

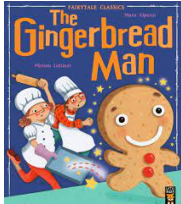
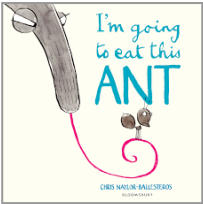
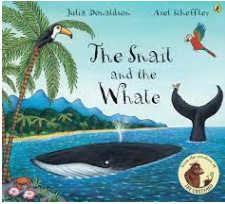



## Reception (F2) : Woodslee LTP – Cycle 1



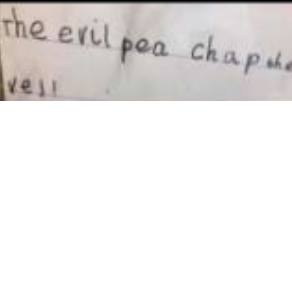
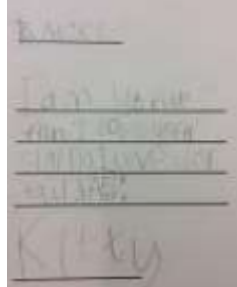
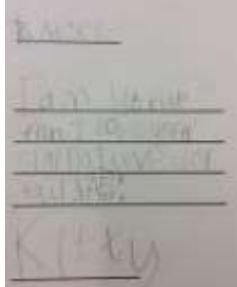
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	My World and Me	Woodland Walk	Frozen Planet	Fun on the farm	Let's Go on a Journey	Save the Seas
General themes/topics	Starting school My new class New Beginnings Staying healthy Food Human body How have I changed? My family My house/home What am I good at? How do I make others feel?	Season – autumn Halloween Potion making Rhyming spells Room on the Broom The Nativity Christmas Lists Letters to Father Christmas	Season- winter Animals around the world Birds (Birdwatch) Climates / Hibernation Night and day animals Animal patterns David Attenborough	Traditional Tales Farm animals Science week Easter	Minibeasts Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Fun Science / Materials	To the Sea How do I get there? Where in the world have you been? Where do we live in the UK / world?
'Wow' moments/enrichments				Visit to the farm to see animals and plants	Dibbendsdale woods trip	RNLI visitor Trip to the beach
Seasonal activities/events	27th September National Teaching Assistants day  15th September - Dot Day  National fitness day 18th September  4th October - World Animal day  British Food Fortnight 20th Sept - 6th Oct  Recycling 20th -26th  Black History Month October  World Mental Health Day [10th October]	Bonfire Night [5 <sup>th</sup> November]  Remembrance Day [11 <sup>th</sup> November]  World Nursery Rhyme Week 11th - 15th Nov  Road Awareness Week [14th - 18th Nov]  Talk about Crossing the road outside school  Anti-Bullying Week [ 11th - 15th November ]  Children in Need [15th November]  Christmas Jumper Day [12th Dec]	Make your dreams come true day [13th Jan]  RSPB Big Garden Bird Watch [24th Jan]  23rd Jan National Handwriting day  Lunar New Year [29th Jan]  National Storytelling Week [27th Jan– 4th Feb]  Time to talk day [6th Feb]  Valentine's Day [14 <sup>th</sup> February]  Random Acts of Kindness [17th February]	Expected Start of Ramadan [1st March]  Shrove Tuesday [4th March]  Fairtrade Fortnight 3rd -16th March  World Book Day [6th March]  International Women's Day [8th March]  Science Week [7th-16th March]  World Poetry Day [21st March]  Mother's Day [30th March]	Easter [20th April]  Earth Day [22nd April]  St George's Day - 23rd April  International Dance Day (29th April)  Sir David Attenborough's Birthday [8th May]  Walk to School Week [19th - 23rd May]	Summer  Pride  World Environment Day [5th June]  Child Safety Week [2nd June]  World Oceans Day [8th June]  King's Birthday (17 <sup>th</sup> June)  Father's Day [15th June]  World Music Day [21st June]  Armed Forces Day {28th June}

	Diwali [31st Oct - 1st Nov] Halloween [31st Oct]	Christmas Sing along Father Christmas / Christmas Experience		Eid [30th-31st March] Keep Britain Tidy [15th - 31st March] Living Eggs		World Chocolate Day [7th July] Wimbledon 30th June - 13th July Transition activities
Assessment Opportunities	Analyse On entry baseline National Reception Baseline data completed within six weeks Wellcomm assessments	Half termly phonics assessments On going assessments Baseline analysis (headline data) Pupil progress meetings EYFS team meetings In house moderation	Half termly phonics assessments On going assessments GLD targets for EOY EYFS team meetings	Half termly phonics assessments On going assessments EYFS team meetings	Half termly phonics assessments On going assessments LA Cluster moderation EYFS team meetings Pupil progress meetings	Half termly phonics assessments On going assessments Pupil progress meetings EOY GLD data
Parent Engagement	Welcome Meeting -TBC Oracy Parent Workshop-	Reading Workshop – TBC Phonics Workshop- TBC Focus Child meetings Xmas Nativity	Maths Stay and Play Workshop -TBC PEEP Learning together programme	UTW Stay and Play Workshop -TBC Easter celebrations - TBC	EAD Stay and Play Workshop -TBC	Sports Day – TBC Report Sharing - TBC
Communication and Language	<p>To support Communication and Language we:</p> <p>Allow for the children to engage in numerous high quality conversations with their peers and with adults each day Provide a language rich environment</p> <p>Build language effectively through noticing, commenting and echoing back to children on what they are interested in Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words Promote story telling and role play where children share their ideas with support and modelling from their teacher, children therefore become confident to use a range of vocab and language structures.</p>					

<p>Communication and Language</p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me Rhyming and alliteration Familiar Print Sharing facts about me Shared stories All about me! Model talk routines through the day e.g, arriving in school: "Good morning, how are you?"</p>	<p>Weekend news Develop vocabulary Discovering Passions Retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary.</p>	<p>Using language well Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>Rhymes</p>	<p>Incy Wincy Spider Twinkle Twinkle Little Star Hey Diddle Diddle Humpty Dumpty Row Row your Boat</p>	<p>Bonfire Night! Baa Baa Black Sheep I'm a Little Teapot Ring-a-Ring O' Roses If You're Happy and You Know It When Santa got Stuck up the Chimney Jingle Bells</p>	<p>1, 2, 3, 4, 5 Once I Caught a Fish Alive Pitter Patter Rainbows Five Little Men in a Flying Saucer Five Little Monkeys Horsie Horsie Two Little Dickie Birds</p>	<p>Hot Cross Buns Little Bo Peep Little Miss Muffet Mary, Mary... Miss Polly had a Dolly Old McDonald Five Little Ducks Five Little Speckled Frogs</p>	<p>Oranges and Lemons One, Two Buckle my Shoe Pat-a-cake Polly put the Kettle on Round and Round the Garden</p>	<p>Ten Green Bottles The Grand Old Duke of York Little Peter Rabbit I Hear Thunder Doctor Foster Share our favourites!</p>
<p>Poems Poetry Basket</p>	<p>Chop Chop Cup of tea Pointy Hat Falling Apples A basket of apples 5 Little Pumpkins</p>	<p>Leaves are falling Breezy Weather Who has seen the wind? Wise Old Owl Mice Shoes</p>	<p>Popcorn A Little House Hungry Birdies Mrs Bluebird Let's put on our mittens I can build a snowman Carrot Nose</p>	<p>Pancakes Spring Winds Furry Furry Squirrel A Little Seed Stepping Stones</p>	<p>I have a little frog Dance Pitter Patter Sliced Bread A Little Shell 5 Little Peas</p>	<p>The Fox The Monkey Babies Thunderstorm 5 Little Owls If I was so very small Under a stone</p>


Personal Social and Emotional Development	Weekly Scarf Sessions Being me in my world Confident to talk to other children when playing and will communicate freely about their home and community.	Weekly Scarf sessions Celebrating difference Kindness week Anti-bullying week	Weekly Scarf sessions Dreams and Goals Overcoming challenges and celebrating achievements.	Weekly Scarf sessions Healthy me Discuss ways to be healthy; health bodies, healthy mind.	Weekly Scarf sessions Relationships Identify the jobs I do in my family. Making friends. Solving problems. Impact of unkind words. Know how to be a good friend.	Weekly Scarf sessions Changing Me Growing up Respecting our bodies Fun and fears Celebration / transition to Year 1
Managing Self Self-Regulation <i>Link to Behaviour for Learning</i>	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.			<i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i>		
Physical Development	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold tools beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding small Items Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller blocks, such as Lego
Squiggle Early Writing Programme	Squiggle while you wiggle 2.0 - Recap one move per week (weeks 1-5)	Squiggle while you wiggle 2.0 - Recap one move per week (weeks 6-9)  Squiggle me into a writer	Squiggle me into a writer	Squiggle me into a writer	Squiggle me into a writer	Squiggle me into a writer
PE Lessons	Beyond the Physical  Play Move Explore	Beyond the Physical  Move Match Magic	Beyond the Physical  Explore Evade Escape	Beyond the Physical  Search Steal Share	Beyond the Physical  Crawl Climb Collect	Beyond the Physical  Hands Feet Equipment

<p>Literacy</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Retell the story – Story Maps. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Timeline of how plants grow. Parents reading stories. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences, or captions. Role play area – book characters.</p>	<p>Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
<p>Key text focus Traditional tales</p> <p>See <a href="#">Literacy overview</a> for favourite five books and additional texts</p>	<p><b>The Gingerbread Man</b></p> 	<p>I'm Going to Eat This Ant</p> 	<p>The Snail and the Whale</p> 	<p><b>Jack and the Beanstalk</b></p> 	<p>The Journey Home</p> 	<p>The Fish Who Could Wish</p> 

<p>Writing</p>	<p>Texts as a Stimulus: The Gingerbread Man</p> <p>Narrative: <i>Traditional Tale.</i></p> <p>Aim: To orally retell a known traditional tale.</p> <p>Text Type: Narrative / Setting Description</p> <p>Purpose: To know and tell a well known story.</p>	<p>Texts as a Stimulus: I'm Going to Eat This Ant</p> <p>Narrative:</p> <p>Aim: To understand how to care for our world.</p> <p>Text Type: Informative</p> <p>Purpose: To explain <i>how</i> to do something.</p>	<p>Texts as a Stimulus: The Snail and the Whale</p> <p>Narrative: <i>A finding story.</i></p> <p>Aim: To orally retell, and write a finding story.</p> <p>Text Type: Explanation</p> <p>Purpose: To give reason.</p>	<p>Texts as a Stimulus: Jack and the Beanstalk</p> <p>Narrative: <i>A Transformational Story.</i></p> <p>Aim: To tell and write a transformational story.</p> <p>Text Type: Instructional</p> <p>Purpose: To show an understanding of a process.</p>	<p>Texts as a Stimulus: The Journey Home</p> <p>Narrative: A story about journeys.</p> <p>Aim: To tell and write a story where they go on a journey.</p> <p>Text type: Narrative</p> <p>Purpose: To know how to create and write their own story.</p>	<p>Texts as a Stimulus: The Fish Who Could Wish</p> <p>Narrative: <i>A Friendship Story.</i></p> <p>Aim: To tell and write a friendship story.</p> <p>Poems: Poetry</p> <p>Purpose: To use language to create an image or feeling.</p>
<p>Read Write Inc. Phonics</p>	<p>Read single-letter Set 1 sounds (first 16)</p> <p><u>Set 1 Sounds Group A</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e</p> <p><u>Set 1 Sounds Group B</u> l, h, r, j, v, y, w, z, x</p>	<p>Read all Set 1 single letter sounds</p> <p>Blend sounds into words orally</p> <p><u>Set 1 Sounds Group C</u> Orally blend sounds into words</p> <p>Read Phonics Green Word Cards 1.1, 1.2, 1.3, 1.4</p>	<p>Blend sounds to read words</p> <p>Read short Ditty stories</p> <p>Read Set 1 Special Friends</p> <p><u>Ditty Group</u> Read Phonics Green Word Cards - 1.4, 1.5, 1.6</p> <p>Ditty PCMs - 1 to 20</p> <p>Sound Blending Books 1-10</p>	<p>Read Red Storybook</p> <p>Read 4 double consonants</p> <p><u>Red Group</u> sh, th, ch, qu, ng, nk</p> <p>Read Phonics Green Word Cards - 1.6, 1.7</p> <p>Red Ditty Books 1-10</p>	<p>Read Green Storybooks</p> <p><u>Green Group</u> ay, ee, igh, ow, oo, oo</p> <p>Green Storybooks 1-10</p>	<p>Read Green or Purple Storybooks</p> <p>Read first 6 Set 2 sounds</p> <p><u>Green Group</u> ay, ee, igh, ow, oo, oo</p> <p>Green Storybooks 1-10</p>
<p>End of term expectations for writing</p>	 <p>I can draw a picture and write my name (with support from my name card if needed)</p>	 <p>I can write CVC words.</p>	 <p>I can write simple captions and phrases using CVC words.</p>	 <p>I can write a short sentence using my phonic knowledge.</p>	 <p>I can write for a variety of purposes using my phonic knowledge.</p>	 <p>I can write for a variety of purposes using my phonic knowledge.</p>

<p><i>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</i></p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions Character descriptions. Write 2 sentences</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description</p>
<p>Author Spotlight</p>	<p>Allan Ahlberg</p>	<p>Trish Cooke</p>	<p>Julia Donaldson</p>	<p>Bethan Woolvin</p>	<p>Eric Carle</p>	<p>Oliver Jeffers</p>
<p>Maths MNP NCETM Mastering Number</p>	<p>Matching Sorting Comparing and ordering AB patterns Counting</p>	<p>Time Composition of numbers up to 5 2D shapes Positional language</p>	<p>Counting Counting and ordering Addition Comparing and ordering</p>	<p>Counting Patterns Measuring heights and lengths Capacity 2D shapes 3D shapes</p>	<p>Counting on to add Counting forwards and backwards Counting to 20 Doubling Halving and sharing Odds and evens</p>	<p>Mass Volume and capacity Money Data Word problems</p>
<p>Understanding of the World (UTW)  Science: What an EYFS Scientist needs to understand</p>	<p>That there are changes in the natural world through the seasons; That there are similarities and differences in the natural world. That there are key words/vocabulary associated with science; That the world is made up of different animals and plants; There are important processes and changes that happen; Use a range of scientific equipment to help them develop their lines of enquiry. How science is used to help us.</p>					
	<p>Seasonal Change Summer - Autumn  Living things in their Habitats</p>	<p>Seasonal Change - Autumn - Winter  Changes in Matter (Harvest - bread, Winter- melting/freezing)</p>	<p>Seasonal Change Winter - Spring  Animals including Humans &amp; Plants  Changes in Matter (Winter- melting/freezing)</p>	<p>Seasonal Change Spring  Plants &amp; Living things in their Habitats &amp; Plants</p>	<p>Seasonal Change Spring-Summer  Plants &amp; Living things in their Habitats &amp; Plants Animals including Humans &amp; Living things in their Habitats (Lifecycles)</p>	<p>Seasonal Change Summer  Animals including Humans &amp; Living things in their Habitats (sea creatures)</p>

<b>Geography:</b> What an EYFS Geographer needs to understand	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. 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.					
	Locality (Field work) Explore the local environment (Simple maps)		The world (Contrasting Localities)	Locality (Field work) Local Farms	Locality (Field work) Explore changes to/quality of environments. How we care for the environment.	Caring for the World (Contrasting environments)
<b>History:</b> What an EYFS Historian needs to understand	Develop a sense of now and in the past That there are key words/vocabulary associated with the passage of time; That the passage of time changes us all; That the passage of time changes the world around us; We need to change what we do/wear in response to the passage of time; That events/celebrations take place at specific points of the year.					
	Our families (Past and present)	My experiences (past and present)		Farming (Past and present)	My Life and My family (Chronology)	Seasides (Past and Present)
<b>RE</b>	Theme: Special people  Key Question: What makes people special?  Religions: Christianity, Judaism	Theme: Christmas  Concept: Incarnation  Key Question: What is Christmas?  Religions: Christianity	Theme: Celebrations  Key Question: How do people celebrate?  Religions: Hinduism	Theme: Easter (Salvation)  Concept: What is Easter?  Key Question: What is Easter?  Religions: Christianity	Theme: Stories  Key Question: What can we learn from stories?  Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places  Key Question: What makes places special?  Religions: Christianity, Islam Judaism
	<b>EAD</b>  Workshop in provision supports independent application of skills	Drawing Junk modelling Joining techniques Colour Mixing Collage	Malleable Materials Loose part art	Constructing with a purpose Observational Drawing Role Play	Role play Building a narrative Construct with a purpose Printing	Plan, reflect and review Joining techniques
<b>D&amp;T</b>			F2:Purpose: Create a small world structure for play based learning (Research, design, make, evaluate)			F2: Make a moving pictures (design, make and evaluate)

Art and design	F2:Faces - Picasso Portraits - pencil, paint and charcoal (Explore a range of media)	F2:Festive creations - Dough, salt dough, Clay (3D modelling)		F2: Farm Scene (printing and painting)	F2: Plants (painting and drawing techniques)	
Music Charanga	Charanga Me! Nursery Rhymes Autumn and All About Me themed songs Number songs	Charanga My Stories Christmas` Songs Songs linked to topic	Charanga Everyone! Music linked to Trad Tales There was a Princess Long Ago Goldilocks went to the house of the bears Music Circle – Peter and the Wolf	Charanga Our World Musical instruments to represent insects Ugly Bug Ball Begin to look at composers, musicians and singers	Charanga Big Bear Funk Songs and dances linked to topic Musical instruments to match different wild animals	Charanga Reflect Rewind and Replay Music dance and role play focus of topic Performing for an audience  Talent Show
British Values 	<p><b>Democracy: making decisions together:</b> Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.</p> <p><b>Rule of law: understanding rules matter</b> Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up</p> <p><b>Individual liberty: freedom for all</b> Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks. Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.</p> <p><b>Mutual respect and tolerance: treat others as you want to be treated</b> Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences To encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					

