

LTP - Reception

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Skills	Autumn	Spring	Summer
C&L - Listening, Attention and Understanding	<p>Demonstrate some active listening skills</p> <p>Understand how to listen carefully and why listening is important</p> <p>Become familiar with new vocabulary</p> <p>Engage in storytimes</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn rhymes, poems and songs</p>	<p>Engage in non-fiction books</p> <p>Ask questions to find out more and check they understand</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>
C&L - Speaking	<p>Use picture cues to enhance talk</p> <p>Learn new vocabulary</p> <p>Begin to use new vocabulary throughout the day</p> <p>Develop social phrases</p> <p>Ask simple questions</p>	<p>Articulate ideas and thought in well-formed sentences</p> <p>Describe events in some detail</p> <p>Use new vocabulary in different contexts</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Ask questions to find out more</p>	<p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Ask questions to check they understand what is being said to them</p>

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Skills	Autumn	Spring	Summer
PSED - Self-Regulation	<p>See themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others</p>	<p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p>	
PSED - Managing Self	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ● being a safe pedestrian <p>Personal hygiene</p> <ul style="list-style-type: none"> ● Know how to wash hands ● Recognises when they need the toilet ● Puts on own coat 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ● healthy eating ● toothbrushing ● having a good sleep routine ● PANTS rules <p>Show resilience and perseverance in the face of challenge.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ● sensible amounts of ‘screen time’ ● regular physical activity
PSED - Building Relationships	<p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> ● listen to each other as well as the staff ● sharing and cooperating with friends and other peers (consent) ● Follow simple instructions ● express feelings if they feel hurt or upset using descriptive vocabulary 	<p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> ● help, listen and support each other ● Encourage groupings past friendship groups ● Demonstrate kind and considerate behaviour 	

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Skills	Autumn	Spring	Summer
PD - Gross Motor Skills	<p>Move and balance on, such as grass, earth and bark chippings</p> <p>Carry things up and down on different levels (slopes, hills and steps)</p> <p>Core development e.g.:</p> <ul style="list-style-type: none"> ● upper arm and shoulder strength sufficiently ● Tummy crawling ● Crawling on all fours ● climbing, ● pulling themselves up on a rope ● hanging on monkey bars <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>Model precise vocabulary to describe movement and directionality, and encourage children to use it</p> <p>Encourage children to conclude movements in balance and stillness</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p> <p>Move and rotate their lower arms and wrists independently</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>
PD - Fine Motor Skills	<p>Offer children activities to develop and further refine their small motor skills.</p> <ul style="list-style-type: none"> ● Threading / sewing / pouring / stirring ● dancing with scarves ● using spray bottles ● dressing and undressing dolls ● planting and caring for plants ● playing with small world toys ● making models with junk materials, ● construction kits and malleable materials like clay 		<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Check how children are holding pencils for writing, scissors and knives and forks</p>

Handwriting ([Letter Join](#))

Mark Making -

Children in reception will be encouraged to access both child initiated and adult directed mark making activities that are cross-curricular. The children will have access to multi-sensory activities, including dough disco and outdoor writing opportunities, to also develop a positive attitude towards mark making and the development of early handwriting skills. As part of this provision, children will be encouraged to make the following patterns to support the development of letter formation skills.



Letter Formation -

Alongside the aforementioned skills, children in reception will be taught how to correctly form and orientate letters. This will be delivered through shared writing opportunities, phonics sessions and adult directed tasks. The children will also have access to the handwriting patterns (as mentioned above in mark making skills) and letter formation resources in their classroom provision. Class teachers and support staff will use a variety of creative teaching strategies to engage children in letter formation learning opportunities. Through the development of gross/fine motor skills, the development of mark making skills and the direct teaching of letter formation, by the end of reception, most children will be able to form and orientate letters correctly with 'lead outs'. Some children may find achieving this end of year expectation challenging. Those children will be supported with targeted and appropriate intervention, based on their needs

i l t	u w e	c o
a d	n m h	j y
g q	b p k	v s r
f z x		

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Skills	Autumn	Spring	Summer
L - Comprehension	Listens and responds to closed questions about stories	Helicopter stories introduced here Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Can respond to questions giving detail and events in order retelling stories and narratives using their own words and recently introduced vocabulary
L - Word Reading	Read individual letters by saying the sounds for them (Phase 2)	Read individual letters by saying the sounds for them (Phase 2 and 3) Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Read individual letters by saying the sounds for them (Phase 2, 3 and 4) Read a few common exception words matched to the school's phonic programme Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
L - Writing	Develop hand and wrist movements Orally blend and segment sounds Use a variety of fine motor instruments e.g. cutlery, scissors, paintbrushes, glue	Spell words by identifying the sounds and then writing the sound with letter/s Verbal sentence structure (understands how to write a short sentence)	Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense

Maths


Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<https://whiteroseeducation.com/resources?year=reception&subject=maths>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Match, sort and compare (2 weeks) Talk about measure and patterns (2 weeks) 	<ul style="list-style-type: none"> It's me 1, 2, 3 (2 weeks) Circles and triangles (1 week) 1, 2, 3, 4, 5 (2 weeks) Shapes with 4 sides (1 week) 	<ul style="list-style-type: none"> Alive in 5 (2 weeks) Mass and capacity (1 week) Growing 6, 7, 8 (2 weeks) Length, height and time (2 weeks) 	<ul style="list-style-type: none"> Building 9 and 10 (3 weeks) Explore 3D shapes (2 weeks) 	<ul style="list-style-type: none"> To 20 and beyond (2 weeks) How many now? (1 week) Manipulate, compose and decompose (2 weeks) <i>Summer</i> Sharing and grouping (2 weeks) 	<ul style="list-style-type: none"> Visualise, build and map (3 weeks) <i>Summer</i> Make connections (1 week) Consolidate key skills

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Skills	Autumn	Spring	Summer
UTW - Past and Present	Can talk about own past	Comment on images of familiar situations in the past	Compare and contrast characters from stories, including figures from the past
UTW - People, Culture and Communities	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	Recognise that people have different beliefs and celebrate special times in different ways	Understand that some places are special to members of their community
UTW - The Natural World	<p>Draw information from a simple map</p> <p>Recognise some environments that are different from the one in which they live (Home/School)</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p>
Non-negotiable science themes  PLAN Summar...	Autumn walk - signs of autumn Changing states (cooking - liquid to solid, dissolving, melting, exploding) Candle burning / fire safety Parts of the body	Winter walk - signs of winter Spring walk - signs of spring Freezing & melting (Do all liquids freeze?) Everyday materials	Minibeasts hunt Life-cycles Growing Animals / habitats Changing states (evaporating)

Expressive Art and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Skills	Autumn	Spring	Summer
EAD - Create with Materials	Explore and use a variety of artistic effects to express their ideas and feelings	Create collaboratively, sharing ideas, resources and skills	Use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them
EAD - Being imaginative	Explore and engage in music making and dance, performing solo or in groups	Listen attentively, move to and talk about music, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play	Watch and talk about dance and performance art, expressing their feelings and responses

Topic ideas: <https://pstt.org.uk/resources/curriculum-materials/eyfs-science>

<https://cirrus-barrowhed.s3.amazonaws.com/uploads/document/Long-Term-Planning-2021-Reception.238002833-1.pdf?t=1733323768>