



EYFS Reception LTP - 2026/27

		Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Topics		<u>All About Me</u> Marvellous Me/Baseline (2) My Pets (1) Houses & Homes (1) Harvest (1) Space (1) People Who Help Us (1) Halloween (1)	<u>Celebrations</u> Diwali (1) Autumn (2) Toys (2) Christmas / The Nativity (2)	<u>Wonderful Winter</u> Winter (2) Polar Regions (1) Keeping Healthy (1) Chinese New Year (1) Valentine's Day (1)	<u>Let's Grow</u> In the garden (mini- beasts & plants) (2) Animals (2) Easter (1)	<u>Once Upon a Time</u> Farming (2) Dinosaurs (2) Fairy & Traditional Tales (3)	<u>On the Beach</u> Under the Sea: the seaside & sea creatures (2) Pirates and Mermaids (1) Summer (1) Holidays and Travel (2) Transition / Moving On (1)
Key Dates		(4 th Oct) Harvest (4 th - 10 th Oct) Space Week (31 st Oct) Halloween	(5 th Nov) Bonfire Night (8 th Nov) Diwali (11 th Nov) Remembrance Day (10 th - 14 th Nov) Nursery Rhyme Week	(6 th Feb) Chinese New Year (8 th - 12 th Feb) Internet Safety (14 th Feb) Valentine's Day	(9 th Feb) Pancake Day (4 th Mar) World Book Day (7 th Mar) Mothers' Day (28 th Mar) Easter	Sports Day	(June) Eid (20 th June) Father's Day
Memorable Moments and Experiences		Police and Ambulance visit World Space Week Halloween Disco Discovery Hub: Communication and Language	Autumn Walk The Nativity Performance Show and Tell: Toys Santa Visit Discovery Hub: Christmas	Winter Walk Valentines Disco Chinese New Year (food tasting, dragon dancing) Discovery Hub: Literacy	Planting Sunflowers Making Pancakes World Book Day Easter Egg Hunt Discovery Hub: Easter	Helicopter Stories School Trip - Farm Discovery Hub: Maths	Teddy Bears Picnic Seaside at School Airport Role Play Discovery Hub: Topic
Key Texts / Stimuli	RWI	Perfectly Norman, Elmer, There's a Snake in my School, Hugless Douglas, Cotton Wool Colin, Burglar Bill, Room on the Broom	The Owl Afraid of the Dark, One Snowy Night, The Bear and the Piano, Aliens love Underpants, Dogger, Cops and Robbers, Stickman	Owl Babies, Can't You Sleep, Little Bear?, Lost and Found, The Giant Jam Sandwich, Mog, The Scarecrows' Wedding	The Extraordinary Gardener, Supertato, Gecko's Echo, Handa's Hen, After the Fall	The Slightly Annoying Elephant, Slow Samson, Click Clack Moo, Farmer Duck, Where the Wild Things Are, Billy and the Dragon, Zog	Tiddler, Rainbow Fish, Billy's Bucket, On the Way Home, Five Minutes' Peace, A Little Bit Brave
	Literacy	Starting School, The Colour Monster, I want a Pet, Three Little Pigs, The Enormous Turnip, Superhero Like You, What's in the witch's kitchen?	Pumpkin Soup, Paddington's Autumn Wish, Whatever Next?, How to Catch a Star, Pinocchio, The Snowman, Snowball	Penguin, Pink Panther in Winter, Poles Apart, The Gingerbread Man, The Giant Jam Sandwich, Popeye Gets Married	Superworm, Jack & The Beanstalk, We're Going on a Bear Hunt, Animal Boogie, Five Little Easter Bunnies	Old Macdonald, The Ugly Duckling, Stomp Chomp Big Roars (dinosaur poems), Harry's Bucketful of Dinosaurs, Little Red Riding Hood, Hansel & Gretel, Goldilocks	Sharing a Shell, My Ice Cream has melted (poem), Ten Little Pirates, The Busy Bees, The Hundred Decker Bus, Emma Jane's Aeroplane, Ruby's Worry
	Topic	The Colour Monster, I Want a Pet, People Who Help Us Collection	Rama and Sita, Autumn Leaves Poem, The Nativity Story	All About Winter, Lanterns and Firecrackers, How to brush my teeth	Plants, All About Easter	All About Dinosaurs	All About Summer



Communication and Language <i>Communication and Language is developed through high quality interactions during continuous provision, daily story sessions, daily singing sessions, Wellcomm intervention, Talk Boost intervention, involvement in the Oracy Programme, Helicopter Stories, Drawing Club and RWI story sessions.</i>	Listening, attention and understanding / Speaking *Listen to and talk about stories to build familiarity and understanding.					
	Listening, attention and understanding *Understand how to listen carefully and why listening is important. *Listen carefully to rhymes and songs, paying attention to how they sound. Speaking *Develop social phrases *Tall about my hobbies and interests.	Listening, attention and understanding *Listen to and talk about stories to build familiarity and understanding. Speaking *Describe events in some detail.	Listening, attention and understanding *Learn rhymes, poems and songs. Speaking *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. *Connect one idea or action to another using a range of connectives	Listening, attention and understanding *Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. *Engage in non-fiction books Speaking *Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Speaking *Articulate ideas using well-formed sentences. *Use new vocabulary in different contexts. *Use talk to help work out problems and organise thinking and activities and to explain how things work and why they night happen.	
Communication and Language (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. 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.					
Personal, Social and Emotional Development <i>Children will develop their PSED skills through circle times, story sessions, learning the Commando Joe values, teamwork challenges, weekly My Happy Mind sessions.</i>	Self-Regulation *Identify and moderate their own feelings socially and emotionally					
	Managing Self *Manage their own needs (personal hygiene). *See themselves as a valuable individual.	Building Relationships *Build constructive and respectful relationships. Managing Self *Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian and having a good sleep routine.	Managing Self *Know and talk about the different factors that support their overall health and wellbeing: healthy eating, tooth brushing and sensible amount of 'screen time'.	Self-Regulation *Express their feelings and consider the feelings of others.	Managing Self *Know and talk about the different factors that support their overall health and wellbeing: regular physical activity	Building Relationships *Think about the perspective of others. Self-Regulation *Show resilience and perseverance in the face of a challenge.
	My Happy Mind Unit - Meet your brain	My Happy Mind Unit - Celebrate	My Happy Mind Unit - Appreciate	My Happy Mind Unit - Relate	My Happy Mind Unit - Engage	My Happy Mind Unit - Body, Relationships & World



Personal, Social and Emotional Development (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. 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. 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.					
Physical Development Children have access to extensive learning activities which develop their fine motor skills (threading, cutting, weaving, playdough, mark making, finger gym challenges). Children develop the correct pencil grip and handwriting style through daily Literacy, RWI and Handwriting lessons. Children develop their gross motor skills by accessing activities and space in our outdoor area (construction area, large mark making, sports equipment, bikes, gymnastic). Children have weekly PE sessions following Get Set 4 PE.	Fine Motor *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Gross Motor *Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Get Set 4 PE - Introduction Unit (Listening and spatial awareness games) *Learn to run, jump, hop, balance, crawl, roll, share, communicate	Gross Motor *Revise and refine fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). Get Set 4 PE - Fundamentals Unit *Confidently move in different ways (walk, jump, jog etc) *Learn to support, take turns and work together.	Gross Motor *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Get Set 4 PE - Dance Unit *Learn to copy and create actions, navigate space, perform, communicate and work collaboratively.	Gross Motor *Combine different movements with ease and fluency. *Develop confidence, competence and accuracy when engaging in activities that involve a ball. Get Set 4 PE - Gymnastics Unit *Learn to balance, rock, roll, create shapes.	Gross Motor *Progress towards a fluent style of moving, with control and grace. *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Get Set 4 PE - Ball Skills Unit *Learn to roll a ball, throw, catch, bounce, kick and dribble.	Gross Motor *Developed overall body strength, co-ordination, balance and agility needed to participate in future physical education sessions. *Developed overall body-strength, balance, co-ordination and agility. Fine Motor *Develop the foundations of a handwriting style which is fast, accurate and efficient. Get Set 4 PE - Games Unit *Be confident in the movement skills previously taught. *Apply skills in team games, working together and showing support to others.
Physical Development (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. 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, paintbrushes and cutlery. *Begin to show accuracy and care when drawing				
Literacy <i>Children develop their word reading skills by daily Read Write Inc sessions and individual Oxford Owl accounts for home learning. Children develop their comprehension skills through story sessions. Children develop their writing skills through daily Literacy sessions (Drawing Club, CVC writing and sentence writing). Children learn the correct formation of letters using RWI rhymes and handwriting lessons. Children have rich, engaging skill based learning opportunities to access and develop their writing abilities within continuous Provision.</i>	Comprehension *Listen and understand what is being read. *Retell stories and narratives.				
	Word Reading *Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. RWI Phonics *Read all set 1 single letter sounds (m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x) *Learn to orally blend using 'Fred Talk' (eg: mat, sad) *Learn to blend independently using green word cards. *Spell using 'Fred Fingers'		Word Reading *Read a few common exception words. *Read some letter groups that each represent one sound and say sounds for them. RWI Phonics *Read all set 1 special friends sounds (sh,th,ch,qu,ng,nk) *Read short sentences (Ditty sheets) *Read short stories (Red books) *Read common exception words (eg: the, no, he, I)		Word Reading *Read simple phrases and sentences made up of words with known letter-sound correspondence and a few exception words. *Re-read books to build up my confidence in word reading, fluency, understanding and enjoyment. RWI Phonics *Read set 2 sounds (ay,ee,igh,ow,oo,oo,ar,or,air,ir,ou,oy) *Read short stories with more complex words and high-frequency words (Green and Purple books).
	Writing *Make meaningful marks. *Identify/write initial sounds.	Writing *Recognise and write my name. *Spell words by identifying the sounds and then writing the sound with letter/s. *Write CVC words (Drawing Club)	Writing *Write a caption (Drawing Club) *Children will write a series of words, which is beginning to be readable to others.	Writing *Children will orally compose a sentence and use a plan to write a sentence.	Writing *Write short sentences with words with known letter-sound correspondence using capital letter and full stop. *Form lower case and capital letters correctly. *Re-read what I have written to check that it makes sense.
	Literacy (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. 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. 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.					
Maths <i>Children develop their mathematical knowledge through a mastery approach of fundamental number skills. Children have daily adult led maths sessions (Can Do Maths), daily date board, weekly maths challenges in continuous provision, play the daily shape game and learn correct number formation.</i>	Can Do Maths: *Sorting *Counting quantities of 5,6 and 7 *Awareness of space *Positional Language *2D / 3D shapes	Can Do Maths: *Counting quantities of 8,9 and 10 *Awareness of size *Awareness of length *Awareness of weight *Awareness of capacity *Awareness of volume	Can Do Maths: *Composition of 2, 3, 4, 5, 6 *Calculating within numbers 4-6 *Awareness of repeating patterns	Can Do Maths: *Comparing numbers *Composition of number 7 and 8 *Calculating numbers within 7 and 8 *Awareness of sequences and events	Can Do Maths: *Composition of number 9 and 10. *Calculating within numbers 9 and 10 *Identifying equal numbers *Distributing equally *Awareness of decomposing 2D shapes into other shapes *Revisit of shape, space and measure	Can Do Maths: *Securing and using number facts *Problem solving *Awareness of shape, space and measure
Maths (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. 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					
Understanding of the World <i>Children develop their understanding of the world by engaging in different activities within continuous provision (investigation station, curiosity cube, role play etc). Children receive experiences of school visitors, trips and circle time, awe and wonder activities.</i>	Past and Present *Comment on images of familiar situations from the past (baby photos). People, Culture and Communities *Talk about members of my immediate family and community. *Name and describe people who are familiar. *I can draw information from a simple map (my local community). *Recognise that people have different beliefs and celebrate special times in	Past and Present *Comment on images of familiar situations from the past (toys from the past). People, Culture and Communities *Recognise some environments that are different to the one in which I live in (different planets). *Understand that some places are special to members of my community (Christmas). *Recognise that people have different beliefs and celebrate special times in different ways (Christmas and Hanukah).	People, Culture and Communities *Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year). The Natural World *Understand the effect of changing seasons on the natural world around me (Winter). *Recognise some similarities and differences between life in this country and life in other countries (polar regions).	People, Culture and Communities *Recognise that people have different beliefs and celebrate special times in different ways (Easter). The Natural World *Understand the effect of changing seasons on the natural world around me (Spring). *Explore the natural world around me (animals, gardening and farming). *Recognise some similarities and differences between life in this country and life in	Past and Present *Compare and contrast characters from stories. *Comment on images from the past (dinosaurs). People, Culture and Communities *Recognise some environments that are different to the one in which I live in (farming).	Past and Present *Comment on images from the past (transport from the past). People, Culture and Communities *Recognise that people have different beliefs and celebrate special times in different ways (Eid). The Natural World *Understand the effect of changing seasons on the natural world around them (Summer). *Explore the natural world



	different ways (Diwali).	The Natural World *Understand the effect of changing seasons on the natural world around me (Autumn).		other countries (Kenya).		around me (the seaside).
Understanding of the World (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. 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. 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.					
Expressive Arts and Design Children improve their Expressive Arts and Design skills by engaging in daily singing sessions, story sessions, music units (Sing Up), performances, helicopter stories and activities in continuous provision.	Being Imaginative and Expressive *Learn nursery rhymes, songs and poems. *Copy and create actions to nursery rhymes, songs and poems. *Sing in a group or on their own, increasingly matching the pitch and following the melody. *Listen attentively, move to and talk about music and movement, expressing my feelings and responses. *Develop storylines in my pretend play.					
	Creating with Materials *Begin to use materials and tools appropriately. *Experiment with colour, design, texture, form and function. *Use props and materials in role play.		Creating with Materials *Explore, use and refine a variety of artistic effects to express their ideas and feelings		Creating with Materials *Return to and build on my previous learning, refining ideas and developing my ability to represent them. *Create collaboratively, sharing ideas, resources and skills.	
	Sing Up I've got a grumpy face Witch, witch	Sing Up The Sorcerer's Apprentice Row, Row, Row your boat	Sing Up Up and Down Shake my sillies out	Sing Up Up and Down Shake my sillies out	Sing Up It's oh so quiet Slap Clap Clap	Sing Up Down there under the sea Bow, bow, bow Belinda
Expressive Art and Design (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. 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.