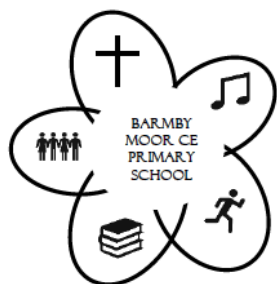


EYFS – Reception LTP 2024/2025

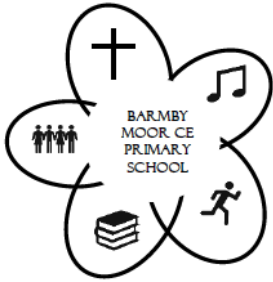


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Marvellous Me!	 Let's Celebrate!	 Magical Moment!	 Spring has Sprung!	 Amazing Animals	 Pirate's life for me!
Christian Values	Friendship - Proverbs 17:17 – “A friend loves at all times”					
	Respect - Luke 6:31 – “We treat others like we would like to be treated”	Tolerance – Colossians 3:13 – “We forgive each other”	Forgiveness - Luke 23:34 – “We say sorry”	Perseverance – James 1:12 – “We don't give up!	Thankfulness - Luke 22.19 – “We say please and thank you”	Hope - Jeremiah 29:11 – “We enjoy ourselves”
	Books: Bog Baby, Little Rabbit Foo Foo, The Great Kapok Tree, Tusk Tusk	Books: Angus All Aglow, Be who you are, The Big Umbrella,	Books: The Giving Tree, Harriet you'll drive me wild, I love my new toy,	Books: The most magnificent thing, Amazing Grace, You can do it Bert	Books: Bear says thanks, Little bird, The last stop on Market Street	Books: The book of hope, The Hopeopotomus,
British Values	Rule of law: We take turns and share; We follow the behaviour and rules of the school Mutual Tolerance: We enjoy listening to music; We celebrate British festivals; Pancake Day, Mother's Day, St George's Day, Father's Day, Bonfire Night, Harvest Festival, Remembrance Day; We learn about the world around us; We are polite to people within our community Mutual Respect: We are polite and respectful; We say please and thank you; We respect our toys; We help our friends to tidy up; We use quiet voices; We are kind and gentle; We do not shout out in class Democracy: We take turns and share: during conversations, when we are reading in a group, standing in a queue, during games with friends; We are learning to listen; We wait for our friends to finish speaking before we speak; We care for each other Individual liberty: We enjoy listening to music; We listen to British music: The Beatles, Elton John, Andrew Lloyd Webber, Royal Philharmonic Orchestra; We eat British Foods: Roast Dinners, Seasonal fresh fruit and veg, Fish and chips; We enjoy learning about British Artists: Andy Goldsworthy; Barbara Hepworth; We see ourselves as valuable individuals; We vote on group decisions					
Enrichment	Autumn Walk	Bonfire Night, Remembrance, Diwali Visit from the Fire Service (link to Science)	Winter Walk Chinese New Year, Valentine's Day, Pancake Day	Spring Walk Easter / Egg hunt Holi Visit to Acorn Hollow?	Visit? Ramadan / Eid Deaf awareness week	Summer Walk Father's Day Transition
Parental Involvement	Staggered start Harvest Locker Look	Introduction to RWInc – Reception parents Christmas song sing-a-long Nursery Crib Service – Reception Locker Look	Parent's evening Locker Look	Mother's day coffee morning Easter Bonnet Parade and Church Service Locker Look	Stay and Play	Sport's Day

EYFS – Reception LTP 2024/2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		 Marvellous Me!	 Let's Celebrate!	 Magical Moment!	 Spring has Sprung!	 Amazing Animals	 Pirate's life for me!
Personal, Social and Emotional Development	Self-Regulation	Identify some common feelings in themselves of others Follow familiar routine instructions independently		Begin to solve small conflicts through speaking to each other and being assertive. Follow two-step instructions Wait with increased patience.		Show an understanding of their own feelings and of others and begin to regulate their behaviour accordingly. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity.	
	Managing Self	Use the toilet independently and wash their hands well		Discuss sensible choices. Begin to understand and discuss the consequences of our behaviour. Work on short activities independently		Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	
	Building relationships	Explain to an adult what has happened Join in with groups of children who are playing Take turns, with adult support		Take turns with a little support from an adult or with sand timers Show empathy in simple ways,		Work and play cooperatively and take turns with each other Form positive attachments to adults and friendships with peer	
Physical Development	Gross Motor	Put on own socks and shoes correctly Can pedal and maintain balance for a metre or two Bounce and catch a large ball with two hands Hold a controlled balance on one leg Jump and turn in the air		Fasten zip independently Can pedal and maintain balance while maneuvering around obstacles Catch a tennis ball Kick a ball that is rolled to them Walk along a narrow balance beam		Fasten small buttons Follow at a sensible distance, control speed, follow the path set by another rider. Bounce a tennis ball on the ground and catch in one hand Use kicking as part of a game Balance on an unstable surface with increasing control Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
	Fine Motor	Use scissors to cut paper in half, lines, using 1 hand Spread using a knife Static tripod grip (index, middle, thumb) With adult guidance manage resources Develop small motor skills using paint brushes, pencils for drawing		Use scissors to cut around a shape on paper To operate scissors using finger and thumb Cut using a knife Dynamic tripod grasp		Use scissors correctly Use a knife and fork independently Dynamic tripod grasp (resting wrist and arm correctly) Hold a [pencil effectively in preparation for fluent writing Begin to show accuracy and care when drawing	
Communication and Language	Listening attention and understanding	Follow and talk about stories Follow simple instructions Play simple, motivating games for a few minutes Begin to use some simple active listening skills (face the speaker, body still, paying attention) Respd to peers with a reply Begin to answer 'how' questions		Conduct simple back and forth conversations Retell a familiar story Show attentive listening skills at input times e.g. during RWInc, and is quick to act on instructions. Ask questions when they don't know what a word means Begin to answer 'why' questions		Listens attentively and responds to what they hear with relevant questions, comments and actions Make comments about what they have heard and ask questions to clarify their understanding Engage in non-fiction books and using new vocabulary	
	Speaking	Develop social phrases Speak in simple sentences Listen to and learn nursery rhymes/ songs/ poems and pay attention to how they sound Engage in and listen to non-fiction books Listen and talk about stories Retell a story using exact repetition Speak in small group situations.		Speak in whole class situations e.g. answering questions. Use recently modelled vocabulary independently Ask who, where and when questions Use talk to help work out problems and organise/ articulate thinking and ideas Talk about non-fiction to develop new vocabulary Explain how things work Describe some events in detail		Participate in small group, class and one-to-one discussions offering their own ideas, using recently introduced vocabulary Ask how and why questions to check understanding Use well-formed sentences, using connectives to join ideas clearly Retell a story in own words Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Marvellous Me!	 Let's Celebrate!	 Magical Moment!	 Spring has Sprung!	 Amazing Animals	 Pirate's life for me!
Mathematics 	Getting to know you. 2 weeks An opportunity for staff to get to know the children and help them settle into school Match, Sort and Compare (2 wks): Small Steps – Match objects; Match pictures and objects; Identify a set; Sort objects to a type; Explore sorting techniques; Create sorting rules; Compare amounts Stories/ Songs – A Pair of Socks; Seaweed Soup; The Button Box; Beep Beep, Vroom Vroom! Talk About Measure and Patterns (2 wks): Small Steps – Compare size; Compare mass; Compare capacity; Explore simple patterns; Copy and continue simple patterns; Create simple patterns Numberblocks: S3 Ep 17 Stories/ Songs – Big Fish, Little Fish, Cardboard Box Rhyme; Where's My Teddy?; The Blue Balloon; Dear Zoo; In and Out the Dusty Bluebells song; We're Going on a Bear Hunt; Red Lorry, Yellow Lorry Rhyme; Clap Your Hands and Wiggle Your Fingers Song; A-B-A-B-A- A Book of Pattern Play	It's Me 1, 2, 3 (2 wks): Small Steps – Find 1, 2 and 3; Subitise 1, 2 and 3; Represent 1, 2 and 3; 1 more; 1 less; Composition of 1, 2 and 3 Numberblocks: S1 Eps 1-5; S2 Ep 6 Stories/ Songs – Three Blind Mice Rhyme; Anno's Counting Book; When I was one I banged my thumb song; How to Count to One; Hickory Dickory Dock Rhyme; Goldilocks and the Three Bears; One Elephant Went Out to Play song; The Gingerbread Man; Three Little Speckled Frogs Song; A Squash and a Squeeze; Three Little Ducks Song; The Three Billy Goats Gruff Circles and Triangles (1 wk): Small Steps – Identify and name circles and triangles; Compare circles and triangles; Shapes in the environment; Describe position Stories/ Songs – My Hat it has Three Corners Song; Circle, Triangle, Elephant! A Book of Shapes and Surprises; Triangle; Shapes, Shapes, Shapes; Rosie's Walk 1, 2, 3, 4, 5 (2 wks): Small Steps – Find 4 and 5; Subitise 4 and 5; Represent 4 and 5; 1 more; 1 less; Composition of 4 and 5; Composition of 1-5 Numberblocks: S1 Eps 6-10 & 12-15; Stories/ Songs – Witches Four; Pete the Cat and his Four Groovy Buttons; 1, 2, 3, 4, 5 Once I Caught a Fish Alive Rhyme; Kipper's Birthday; One Man Went to Mow Song; The Very Hungry Caterpillar; Five Current Buns Rhyme; Stella to Earth!; Five Little Speckled Frogs Song; Anno's Counting Book; Five Little Men in a Flying Saucer Rhyme Shapes with 4 Sides (1 wk): Small Steps – Identify and name shapes with 4 sides; Combine shapes with 4 sides; Shapes in the environment; My day and night Numberblocks: S3 Ep 16 Stories/ Songs – Bear in a Square; Square; Shapes, Shapes, Shapes; This is the way we brush our teeth Song; Night Monkey, Day Monkey	Alive in 5 (2 wks): Small Steps – Introduce zero; Find 0-5; Subitise 0 to 5; Represent 0-5; 1 more; 1 less; Composition; Conceptual subitizing to 5 Numberblocks: S1 Ep11, S3 Eps 1-5 Stories/ Songs – Five Little Monkeys Rhyme; Zero is the Leaves on the Tree; Alice the Camel Song; None the Number; Anno's Counting Book; I Spy Numbers; The Ugly Five; Five Little Men in a Flying Saucer; Five Small Stars; Five Little Peas Rhyme; Room on the Broom; Five Crispy Pancakes Song Mass and Capacity (1 wk): Small Steps – Compare mass; Find a balance; Explore capacity; Compare capacity Numberblocks: S6 Ep11 Stories/ Songs – Who Sank the Boat?; Balancing Act; There's a Hole in My Bucket Song; A Beach for Albert Growing 6, 7, 8 (2 wks): Small Steps – Find 6,7 and 8; Represent 6,7 and 8; 1 more; 1 less; Composition of 6, 7 and 8; Make pairs – odd and even; Double to 8 (find a double); Double to 8 (make a double); Combine two groups; Conceptual subitising Numberblocks: S2 Eps 1-3, 8 & 12; S3 Eps 11 & 14 Stories/ Songs – One Potato, Two Potato Song; Handa's Surprise; I Can Sing a Rainbow Song; Six Dinner Sid; One Man Went to Mow Song; Eight in the Bed Song; Kipper's Toybox; Quack and Count; Noah's Ark; Double Dave; Two of Everything; Don't Forget the Bacon!; The Snail and the Whale	Length, Height and Time (2 wks): Small Steps – Explore length; Compare length; Explore height; Compare height; Talk about time; Order and sequence time Numberblocks: S6 Ep12 Stories/ Songs – Superworm; Jim and the Beanstalk; Titch; Jack and The Beanstalk; Days of the Week Song; Five Minutes' Peace; Jasper's Beanstalk Building 9 and 10 (3 wks): Small Steps – Find 9 and 10; Compare numbers 9 and 10; Represent 9 and 10; Conceptual subitising to 10; 1 more; 1 less; Composition to 10; Bonds to 10 (2 parts); Making arrangements of 10; Bonds to 10 (3 parts); Doubles to 10 (find a double); Doubles to 10 (make a double); Explore even and odd Numberblocks: S1 Eps 4-7; S2 Ep 4, 5 & 15; S3 Ep 6, 7, 9, 10, 13 & 15; S5 Ep 2-4; S6 Ep4, 14 Stories/ Songs – Nine Naughty Kittens; Cockatoos; Ten Current Buns Rhyme; The 'Ten Little...' Series; Anno's Counting Book; One Potato, Two Potato Rhyme; Mouse Count; Ten Green Bottles; One Gorilla; Five Eggs and Five Eggs Rhyme; Pete the Cat and the Missing Cupcakes; Ten Black Dots; Doubling Rhyme; Double the Ducks; One Odd Day Explore 3D Shapes (2 wks): Small Steps – Recognise and name 3D shapes; Find 2D shapes within 3D shapes; Use 3D shapes for tasks; 3D shapes in the environment; Identify more complex patterns; Copy and continue patterns; Patterns in the environment Numberblocks: S3 Ep 8; S6 Eps 6 & 7 Stories/ Songs – Changes, Changes; Rapunzel; Shapes, Shapes, Shapes; Pattern Fish; Pattern Bugs; Busy, Busy, Busy	To 20 and Beyond (2 wks): Small Steps – Build numbers beyond 10 (10-13); Continue patterns beyond 10 (10-13); Build numbers beyond 10 (14-20); Continue patterns beyond 10 (14-20); Verbal count beyond 20; Verbal counting patterns Numberblocks: S3 Eps 24-29; S4 Eps1-8, 10-15; S5 Ep 7 Stories/ Songs – Sesame Street's Pinball Number Count Rhyme; Anno's Counting Book; 13 Ways to Eat a Fly; One Moose, Twenty Mice; 20 Big Trucks in the Middle of the Street; Monster Math; 1 is One How Many Now? (1 wk): Small Steps – Add More; How many did I add?; Take away; How many did I take away? Numberblocks: S2 Ep 13, 14; S3 Ep12 Stories/ Songs – Mouse Count; Ten Green Bottles rhyme; Mr Gumpy's Outing; Ten Current Buns Rhyme; Splash!; Ten Little Ducks Rhyme; The Shopping Basket Manipulate, Compose and Decompose (2 wks): Small Steps – Select shapes for a purpose; Rotate shapes; Manipulate shapes; Explain shape arrangements; Compose shapes; Decompose shapes; Copy 2D shape pictures; Find 2D shapes within 3D shapes Numberblocks: S6 Ep10 Stories/ Songs – Which One Doesn't Belong?; Three Pigs, One Wolf, and Severn Magic Shapes; Mouse Shapes; Jack and the Flum Flum Tree; Grandpa's Quilt; Cubes, Cones, Cylinders, & Spheres Sharing and Grouping (2 wks): Small Steps – Explore sharing; Sharing; Explore grouping; Grouping; Even and odd sharing; Play with and build doubles Numberblocks: S4 Ep 18 & 19 Stories/ Songs – The Squirrels Who Squabbled; The Doorbell Rang; Ness The Nurse; The Gingerbread Man; Bean Thirteen; Alison Hubble	Visualise, Build and Map (3 wks): Small Steps – Identify units of repeating patterns; Create own pattern rules; Explore own pattern rules; Replicate and build scenes and constructions; Visulise from different positions; Describe positions; Give instructions to build; Explore mapping; Represent maps with models; Create own maps from familiar places; Create own maps and plans from story situations Numberblocks: S6 Ep 8, 9 & 13 Stories/ Songs – Pattern Fish; Art Forms in Nature; What the Ladybird Heard; The Bear went over the Mountain Rhyme; Disney's The Lion King; We're Going on a Bear Hunt; Gonna Build a House Rhyme; If I Built a House; The Secret Path; Pirates Love Underpants; Little Red Riding Hood Make Connections (1 wk): Small Steps – Deepen understanding; Patterns and relationships Stories/ Songs – There's a Hole in my Bucket Rhyme; How Many Legs?; Ants Rule: The Long and Short of it

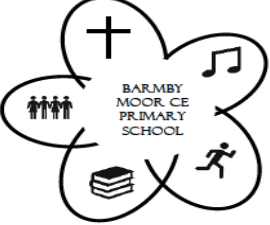
EYFS – Reception LTP 2024/2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		 Marvellous Me!	 Let's Celebrate!	 Magical Moment!	 Spring has Sprung!	 Amazing Animals	 Pirate's life for me!
Literacy	Comprehension	Tell stories using picture clues Share a familiar story with a friend Talk about what is happening / what might happen from a picture		Answer questions related to what they have read		Answer questions related to what they have read Retell and talk about their favourite rhyme or poem Use and understand vocabulary shared in class texts and role play	
	Word Reading	Introduce Set One - single letter sounds (m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x) Word Time – Learn to blend 1.1 to 1.4 Blend independently using Phonic Green Word Cards 1.1 to 1.5	Ditty Groups Review Set One sounds SPEEDILY Read Set One Special Friends (sh, qu, th, ng, ch, nk, ll, ss, ff, ck) Word Time – 1.1 to 1.6 Read 3-4 sounds nonsense words		Green Books Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily and matching Phonics Green Words including longer words. Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read 4 sound nonsense words with Fred Talk.	Purple Books Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words. Read nonsense words with Fred Talk Word Time – Speedily read 1.6 and 1.7 words	
	Writing	Begin to use RWInc. rhymes to develop correct formation. Write from left to right on a page Name writing – first name Initial sounds Sequence stories (verbally) Spell using Fred Fingers (magnetic letters initially)	RWInc. Stage 1a Begin to form letters correctly (Introduce handwriting lines) Confidently access writing in provision Name writing – first & surname Label using CVC, CVCC, CCVC words spell using Fred Fingers	Stage 1a Write a caption Lower case letter formation Finger spaces Write a caption independently Capital letter formation Spell words containing set on single letter and special friends Spell words containing Set One and Two words		Stage 1b Size and shape of letters are formed well and sitting on the line Write 1 sentence with: - finger spaces, capital letter, full stop Write independently 1 extended sentence using and/ but with finger spaces, capital letter, full stop Continue to spell words containing Set 1 and Set 2 words	

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		 Marvellous Me!	 Let's Celebrate!	 Magical Moment!	 Spring has Sprung!	 Animals Amazing	 Pirate's life for me!
	People, Cultures and Communities	I am special Name and describe people who are familiar to them Talk about members of their immediate family,		Special People Recognise that people have different beliefs and celebrate times in special ways		Special Places Understand that some places are special to members of their community	
		Jack in a Box - Big Bible Heroes L1 Creation Story L2 – Meet Jack L3 Adam and Eve make a choice. L5 Noah trusts God L6 Joseph's brother's say sorry. L7 – Baby Moses is safe.	Jack in a Box – Big Bible Heroes and Christmas L1 Ruth and Naomi look after each other. L2 – The Queen of Sheba visits the king. L3 Daniel Prays L4 Waiting for Jesus. L5 God's son is born. L6 Angels bring good news to the shepherds. L7 The wise men visit.	Jack in a Box - All about Jesus L1 Simeon and Anna see Jesus. L2 Jesus at the Temple. L3 Jesus is Baptised. L4 The Kind Friends. L5 The story of the farmer and the seed L6 – The story of the big banquet. L7 – The shepherd who never gave up.	Jack in a Box - All about Jesus and Easter L1 – The special guest. L2 – Jesus rides on a donkey. L3 – Jesus washes the disciples' feet. L4 – The special meal. LF L5 – A sad day. L6 – Jesus' friends see him again	Jack in a Box – Followers of Jesus L1 – Jesus meets his friends again. L2 – Breakfast on the beach. L3 – Jesus goes back to heaven L4 – The Holy Spirit comes. <i>L5 – Jesus followers share.</i> L6 – Peter and John help the man who couldn't walk.	Jack in a Box – Followers of Jesus L1 – Philip and the Queen's Treasurer. L2 – Paul becomes a follower of Jesus. L3 – Dorcas and her sewing. L4 – Paul and Silas in prison. L5 – Paul and the shipwreck L6 – Paul writes letters
		Name my school and the area I live in Compare places I have visited Talk about different types of transport and journeys I have been on		Explore and find out about people who have special jobs in the wider school environment including with places of worship Make observations about the human and physical features of my local area. Use photos, pictures and maps to find places in the local area		Draw simple maps – linked to stories / my environment Use left, right, forwards and backwards to describe the location of features on a map or photo Use photos / stories / my own experiences to recognise the similarities and differences between life in this country and others.	
		Past and present Talk about past and present events in my own life and my family (holiday news) Talk about how I celebrate my birthday / special events at home and at school using everyday language related to time.		Order and sequence events – visual timetable, retell familiar stories, Comment on images of familiar situations in the past Talk about and describe artefacts from the past and present.		Ask my family about past events in their lives Talk about and describe the differences between my life now and my family's in the past Sort artefacts into old and new	
	The Natural World	Me and my small world (2wks) Overview – explore the features of farm animals including humans (name body parts and simple functions) and consider where they live. Stories and Songs – Look what I found on the farm by Moira Butterfield, Farm animals by Nicola Tuxworth, Old MacDonald, Heads, shoulders knees and toes, Eyes, Nose, Belly, Toes: my first human body book by Krupa Bhojani What's in my basket? (2wks) Overview – explore size, shape, colour and simple features of fruit and vegetables. Categorise, order and compare. Stories and Songs – Handa's Surprise by Eileen Browne, The Lighthouse keepers lunch by Rhonda and David Armitage, Oliver's Vegetables by Vivian French, Kew: Lift and look fruit and vegetables by Tracy Cottingham, In and out the dusty bluebells	Senses (2wks) Overview – explore the senses of sight, touch, sound, smell and taste and identify which part of the body they use. Stories and Songs – You can't taste a pickle with your ear! By Harriet Ziefert, The listening walk by Paul Showers, My five senses by Alikei, Heads, shoulders, knees and toes. Let's go outside (1 wk) Overview – explore, describe and compare the natural world around them and the changes that happen at this time of year. Stories and Songs – Leaf man by Lois Ehlert, Tree: Seasons come seasons go by Patricia Hegarty, Autumn (I love the seasons) by Lizzie Scott, Goodbye Summer, hello autumn by Kenard Pak, Falling leaves. What's changed (2 wks) Overview – investigate simple changes (cornflower to water / melting chocolate) How to stay safe near heat sources – fire safety Stories and Songs - How It Works: Rocket by Amelia Hepworth, Zoom, Rocket, Zoom! by Margaret Mayo, One Little Butterfly (Life Cycles) by Lesley Sims, Little Caterpillar (An illustrated story about the life-cycle of a caterpillar) by Autumn Publishing, Busy People: Firefighter by Lucy M. George Night and day (1 wk) Overview – introduce the term 'nocturnal' and identify nocturnal animals in meaningful contexts. Link to the seasons and how we can use light sources during the night. Experiment with shadows. Dark Den Stories and Songs - WOW! It's Night-time by Tim Hopgood, Night Animals (Campbell First Explorers) by Jenny Wren (illustrator), Day and Night by Lela Nargi, Owl Babies by Martin Waddell, Twinkle, twinkle little star.	Changes in Winter (2 wks) Let it flow (1 Wk) From Desert to jungle (2wks) *White Rose Science not yet released for the Spring 2025*	Watch it grow (2 wks) Animal detectives (3 wks) Pushes and Pulls (2 wks) *White Rose Science not yet released for the Spring 2025*	*White Rose Science not yet released for the Summer Term 2025*	

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Expressive Arts and Design	Creating with materials	Line/ Drawing – Self portraits (pencil/ pen) Take a photo of all staff, children to draw a portrait of a staff member for a display. Painting – Explore using rollers/ conkers to make a self-portrait. Colour – primary colours, match and recall colour names, experiment with colour mixing (secondary) Create simple patterns Joining - Glue sticks and tape Artist – Kandinsky (Circles and Tringles) – Talk about what you like & dislike Shape – Use simple shapes in artwork – Rangoli Patterns		Joining – PVA glue and spreaders, staples Line drawing – chalk / charcoal Colour – explore how colour can be changed (adding white and black) Create different textures, patterns using paint, materials, malleable materials Artist – Andy Goldsworthy (sculpture) natural materials outdoor - talk about what you like & dislike Reflection and Evaluation – talk about why they chose the materials to make their artwork		Other joining techniques - treasury tags, split pins, threading Artist – Barbara Hepworth Colour – Experiment with different shades of colour Shape – Use construction kits or modelling materials to create sculptures Reflection & Evaluation – Explore and refine a variety of artistic effects to express their ideas and feelings	
	Being Imaginative and expressive	Home Corner Small World – homes and transport	Home corner / Santa's workshop Small World – Winter / arctic animals	Small World – fairy tales and traditional tales	Garden centre / café Small World - farms and woodland animals	Zoo / Pet shop / Vets Small World – minibeasts	Ice Cream shop / Pirate ship / Submarine Small World – under the sea creatures
		Explore sounds and how they can be changed, tapping out of simple rhythms Sing in a group or on their own		Listen to, move to and talk about music Explore and engage in music making and dance – solo or group		Create collaboratively, sharing ideas, resources and skills Listen to, move and talk about music, talking about feelings and responses Listen to music and make their own dance s in response.	

EYFS – Reception LTP 2024/2025

Early Learning Goals – for the END OF THE YEAR

Communication and language	Personal, Social, Emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’ needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns 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.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World 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 and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.