focus on 6 and 7 as '5 and a bit' • Compare sets and use language of comparison • Make unequal sets equal	• Focus on 'staircase' pattern and ordering numbers • Focus on ordering numbers to 8 • Use language of less than • Focus on 7 • Doubles • Sorting numbers according to attributes- odd and even numbers	• Counting- larger sets and things that cannot be seen • Subitising- to 6 • Composition- '5 and a bit' • Composition- of 10 • Comparison- linked to ordinality • Track games	• Subitise to 5 • Introduce the rekenrek • Automatic recall of bonds to 5 • Composition of numbers to 10 • Comparison • Number patterns • Counting
Foundation subjects						
Art and design/ Design and technology (Kapow)	Art Drawing Marvellous marks	DT Structures Junk modelling	Art Painting and mixed media Paint my world	DT Textiles Bookmarks	Art Craft and Design Let's get crafty	DT Cooking and nutrition Soup

Draft LTP Reception 26-27

Religion and worldviews (Kapow)	What makes us special? Unit Time to celebrate Lesson 1	What are special times? Unit Time to celebrate Lesson 2		What makes the world special? Unit Time to celebrate Lesson 3/Lesson 4/Lesson 5	Why are some places special? Unit	Why are some stories special? unit
Science (Kapow)	Changing seasons unit: Lesson 1	Changing seasons unit: Lesson 2	Changing seasons unit: Lesson 3 Animal Adventures Unit	Changing seasons unit: Lesson 4 I am a Scientist Unit	Changing seasons unit: Lesson 5 Our beautiful planet	Changing seasons unit: Lesson 6
Geography/History (Kapow)	History Adventures through time		Geography Exploring Maps	Geography Outdoor Adventures	History Peek into the past Unit	Geography Around the world unit
Assessment opportunities						
Assessments	National Reception Baseline Assessment (RBA) Observations/Interactions In-House Baseline Phonic assessments Parent Consultations	Autumn Data collection Observations/Interactions Phonic Assessments	Observations/Interactions Phonic Assessments Federation moderation	Spring data collection Observations/Interactions Phonic Assessments	Observations/Interactions Phonic Assessments	Observations/Interactions Phonic Assessments EYFS Profile Summer data collection End of Year reports