

St Vincent de Paul Catholic Primary School
Reception LTP



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me	Family	Our Home and Places Around Us	Growing and Change	People Who Help Us	Our World
Communication and Language	Communication and Language is ongoing and underpins all aspects of the EYFS curriculum. Learning outcomes are an ongoing focus and linked to all aspects of learning. Children are continuously monitored and any concerns/gaps are addressed.					
	<p>To talk about what they are doing and things they remember.</p> <p>To start a conversation with familiar people and ask questions.</p> <p>To listen when they are in a group with other children.</p>	<p>To listen attentively in a range of situations.</p> <p>To ask and answer questions to find out more.</p> <p>To talk in clear sentences about people they know, what they see and how they are feeling.</p>	<p>To ask and answer questions about stories and events.</p> <p>To use language to express their imaginative ideas.</p>	<p>To remember and recall detailed information e.g. the process of making a cake.</p> <p>To talk about things that have happened, are happening or are going to happen using the correct tense.</p>	<p>To listen in a group and talks about what they have heard.</p> <p>To begin to use humour and simple jokes.</p> <p>To share their ideas with others expressing themselves clearly.</p>	<p>To hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from learning.</p>
Personal, Social and Emotional Development	All Aspects of Personal, Social and Emotional development underpin our EYFS curriculum. Learning outcomes are ongoing across the year. Children are continuously monitored and any concerns are addressed.					
	<p>To play with others, sharing what they are using.</p> <p>Play imaginatively with other children.</p>	<p>To stay at activities that they really like without being distracted by other things or people.</p> <p>To understand and follow some rules.</p>	<p>To take turns when playing with others and listen to their ideas.</p> <p>To understand the feelings of others and respond thoughtfully.</p>	<p>To perseveres when things are hard.</p> <p>To care about the feelings of others and know when to help them.</p> <p>To know that rules are important</p>	<p>To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>To give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p> <p>To show an ability to follow instructions</p>

	Build confidence to have a go and try new things.	To be able to make friends.	To talk about some things they like or don't like and say why. To plan and carry out their own ideas. To cope with new routines or when plans change.	when playing in a group. To demonstrate patience in different situations.	To explain the reasons for rules, know right from wrong and try to behave accordingly.	involving several ideas or actions.
Physical Development	To be able to dress themselves with some support. To give new challenges a go and be aware of they own safety.	To use resources with some control, e.g. can pour from a jug into a cup. To use a variety of tools with accuracy, e.g. pencils, paint brushes and scissors.	To independently use the toilet and keep themselves clean and dry. To move around spaces with control and co-ordination.	<u>LLSP - Gymnastics</u> To know it is important to keep their bodies healthy with exercise and eating well. To dress and undress independently. To be adventurous and confident in their physical play.	<u>LLSP – Balancability Sessions</u> To balance well e.g. hops forward on one leg. To throw at a target and catch.	To manage zips and buttons on their clothes. To hold a pencil effectively in preparation for fluent writing – using the tripod grip.
Literacy	What We Are Reading					
	<u>It's Okay to be Different</u> Todd Parr	<u>Wild</u> Emily Hughes	<u>Dragon Noodle Party</u> Ying Chang Compestine	<u>The Very Hungry Caterpillar</u> Eric Carle	<u>What Did the Tree See?</u> Charlotte Guillain	<u>Little People, Big Dreams: Greta Thunberg</u>
	Skills We Are Learning					
	To look at books and have some favourites.	To know the difference between pictures and words.	To form shapes that are starting to look like letters.	To use letters or symbols to convey meaning.	To attempt to write letters or words.	To read words and simple sentences.

	To make marks to represent their name and talk about their drawings.	To begin to recognise familiar letters or words e.g. letters in their names, familiar names and shop signs and sometimes write them.	To recall what happened in a story. To talk about stories as they are read to them.	To recognise similarities in words e.g. words that rhyme or start with the same letter.	To use writing and drawing in their play.	To discuss the content and message of different texts.
Phonics	Each week the children will participate in a guided reading session with a Teacher / TA, Library visits – books to take home and share, RWI sound videos, Speedy Sound Cards and handwriting.					
	<u>RWI Set 1</u> Expected number of sounds = 16	<u>RWI Set 1</u> Expected number of sounds = 25 Blend sounds into words orally.	<u>RWI Set 1</u> Expected number of sounds = 31 Blend sounds to read words. Read short Ditty stories.	<u>RWI Set 1/2</u> Expected number of sounds = 35 Read Red Storybooks. Read Set 1 Special Friends.	<u>RWI Set 1/2</u> Expected number of sounds = 35 Read Green Storybooks. Read 4 double consonants.	<u>RWI Set 1/2</u> Expected number of sounds = 41 Read Green Storybooks. Read first 6 Set 2 sounds.
Maths	Maths No Problem!					
	Matching Sorting Comparing and Ordering AB Patterns Counting	Time Composition of Numbers up to Five 2D Shapes Positional Language	Counting Counting and Ordering Addition Comparing and Ordering	Counting Patterns Measuring lengths and heights Capacity – developing language 2D Shapes 3D Shapes	Counting On to Add Counting Forwards and Backwards Counting to 20 Doubling Halving and Sharing Odds and Evens	Mass Volume and Capacity Money Data All Word Problems
	Mastering Numbers					
	Numbers to 5	Numbers to 5	Numbers within and beyond 5	Numbers within and beyond 5	Consolidating Skills and Strategies	Review and Assess
Skills We Are Learning						

	<p>To begin to count objects in their play.</p> <p>To understand how different shapes fit together e.g. in their art work or block play.</p>	<p>To notice who has more or less e.g. who has more trains or pieces of fruit.</p> <p>To count to find out how many things they have.</p> <p>To recognise numbers in their environment.</p>	<p>To know the names of some shapes.</p> <p>To notice and compare size, weight and capacity in their play.</p> <p>To accurately count to find out how many things they have, up to and beyond 10.</p>	<p>To begin to recognise different numbers and put them in order.</p> <p>To know a number can show how many things there are.</p>	<p>To show an interest in adding and taking away.</p> <p>To find ways to measure in their play e.g. how many children will fit in a cardboard box.</p> <p>To recognise small quantities without counting.</p>	<p>To add and subtract objects to find the total.</p> <p>To use the language of measurement to order and compare e.g. tall, taller, tallest.</p> <p>To count accurately and recognise numbers to 20.</p>
Understanding the World	<p>To show interest in the lives of others, understanding the differences between people.</p> <p>To explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>To describe their immediate environment.</p> <p>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>To know about different beliefs and celebrations.</p> <p>To explain some similarities and differences between life in this country and life in other countries.</p>	<p>To observe closely and find out about the world around them.</p> <p>To know some similarities and differences between the natural world around them and contrasting environments.</p>	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To talk about the lives of the people around them and their roles in society.</p>	<p>To show care for the environment and living things within it.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Expressive Arts and Design	<p>To safely use and explore a variety of materials, tools and techniques.</p>	<p>To experiment with colour, design, texture, form and function.</p>	<p>To share their creations, explaining the process they have used.</p>	<p>To make use of props and materials when role playing characters in narratives and stories.</p>	<p>To invent, adapt and recount narratives and stories with peers and their teachers.</p>	<p>To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Come and See RE	Myself Welcome	Birthday Judaism	Celebrating Gathering	Gathering Growing	Good News Friends	Friends Our World
Special Celebrations and Experiences	Diwali Harvest	Christmas Nativity Performance	Epiphany Candlemas Chinese New Year	Lent/Easter Holi Mother's Day	Assentation Day Ramadan Eid al Fitr	Eid al Adha Father's Day