













Reception LTP 2025 - 2026



Creative Dreams, Brighter Futures

		Block 1 01.09.25 – 10.10.25	Block 2 13.10.25 – 28.11.25	Block 3 01.12.25 – 23.01.25	Block 4 26.01.26 – 13.03.26	Block 5 16.03.26 – 08.05.26	Block 6 11.05.26 – 26.06.26	Block 7 29.06.26 – 17.07.26
Themes/ topics.		All about me	Celebrations	Help!	Amazing Animals	Outside!	Where in the World?	Transition
Celebrations/ Calendar events		Harvest (5 th Oct 2025) Black History Month (1 st Oct – 31 st Oct 2025)	Black History Month (1 st Oct – 31 st Oct 2025) Diwali (20 th Oct 2025) Bonfire Night (5 th Nov 2025) Remembrance Day (11 th Nov 2025)	Christmas (25 th Dec 2025)	Safer internet day (10 th Feb 2026) Pancake day (17 th Feb 2026) Chinese New Year (17 th Feb – 3 rd Mar 2026) World Book Day (5 th Mar 2026) Red Nose Day (13 th Mar 2026) Mother's Day (15 th Mar 2026)	Easter (5 th Apr 2026) Eid-Al-Fitr (19 th Mar – 20 th Mar 2026) Ask if parents can do Mendhi patterns.	Eid-al-Adha (26 th May – 30 May 2026) Father's Day (21 Jun 2026)	
Possibilities and experiences		Make bread Nurses	Rice crispy cakes Diwali Day	Fire Service Visit Police Nativity Christmas activities	Chicks	Planting seeds Zoo/farm trip Caterpillars Eid day	Sports day Fruit tasting	Transitioning
Literacy Genres to be visited throughout the year. <u>Fiction</u> Journey Stories Traditional Tales Contemporary Stories <u>Non-Fiction</u> Instructions	The Write Stuff Texts (If possible – reading text to go in reading area).	The Rainbow Fish NF  Ruby's worry F 	Chocolate mug cake NF  Poppies F 	Bear Shaped F  The Proudest Blue F 	I wanna Iguana NF  The snail and the whale F 	All aboard the London Bus F  On sudden hill F 	Handa's Surprise NF  How to catch a star F 	Independent writing opportunities

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<p>Recount Report Postcard Poster Fact File</p> <p><u>Incidental Writing Opportunities every half term.</u></p> <p>-Labelling -Lists -Captions -Sentences</p> <p>Progress write at the end of the half term.</p>	<p>Writing</p>	<p>Strong focus on using the FANTASTIC lenses throughout all 7 areas of learning and within the learning environment to expose children to as much varied and ambitious vocabulary as possible.</p> <p>Introduction to Grandma Fantastic. Small group Literacy activities based on class texts and focused fine motor skill development, letter formation and chotting.</p>	<p>Strong focus on using the FANTASTIC lenses throughout all 7 areas of learning and within the learning environment to expose children to as much varied and ambitious vocabulary as possible.</p> <p>Use of Grandma Fantastic. Small group Literacy activities based on class texts and focused fine motor skill development, letter formation and chotting.</p>	<p>Following TWS Plan. Input (15 min): Initiate, Meaningful Moment, Grandma Fantastic. Small Group: Adapting Chotting, Model and Sentence work for the needs of the children.</p> <p>Exploring the text/Wider Literacy.</p> <p>Explore the text further with more general literacy objectives taken from the APWG EYFS curriculum overview.</p>	<p>Following TWS Plan. Input (15 min): Initiate, Meaningful Moment, Grandma Fantastic. Small Group: Adapting Chotting, Model and Sentence work for the needs of the children.</p> <p>Exploring the text/Wider Literacy.</p> <p>Explore the text further with more general literacy objectives taken from the APWG EYFS curriculum overview.</p>	<p>More opportunities for independent writing without scaffolding built into the units and across Provision time activities.</p> <p>Children to write sentences using a capital letter, finger spaces and a full stop.</p>	<p>More opportunities for independent writing without scaffolding built into the units and across Provision time activities.</p> <p>Children to write sentences using a capital letter, finger spaces and a full stop.</p>	<p>More opportunities for independent writing without scaffolding built into the units and across Provision time activities.</p> <p>Children to write sentences using a capital letter, finger spaces and a full stop.</p>
		<p>Form recognisable lower case and some capital letters.</p> <p>Write own first name.</p> <p>Begin to write labels and / or captions using initial sounds and then, by “sounding out” and writing the letters for the sounds they can hear.</p>	<p>Form recognisable lower case and some capital letters correctly.</p> <p>Write own first name.</p> <p>Write labels and captions using “sounding out” and writing the letters for the sounds they can hear.</p>	<p>Form lower case and capital letters correctly.</p> <p>Write own first and surname.</p> <p>Begin to write captions, verbally rehearsing them first.</p> <p>Begin to write dictated phrases.</p> <p>Spell some common exception words/red words.</p>	<p>Form lower case and capital letters correctly.</p> <p>Write own first and surname.</p> <p>Beginning to write short sentences with a capital letter and full stop.</p> <p>Write short, dictated sentences.</p> <p>Spell some common exception words/red words.</p>	<p>Begin to write for different purposes such as a list, a recipe, a story or a poem.</p> <p>Re-read what is written.</p> <p>Write sentences with a capital letter and full stop.</p> <p>Begin to remember more common exception/ red words to use in their writing.</p>	<p>Write for different purposes such as a list, a recipe, a story or a poem.</p> <p>Re-read what is written.</p> <p>Use full stops and capital letters sometimes accurately when writing sentences.</p> <p>Spell a range of common exception words/red words.</p>	<p>Write for different purposes such as a list, a recipe, a story or a poem.</p> <p>Re-read what is written.</p> <p>Use full stops and capital letters sometimes accurately when writing sentences.</p> <p>Spell a range of common exception words/red words.</p>
	<p>Phonics (RWI)</p>	<p>Children are taught their Set 1 sounds</p>	<p>Recap on set 1 special friends: th,ch,qu,ng,nk</p>	<p>Recap on set 1 special friends: th, ch,qu,ng,nk</p>	<p>Recap on any set 1 sounds (addressing sound gaps).</p>	<p>Children are taught their set 2 sounds:</p>	<p>Children are taught their set 2 sounds: ay, ee,igh,ow,oo,oo,</p>	<p>Children are taught their set 2 sounds: ay, ee,igh,ow,oo,oo,ar,</p>

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	Children will also be put into phonic groups in Block 2	m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Secure blending of words with special friends (word time 1.5 and 1.6).	Secure blending on words containing all set 1 sounds. Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, I, no, of, my, for, he	ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds. Children to build speed of reading words containing set 1 sounds.	or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds. Children to build speed of reading words containing set 1 sounds.
	RWI Expectation: Where children should be by the end of the term	Read all single-letter set 1 sounds	Read all set 1 sounds. Blend sounds into words orally.	Blend sounds to read words. Read short ditty stories.	Read Red storybooks	Read Green storybooks. Read some set 2 sounds.	Read Green or Purple storybooks. Read some set 2 sounds.	Read Green or Purple storybooks. Read some set 2 sounds.
	Comprehension/ Reading Skills EYFS Reading Gem Focus: Decode Enjoy Define Retrieve Infer Sequence redict	Demonstrate an understanding of new vocabulary from books and texts. Talk about a picture with appropriate vocabulary and in sentences.	Anticipate key events in a story. Retell a familiar story with some exact repetition of language but also use some of their own words.	Engage with and talk about non-fiction books. Answer simple questions from what they have heard from books. Can use vocabulary from books in different contexts.	Can listen to a longer story and remember much of the plot. Can begin to explain what has happened in a story. Identify character's feelings in stories.	Engage in conversation about poems and rhymes. Recall some verses from poems and songs.	Can use new vocabulary in discussions about books and texts.	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.
	Nursery Rhymes (These are the minimum that we will teach the children. Other songs and rhymes can be added to cater to child interest)	<ul style="list-style-type: none"> Head, Shoulders, Knees and Toes. If You're Happy and You know It. 	<ul style="list-style-type: none"> Nativity Songs The Bear Went Over the Mountain Teddy Bear Teddy Bear Turn around. This Little Piggy 	<ul style="list-style-type: none"> London Bridge is Falling Down Humpty Dumpty London's Burning 	<ul style="list-style-type: none"> The animals went in 2 by 2. Walking Through the Jungle Five Little Monkeys. 	<ul style="list-style-type: none"> Mary Mary Quite Contrary Here We Go Round the Mulberry Bush Down by The Bay Sun, Sun Mr Golden Sun. 	<ul style="list-style-type: none"> 1,2,3,4,5 Once I Caught A Fish Alive. I can sing a Rainbow. A Sailor went to sea. 	

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Maths	Maths lesson to be planned across the half term using Maths MTPS, White Rose, NCETM and Yearly Overview.	Getting to know you! Match, sort and compare Measure and patterns	Measure and patterns 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 4 sided shapes	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections	Assessments Consolidation Transition etc
PSED/Circle Time		Being me in my World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating difference Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud, Consequences The Learning Charter	Dreams and Goals Setting goals Successes and achievements Learning styles Working well Partner work Tackling new challenge	Healthy me Keeping myself healthy Healthier choices Keeping clean Being safe Medicine safety Road safety Health and happiness	Relationships Belonging to a family Making friends Physical contact Qualities as a friend Self-acknowledgement Being good to myself Special relationships	Changing me Life cycles – animal/human Changes since being a baby Differences between bodies Coping with change Transition	
PE <u>Fundamental Skills</u> Bending Creeping Digging Gripping Running Grasping Balancing Dodging Kicking Leaping Slither Spinning Gallop Hanging Pivoting Placing Speed changing Twisting Bouncing Dribbling Jumping Pulling Pushing Tip-Toe Aiming Shooting Crawling Hopping Rolling Squatting Avoiding Catching Changing Direction Rocking	Fundamental skills to be displayed in classroom/ outdoor area showing development of fine and gross motor skills	Locomotion Walking/Jumping	Rackets – bats, balls and ballons	Gymnastics	Dance	Games for understanding	Athletics	
<u>UTW</u> (Understanding the World)	We are Scientists (The Natural World)	Knows that changes occur to ingredients when making a bread roll. Can talk about the five senses Knows the four seasons and that this contributes to the different weather changes throughout the year.	Knows the four seasons and that this contributes to the different weather changes throughout the year.		Knows that animals change (life cycles). Can talk about some things that make animals similar and different to each other. Knows the four seasons and that this contributes to the different weather changes throughout the year.	Can use all of their senses to talk about what they notice and their findings about the natural world using taught vocabulary to describe colours, patterns, texture, properties and changes. Knows that flowers grow from seeds & need	Knows that objects are made out of different materials and can name some. Knows that some materials sink and some float. Knows that light can shine through some materials and not others.	Knows the four seasons and that this contributes to the different weather changes throughout the year.

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	(embed skills through adult led and child-initiated activities using overview of knowledge and skills document).	engage children in play that reflects their lives and gives them opportunities to experience how to handle tools, including technological tools, which they see in the world about them. Role-play to be resourced carefully and include all the appropriate technologies that one would find in real life.						
EA&D (Expressive Art and Design)	We are Artists/Chefs/Designers	Can draw a self-portrait including all key features noticing some details. To make a bread roll following a simple picture recipe. Knows what I can do and eat to stay healthy.	Join materials with a range of “joining” equipment using taught vocabulary to name materials and describe colours, patterns, texture when creating a collage or picture.	I will know how to build with a range of construction toys. Christmas cards	Can represent animals and plants in my drawings including some key features. Mother’s Day cards Join materials with a range of “joining” equipment using taught vocabulary to name materials and describe colours, patterns, texture when creating a collage or picture.	I will know that I can change colours by mixing red, blue and yellow and talk about what I see. Easter Cards	Join materials with a range of “joining” equipment (glue, tape, split pins, hole punches, string) when junk modelling and collaging, choosing the most appropriate methods. I can talk about what I have made and evaluate it. Father’s Day cards.	
Lessons to be taken from Music Hub – Collins Express.	We are performers (Music)	Music Hub <u>Our Senses</u> 40-60	Music Hub <u>Light a Candle</u> 40-60	Music Hub <u>Who shall I be today?</u> <u>Musical Learning and Audio</u>	Music Hub <u>Amazing Africa Animals</u> <u>Musical Learning and Audio</u>	Music Hub <u>Busy City</u> <u>Musical Learning and Audio</u>	Music Hub <u>Working World</u> 40-60 Early Years Profile	