

Reception LTP

Woodland Grange Primary School 2025-2026

|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
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| Themes  | All about you  | Autumn/Christmas  | Our Wonderful World  | Animals/Easter   | Under The Sea/Pirates  | Minibeasts   |
| Enrichment  | Navratri Harvest   | Remembrance Day<br>Bonfire Night<br>Diwali<br>Christmas<br>Hanukkah   | Chinese New Year<br>Holi<br>Pancake Day<br>Mothers' day<br>World Book Day  | Easter<br>Vaisakhi<br>St George's Day  | Ramadan<br>Eid Al-Fitr   | Eid al-Adha<br>Transition to Year 1  |
| Additional sharing texts that promote cultural diversity and PSED | Starting School<br>I have to start school today<br>Fair shares<br>Halibut Jackson Remixed<br>The Colour Monster<br>I Love Me<br>On Sudden Hill<br>The Perfect fit<br>The Family Book<br>Meesha Makes Friends<br>In every house on every street<br>We are Family  | Funnybones<br>Pumpkin Jack<br>Autumn poem<br>Why do we Wear Clothes?<br>Tree<br>Pip and Egg<br>Not a Stitch<br>Walk in the Woods<br>The tell me tree<br>The Christmas eve Tree<br>Snowball<br>The Christmas Surprise  | Rosie's Walk<br>Last Stop on Market Street<br>The Kindest Red<br>Voices in the Park<br>The Same but Different Too<br>Paddington's London<br>Story Treasury<br>Kiki's London<br>Whatever Next<br>The Big Green Crocodile<br>Out and About<br>The Great Race<br>Look Up!<br>How to Catch a star<br>Moon Rocket Poem                            | That Rabbit Belongs to Emily Brown<br>The Teddy Robber<br>Pardon said the Giraffe<br>Dear Zoo<br>And Tango makes Three<br>Penguin Pig<br>Old Macdonald had a Phone<br>Farmyard Hullabaloo<br>The Odd Egg<br>The Happy Easter<br>Harry and his Bucket full of Dinosaurs<br>Granny's Easter eggs are not the sort you eat<br>Happy in our skin | Shark Lady<br>Give me back my bones<br>Octopus Shoctopus<br>What a Sub Sees<br>The Odd Fish<br>Boo A Fishy Mystery<br>What a Waste<br>Tropical Terry<br>Seas and Oceans<br>The Fish who could Wish<br>Deep Sea Diary<br>Julian is a Mermaid<br>Wishes<br>Commotion in the Ocean<br>Tiddlers Tale                         | Born to Fly<br>Minibeast Adventures<br>Minibeasts<br>Ladybird<br>Worms<br>Walters Wonderful Web<br>Spiders<br>Hotel of Bugs<br>Bug Bones<br>The Angry Ladybird<br>What the Ladybird Heard.<br>Superworm  |
| PSED  | Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> . |   |  |  |  |  |
| Everyone's Welcome  | To choose things that we like.<br>You Choose – Nick Sharrat, Pippa Goodhart  | To say hello to new people.<br>Hello Hello – Brenden Wenzel   | All families are different.<br>The Family Book – Todd Parr   | To make new friends.<br>The Blue Chameleon – Emily Gravett   | It is ok to like different things.<br>Red rockets and Rainbow Jelly – Sue Heap   | To celebrate our families.<br>Mommy, Mama and Me – Leslea Newman, Carol Thompson   |
| British Values  | <b>Rule of law</b><br>-Recognising and naming feelings and emotions<br>-Managing feelings and experimenting with emotional regulation strategies<br>-Discussing and reflecting on right and wrong in different situations<br>-Setting personal boundaries with other children<br>-Talking about school golden rules and why they are important<br>-Staying consistent with consequences (including positive consequences) linked to actions  |   | <b>Mutual Respect</b><br>-Personal, social, and emotional development<br>-Listening to other's opinions<br>-Joining in with new interests and games<br>-Trying new activities<br>-Showing empathy for others<br>-Celebrating different strengths in others   | <b>Tolerance</b><br>-Exploring different faiths, traditions and cultures<br>-Using early reading activities as an opportunity to learn about diversity<br>-Understanding and accepting others' boundaries when playing   | <b>Individual liberty</b><br>-Understanding the world around them<br>-Boosting confidence to share their views and opinions<br>-Increasing understanding of different relationships around them<br>-Developing awareness of other communities and roles within them<br>-Encouraging a positive sense of self.            | <b>Democracy</b><br>-Making decisions as a small group or in pairs<br>-Negotiating which game to play<br>-Listening to other's opinions and thoughts<br>-Playing a game within fair rules<br>-Sticking to the plan decided (without putting a ceiling on creativity, of course)<br>-Deciding to play a game that all participants will enjoy |
| Building Relationships<br>Self-Regulation<br>Managing Self        | New beginnings<br>Golden rules<br>Good sitting<br>Who's who<br>Rules and routines in the classroom (lunch, tidying up, end of the day)<br>Managing their own needs – hygiene/healthy eating.<br>Making new friends<br>Sharing toys and taking turns<br>Relationships<br>What makes a good friend?<br>Forest School   | Emotions<br>Self confidence<br>Value themselves and others<br>Building positive relationships<br>Understanding right and wrong<br>Express their feelings and consider the feelings of others.<br>Celebrating and understanding differences and similarities<br>Build constructive and respectful relationships<br>Forest School | Looking After our World<br>Learning about your own qualities, differences and strengths.<br>Identifying and manage your feelings socially and emotionally.<br>Using scenarios to understand feelings and behaviours.<br>Talk them through why we take turns, wait politely, tidy up after ourselves and so on<br>Forest School               | Random acts of Kindness<br>Looking after pets<br>Healthy me<br>Show resilience and perseverance in the face of challenge.<br>Resolving conflicts with others<br>Identifying emotions on yourself and others<br>Forest School   | Looking after others<br>Friendships<br>Dreams and Goals<br>Discuss why we take turns, wait politely, tidy up after ourselves and so on.<br>Using your own experiences to think about your own feelings and emotions.<br>Give children strategies for staying calm in the face of frustration.                            | Taking part in sports day - Winning and losing<br>Changing me<br>Look how far I've come!<br>Dreams and Goals<br>Positive attitude towards change<br>Prepare for transition to year 1.<br>How to keep fit and well.   |
| Communication and Language  | Talk Through Stories<br>Sharing Class Dojo posts<br>Sequencing pictures from a story.<br>Developing active listening skills<br>Learning and using social phrases<br>Joining in repeated refrains<br>Responding to music and how it makes us feel<br>Learning and performing an Autumn poem<br>Developing vocabulary based on topics and books.<br>Following daily routines and instructions.<br>Talking in small group situations.   |   | Talk Through Stories<br>Sharing Class Dojo posts<br>Sequence and describe past and present events.<br>Talking in whole class situations.<br>Non-fictions books and finding information.<br>Awareness of how and why questions.<br>Learn and perform a dinosaur/space poem.<br>Developing vocabulary based on topics and books.<br>Zoo Debate |  | Talk Through Stories<br>Sharing Class Dojo posts<br>Articulating thoughts and feelings in well-formed sentences.<br>Speaking in full sentences using a range of connectives.<br>Understanding how and why questions.<br>Learn and perform a Summer/topic-based poem.<br>Developing vocabulary based on topics and books. |  |

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| Physical Development Gross Motor                         | Manipulate tools to draw lines and circles. Develop gross motor skills and bodily awareness of letters and movement.<br>Take jumper and trousers on and off.<br>Take waterproofs /coats on and off.<br><b>GS4PE</b> -Introduction to PE Unit 2<br>Forest School  | Manipulate tools to draw lines and circles. Develop gross motor skills and bodily awareness of letters and movement.<br>Take jumper and trousers on and off.<br>Take waterproofs /coats on and off.<br><b>GS4PE</b> - Fundamentals Unit 2<br>Forest School  | Can change for PE with some help and back into uniform.<br>Can turn jumper the right way round<br>Understands the need for good practise when it comes to exercise.<br>Exploring how their body parts move.<br>How roll/bounce/kick a ball<br><b>GS4PE</b> -Dance Unit 2<br>Forest School   | Can change for PE with some help and back into uniform.<br>Can turn jumper the right way round<br>Understands the need for good practise when it comes to exercise.<br>How to create shapes with body on/off apparatus.<br>Linking actions together creating a sequence.<br><b>GS4PE</b> - Gymnastics Unit 2<br>Forest School   | To use anticlockwise movement and retrace vertical lines<br>To change into PE kit and back again, independently.<br>Move with control and coordination.<br>Express ideas through music.<br>Throwing with accuracy to a target<br>Kick a ball at a target with control<br><b>GS4PE</b> -Games Unit 2   | To use anticlockwise movement and retrace vertical lines<br>To change into PE kit and back again, independently.<br>Balance and safely use apparatus.<br>Create short sequences<br>Jump from height.<br>To travel around, over and through apparatus.<br>Rock and roll with control.<br><b>GS4PE</b> -Ball skills Unit 2  |
| Physical Development Fine Motor                          | Hold and use a writing tool with comfortable grip good control.<br>Develop dominant hand.<br>Begin to write name.<br>To hold scissors correctly and cut along straight line with helping hand.<br>Hold a paintbrush and paint a picture<br>Participate in cooking activities<br>Use printing materials<br>Use a template<br>Develop upper arm and shoulder strength<br>Retrace a vertical line<br>Develop bodily awareness of letters and movement.  |   | Hold a pencil correctly and form recognisable letters, most of which are correctly formed.<br>Hold a paint brush correctly, with control, creating small movement.<br>Participate in cooking activities -spreading, cutting, sprinkling.<br>Can join and fix when creating a model<br>Good hand control when printing   |   | Hold a pencil correctly and form recognisable letters, most of which are correctly formed.<br>Use bridge technique when chopping<br>Thread fruit on a skewer<br>Tear paper to create collage<br>Use a variety of sized paint brushes<br>Begin to write within the lines and placing some letters on lines   |   |
| Literacy – Comprehension & Word reading (Phonics scheme) | Rocket Phonics scheme<br>Shared Reading – text direction; features of a book; Who, what, where, when questions.<br>Wordless Big Books – comprehension skills.<br>Discuss events, characters and setting in books.<br>Reading – with an adult.  |   | Rocket Phonics scheme<br>Shared reading – illustration inference skills; prediction of key events using illustrations.<br>Fiction and Non-fiction comparisons.<br>Retelling stories using pictures and known language patterns.<br>Discuss story preferences and reasons for this.<br>Guided reading sessions.  |   | Rocket Phonics scheme<br>Sequencing stories using text and illustrations<br>Shared Reading – open ended comprehension questions; inference; reading with expression.<br>Guided Reading sessions   |   |
| Literacy – Writing Focus                                 | Story scribing (all year)<br>Writing group- adult lead (all year)<br>Shared write of class rules<br>Mind mapping potential class names<br>Story maps<br>Sequence Pete the cat<br>Label parts of the Gruffalo<br>Sequence the Gruffalo<br>Explore rhyme and alliteration<br>Generate rhyming couplets<br>Write Gruffalo crumble recipe<br>Identify different characters within the text and describe their feeling<br>Record how they are feeling each morning on a chart<br>Write thought bubbles for the characters to express emotions | Story scribing (all year)<br>Writing group- adult lead (all year)<br>Story maps<br>Labels for pictures and models<br>Letter to Santa.<br>Label pictures to make a Christmas list<br>Labels for reindeer food.<br>Celebration card<br>Name writing<br>Spell Writing<br>Generating own rhymes<br>Matching object to initial sound<br>Follow a story without pictures or props<br>Recipe writing<br>Record words which may describe how the soup tastes<br>Match rhyming objects | Story Scribing (all year)<br>Writing group- adult lead (all year)<br>Labels for suitcase picnic shopping list<br>Design a space passport<br>Learn, recite and perform a poem<br>Adapt a line of the poem<br>Invitation to afternoon tea event<br>Instructions for making a sandwich<br>Postcards<br>Creating and labelling a familiar route<br>Diary entry (Coming to England)<br>Draw and label key features that Floella visited during her trip<br>Making own maps<br>Describe a key attraction you would find in London<br>Identify rhyme and alliteration within the poems<br>Explore the structure and format of poems.<br>Act out a poem using actions.<br>Identify places on a local map that may be familiar<br>Discuss photographs of features within the local area and write about your favourite place | Story Scribing (all year)<br>Writing group- adult lead (all year)<br>Care label for an egg/chicks<br>Labelling animals<br>Animal fact Cards using non-fiction books<br>Recount of school trip to the Zoo<br>Create own ending to a poem<br>Writing speech bubbles<br>Explore use of fiction and non-fiction texts<br>Name and describe a range of different animals<br>Write a list of foods that may be eaten by a herbivore, carnivore and omnivore.<br>Create your own Top Trump style cards of a wild animal<br>Write a letter to a zoo<br>Hold a debate on whether animals should be kept in captivity and record the findings on a mind map<br>Create a piece of shared poetry. | Story Scribing (all year)<br>Writing group- adult lead (all year)<br>Message in a bottle linked to The Rainbow Fish.<br>Create your own pirate Save the planet poster<br>A wish on a fish<br>Label key features of a pirate ship<br>Be a part of a role-play scenario linked to the story<br>Create a ‘Wanted’ poster to find Sam Sly.<br>Write a letter to the mermaids’ friends to say she is safe.<br>‘Hot seating’ What would the mermaid and Sam sly say?<br>Sort objects, to record into categories plastic, paper, glass etc<br>Write a kind message on a scale to add to a class fish | Story Scribing (all year)<br>Writing group- adult lead (all year)<br>Shopping lists<br>Writing and sorting healthy and unhealthy foods<br>Life cycle of a caterpillar<br>Writing instructions<br>Questions for Year 1.<br>Letter to pre school<br>Shared additional verse to a poem<br>Record what children have eaten by making a food diary<br>Sequence the story in order of the days of the week<br>Compare and contrast last 2 books by the Author Eric Carle, record similarities and differences<br>Write what your ideal pet would look like.<br>Create an alternate verse with rhyming words that sequences and makes sense as a shared write. |
| Story Scribing   | A progression of reading and writing skills taught throughout the year. Adults initially transcribe pupil’s ideas, word for word, leading to modelling letter formation, sentence structure, story openings, composition, for pupils to begin to scribe their own ideas with their current phonetic knowledge and skills and eventually become as independent as possible at writing their own story. Taught through topics and a range of fiction books.  |   |   |   |   |   |
| Maths  | <b>Number</b><br>• Subitise to 5.<br>• Build numbers out of 1’s.<br>• Cardinality of 5 using fingers and dice patterns to recognise and represent numbers.<br>• Compare using amounts for comparison within their play and everyday experiences.   |   | <b>Number</b><br>• Recognising and naming digits (1-10)<br>• Apply the cardinal principle to groups of objects to 10.<br>• Use counting to share and group objects.<br>• Become confident using and applying the part whole model, to explore number composition 1-5.<br>• Have an awareness of mathematical symbols.   |   | <b>Number</b><br>• Have a deep understanding of number to 10, including the composition of each number<br>• Subitise (recognise quantities without counting) up to 5<br>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5   |   |

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|   | <ul style="list-style-type: none"> <li>• Begin to have an awareness of the composition of 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and recognise the numeral.</li> </ul> <b>Numerical Pattern</b> <ul style="list-style-type: none"> <li>• Count aloud in order to 5 and beyond.</li> <li>• Begin to understand the order of numbers 5-10</li> <li>• Begin to know the days of the week</li> <li>• Copy, continue and create an AB pattern.</li> <li>• Notice and correct an error in an AB pattern.</li> <li>• Use language to describe the relationship between quantities (e.g. ‘more than, less than and equal to)</li> </ul> <b>Shape, Space and Measure</b> <ul style="list-style-type: none"> <li>• Can correctly name the 2D shapes.</li> <li>• Combine building blocks to make complex shapes (e.g. arches, crosses)</li> <li>• Engage with capacity activities and share what they can see happening, knowing when something is empty or full.</li> <li>• Begin to understand the concept of time through past, present and future events.</li> <li>• Identify different elements of measure such as heavy and light, big and small, long and short.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Automatically recall number bonds to 5.</li> <li>• Solve real-life maths problems with numbers up to 5.</li> </ul> <b>Numerical Pattern</b> <ul style="list-style-type: none"> <li>• Accurately count items to 10 with one-to-one correspondence.</li> <li>• Verbally count to 20 aloud, with not all teen numbers in sequence.</li> <li>• Name the days of the week confidently</li> <li>• Understand the days of the week are in an order and can recall them</li> <li>• Copy and continue a more complex pattern. E.g. ABC, ABB, ABBC</li> <li>• Know that groups can be created both equally and unequally, recognising and identifying this with increased reasoning.</li> <li>• Able to identify one more/ one less to consecutive numbers.</li> <li>• Begin to explore the pattern of double facts to 5.</li> </ul> <b>Shape, Space and Measure</b> <ul style="list-style-type: none"> <li>• Discuss the features of a familiar route and represent these using detailed marks</li> <li>• Identify 2D shapes circle, square, rectangle and triangle.</li> <li>• To start seeing shapes within shapes e.g.: the triangle and square in a house.</li> <li>• Able to discuss and explore the concept of ‘half’ when discussing capacity or sharing.</li> <li>• Discuss events with an adult using the terminology today, yesterday and tomorrow</li> <li>• Begin comparing elements of measure.</li> </ul> |   | (including subtraction facts) and some number bonds to 10, including double facts. <b>Numerical Pattern</b> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <b>Shape, Space and Measure</b> <ul style="list-style-type: none"> <li>• Identify and describe features of 2D shapes (e.g. orientation, size, number of sides)</li> <li>• Move and combine shapes to compose, and decompose, 2D pictures.</li> <li>• Know the names of 3D shapes.</li> <li>• Build structures by copying pictures (e.g. use instruction diagrams to build a castle using blocks)</li> <li>• Describe a more route using a bank of locational/positional terminology*</li> <li>• To confidently apply the language and understanding to the terms full, empty and half full when exploring capacity.</li> <li>• To use the terms today, yesterday and tomorrow with increased confidence.</li> <li>• Use the terms bigger, smaller, longer, short, heavier and lighter to describe the compared measure</li> </ul> |  |
| <b>Past &amp; Present (History)</b>                                     | Birthdays<br>Days of the week<br>Families -Generations<br>Welcome box -Sharing past memories<br>Birthdays & celebrations.  |  | Days of the week<br>Changes and growth.<br>Discuss things they could do now which they could not do when they were younger.<br>Discuss when children may have visited London or different countries around the world  |   | Days of the week<br>How the planet has changed over time-pollution<br>Comparing household items from the past and what we use now (e.g. Phone, camera, typewriter)   |  |
| <b>Nursery Rhymes/text to support our knowledge of past and present</b> | Days of the week<br>Familiar rhymes learnt in FS1<br>When I was 1...   |  | London’s burning<br>5 fireworks<br>Humpty Dumpty  |   | Polly put the kettle on<br>Over the deep blue sea/When I was 1...<br>Old King Cole   |  |
| <b>People, Culture &amp; Communities (Geography, RE)</b>                | Sharing Dojo<br>Festivals – Navratri<br>Birthdays<br>Forest School   | Festivals – Diwali, Hanukah, Christmas<br>Places special to us - homes, school, place of worship -Linked to Y1<br>Exploring occupations and people that help us<br>Forest School | Chinese New Year<br>Forest School<br>Exploring land and sea<br>Exploring globes and maps<br>Identifying familiar features in within the local area  | Dentist talk<br>Animal homes and habitats<br>Forest School              | Looking at famous pirates  | Their F2 journey.  |
| <b>The Natural World (Science)</b>                                      | Change in the weather/seasons<br>Forest School   | Observing change – pumpkins.<br>Exploring ice and melting.<br>Forest School  | Fizzy star experiment<br>Exploring what gravity is<br>Looking at the solar system<br>Forest School  | Habitats<br>Life cycle of a chick<br>Nocturnal animals<br>Forest School | Floating and sinking.<br>Growing plants<br>Recycling.  | Caterpillar and frog life cycle.   |
| <b>Exploring Media and Materials (Art and D&amp;T)</b>                  | Scissor control<br>Exploring Art Materials<br>Drawing<br>Painting<br>Colour Mixing<br>Wassily Kandinsky<br><br>Making and tasting soup   | 3D sculpture - Clay<br>Drawing<br>Painting<br>Collage<br>Split pin poppy<br><br>Making biscuits.<br>Making and tasting Smoothies   | Colour Mixing<br>Artist: Claude Monet<br><br>3D sculpture – collection of materials<br>Artist: Jill Townsley<br>Making and tasting pizza.<br>Making sandwiches – afternoon tea (Mother’s Day Afternoon  | Printing<br>Artist: Orla Kiely  | Drawing<br>Painting<br>Collage<br>Artist: Henry Matisse  | Multi-media Art<br>Mini beat hotel<br><br>Making and tasting fruit lollies |
| <b>Exploring Media and Materials (Being Imaginative and Expressive)</b> | <b>Formal music sessions follow Leicestershire Schools Music Service and in the continuous provision</b>   |  |   |   |  |  |
|   | Daily singing sessions<br>Autumn Poem<br>Acting out Story Scribing   |  | Flying on a magic carpet linked to My Granny Went to Market<br>Moving like different animals  |   | Hot seating – Mermaid and Sam sly<br>Matisse Snail as inspiration for own work.<br>Paul Klee as inspiration for own work.  |  |