

Leicester Islamic Academy – EYFS – Reception - LTP 2021- 2022

Area of Learning	Autumn 1 What is Material?	Autumn 2 Traditional Tales	Spring 1 What do you know about the world?	Spring 2 Who is special to you?	Summer 1 How can we look after our planet?	Summer 2 What have we learnt this year?
Possible Themes/Interests/Lines of Enquiry	All About Me Families Changes in materials (freezing Melting) Textures, senses, feelings, emotions	Baking Scones Acting Stories (stage - Outdoors) Black History week	Animals in the world Past and Present Different cultures	Looking at autobiographies Sports Leaders Prophets Occupations	Junk Modelling Recycling Different animals living in different environments Seaside How things Grow and change	Reflecting on their learning using floor books Growth
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	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.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
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. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
Communication and Language & Literacy	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Use new vocabulary in different contexts			
Phonics	Focus book - Key story features Squiggle Wiggle – Zig zag, wavy, circles, cross hatch Phonic Phase 1 Aspect 1- 7 Recognising and writing names Reading /Picture books to be given	Focus book – Questioning about the story (who/what/why/where/ how) Squiggle Wiggle Name writing - independent Caption writing – supported Phonic Phase 2 HFW / Tricky Words Reading books - +1 Name writing interventions	Focus book – Prediction, Structure, Non fiction and fiction Squiggle Wiggle – Capital Letters /FS- introduce Caption writing – independent Writing sentences – supported Phase 3 HFW / Tricky words Intervention to form letters &phonics	Focus book – retelling/ reacting, structure, identifying features with opinions Squiggle Wiggle – Capital Letters /FS - supported Writing sentences – independent Phase 3 HFW / Tricky words Intervention to form letters &phonics	Focus book – story innovation Squiggle Wiggle – Capital Letters /FS – supported / independent Writing sentences – independent Phase 3/ 4 HFW / Tricky words Intervention to form letters &phonics	Focus book – story innovation / writing own stories Squiggle Wiggle – Capital Letters /FS – independent Writing sentences – independent Phase 4 HFW / Tricky words Intervention to form letters &phonics
Mathematics	Match and sort Compare amounts Compare size, mass and capacity Exploring pattern Representing 1,2,3, Comparing 1,2,3, Composition 1,2,3	Circles and triangles Spatial Awareness Representing, comparing, composition 4&5 Representing numbers to 5 Shapes with 4 sides & Positional language Time – Night and day Introducing zero and Consolidation	One more and one less 6,7,8 Making pairs Comparing mass & capacity Length & height Combing two groups	Time 9&10 and Comparing numbers to 10 Number bonds to 10 3D shape Pattern Counting beyond 10 / Counting patterns beyond 10	Spatial reasoning, match, rotate, manipulate & compose and decompose Adding more / number stories Taking away Doubling	Sharing & Grouping Even and Odd Deepening Understanding & Patterns and Relationships Spatial Reasoning Visualise and Build & Mapping Consolidation
Understanding the World	Describe what they see, hear and feel whilst outside.	Compare and contrast characters from stories, including figures from the past.	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	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.	Recognise some environments that are different to the one in which they live. Explore the natural world around them Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them. Comment on images of familiar situations in the past.
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Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings..	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Increasingly matching the pitch and following the melody.	Watch and talk about dance and performance art, expressing their feelings and responses.	Develop storylines in their pretend play.	Create collaboratively, sharing ideas, resources and skills.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Explore, use, and refine a variety of artistic effects to express their ideas and feelings						
Explore and engage in music making and dance, performing solo or in groups.						