Reception LTP 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Conflict	Conflict	Planet Earth	Planet Earth	Britain	Britain
Focus Topics	Rules and routines Friendships Independence Feelings Castles Yoga Games Materials and their properties Beavers	Seasons – signs of Autumn Types of houses Building materials People who help us Saying sorry Emotions Patterns Beavers	Habitats Different types of diets Fossils Celebrations around the world Making a healthy Meal Dance	Seasons – signs of Spring Animals and habitats. Polar regions Changing states of matter - ice Gymnastics	Growing Looking after plants Where does our food come from? Healthy eating Plant lifecycles London Britain in the past	Seasons – Signs of Summer British beach holidays past and present Lighthouses Seaside safety Boats Floating and sinking Picnic
Wow moments / key events	Harvest Festival Castle Trip Open the Book Autumnal walk Pumpkin stamping European food tasting Space Week – walking on the moon TT rockstars Day Wear your Future Careers Day Pick own produce from garden and peel for fine motor Collage castles Castles made from stickers	Halloween Firework night Christmas Christmas Jumper Day Carol Service Christmas Party Christmas dinner Children given a Christmas book Nativity Play Judo Panto Poppy Wreath for Remembrance Child in Need Day Careers Fair I Made This Digital Workshop Safer Internet Day	Pancake Day Making pancakes Chinese New Year Food tasting Saving frozen animals from ice blocks Make Bird Feeders Red Nose Day Dress Down Day Making post cards from the meerkat Garden competition Valentines Day - make cards National Story Telling week - tell lots of stories	Mother's Day Easter Easter Egg Hunt World Book Day Making Easter nests Spring walk Mental Health Awareness Day Trip (tbc) Numeracy Day Dress Down Day British Science week - conduct experiments in class Internation Women's Day - celebrate influential women and special women in children's lives	Father's Day Trip To Leiston Long Shop Walks to the field for PE Marmalade sandwiches Earth Day - pick litter up, make recycled art VE DAY Walk to School week World Bee Week – bee themed tuff trays and books about bees Gardening week	Sports Day Transition Making and testing boats Wear Your Best Summer Outfit Day Watch End of Year KS2 Production World Environment Day World Ocean Day Insect Week Transform Classroom into a beach Make your own boat

Core Texts ***Supporting Texts***	The Colour Monster *Hairy Mclary*	Supertato *The Three Little Pigs*	Leaf Meerkat Mail	The Secret Sky Garden *Tad*	The Tiger who Came to Tea *Paddington at the Palace*	Coming to England
Talk 4 Writing	George and the Dragon The Dragon Machine Nut Tre	The Magic Porridge Pot	The Lost Words	The Hodgeheg	Katy in London	Mr Majeika
PSED: **Building Relationships,** **Managing Self & Self-Regulation**	See themselves as a valuable individual. Build constructive and respectful relationships Manage their own needs	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Identify and moderate their own feelings socially and emotionally	Express their feelings and consider the feelings of others.	Think about the perspectives of others Show resilience and perseverance in the face of challenge ELG: BR - They form positive attachments to adults and friendships with peers ELG: BR - Children work and play cooperatively and take turns with others ELG: MS - They explain the reasons for rules, know right from wrong and try to behave accordingly	ELG: SR - Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ELG: SR - Children 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: MS - Children can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	ELG: SR - They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ELG: MS - Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge

					ELG:BR Show sensitivity to their own and to others' needs.	
PD: Gross Motor Skills	Progress towards a more fluent style of moving, with developing control and grace Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Develop overall body-strength, balance, co-ordination and agility Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Combine different movements with ease and fluency	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming ELG: Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing	ELG: They demonstrate strength, balance and coordination when playing ELG: Children negotiate space and obstacles safely, with consideration for themselves and others
PD: Fine Motor Skills	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,	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,	Develop the foundations of a handwriting style which is fast, accurate and efficient	Develop the foundations of a handwriting style which is fast, accurate and efficient	ELG: They use a range of small tools, including scissors, paint brushes and cutlery ELG: Children begin to show accuracy and care when drawing	ELG: Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

	scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene	scissors, knives, forks and spoons				
C&L: Speaking	Develop social phrases. Engage in story times Listen to and talk about stories to build familiarity and understanding.	Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Use new vocabulary in different contexts. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connective Describe events in some detail Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	ELG: Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ELG: They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	ELG: Children can 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.
C&L: Listening, Attention & Understanding	Understand how to listen carefully and why listening is important	Ask questions to find out more and to check they understand what	Learn new vocabulary	Use new vocabulary through the day	ELG: They hold conversation when engaged in back-and-forth exchanges	ELG: Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole

		has been said to them			with their teacher and peers ELG: They make comments about what they have heard and ask questions to clarify their understanding	class discussions and small group interactions
UTW: People, Culture & Communities	Understand that some places are special to members of their community	Recognise that people have different beliefs and celebrate special times in different ways	Draw information from a simple map	Recognise some similarities and differences between life in this country and life in other countries	ELG: Children can 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: They 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	ELG: Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
UTW: The Natural World	Explore the natural world around them	Describe what they see, hear and feel whilst outside		Recognise some environments that are different to the one in which they live	Understand the effect of changing seasons on the natural world around them ELG: Children understand some important processes and changes in the natural world around them, including the seasons and	ELG: Children explore the natural world around them, making observations and drawing pictures of animals and plants ELG: They 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

					changing states of matter	
UTW: Past & Present	Talk about members of their immediate family and community.	Name and describe people who are familiar to them.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.	ELG: Children talk about the lives of the people around them and their roles in society ELG: They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	ELG: Children understand the past through settings, characters and events encountered in books read in class and storytelling
EAD: Being Imaginative & Expressive	Develop storylines in their pretend play	Explore and engage in music making and dance, performing solo or in groups Sing in a group or on their own, increasingly matching the pitch and following the melody	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses	ELG: They sing a range of well-known nursery rhymes and songs ELG: Children perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	ELG: Children invent, adapt and recount narratives and stories with peers and their teacher
EAD: Creating with Materials	Explore, use and refine a variety of artistic effects to express their ideas and feelings	Explore, use and refine a variety of artistic effects to express their ideas and feelings	Create collaboratively sharing ideas, resources and skills	Return to and build on their previous learning, refining ideas and developing their ability to represent them	ELG: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG: Children make use of props and materials when role playing characters in narratives and stories	ELG: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG: They share their creations, explaining the process they have used

Literacy: Reading	Read individual letters by saying the sounds for them	Read individual letters by saying the sounds for them Read a few common exception words matched to the school's phonic programme Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Read some letter groups that each represent one sound and say sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words	Read some letter groups that each represent one sound and say sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	ELG: Children can say a sound for each letter in the alphabet and at least 10 digraphs ELG: They read words consistent with their phonic knowledge by sound-blending ELG: They anticipate – where appropriate – key events in stories	ELG: Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words ELG: Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ELG: Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Literacy: Writing	Form lower-case and capital letters correctly	Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s	Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences	Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences	ELG: Children write recognisable letters, most of which are correctly formed ELG: They spell words by identifying sounds in them and representing the sounds with a letter or letters	ELG: Children write recognisable letters, most of which are correctly formed ELG: Children write simple phrases and sentences that can be read by others

			using a capital letter and full stop	using a capital letter and full stop Re-read what they have written to check that it makes sense		
Maths: Number & Numerical Pattern	Subitise Count objects, actions and sounds	Subitise Count objects, actions and sounds Link the number symbol (numeral) with its cardinal number value Explore the composition of numbers to 5	Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10	Automatically recall number bonds for numbers 0–10 Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers ELG: Children explore and represent patterns within numbers up to 10, including evens and odds, **double facts and how quantities can be distributed equally**	ELG: They subitise (recognise quantities without counting) up to 5 ELG: Children can verbally count beyond 20, recognising the pattern of the counting system ELG: They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ELG: Children explore and represent patterns within numbers up to 10, **including evens and odds**, double facts and how quantities can be distributed equally	ELG: Children have a deep understanding of number to 10, including the composition of each number ELG: Children 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
Maths: SSM	Continue, copy and create repeating patterns	Properties of 2d shapes Capacity – packing boxes	Compare **length**, weight and capacity	Compare length, **weight and capacity**	Repeating patterns – daily routines, time, day and night.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can

	Positional language				Properties of 3d shapes	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.