

Reception LTP Subject Overview

2025 – 2026





Mathematics – NGPS approach

Daily Mastering Number Sessions

Progression and resources planned by NCETM

Whole-class teaching

Mastery approach focusing on use developing a deep understanding of number. Developing oracy – STEM sentences and generalisations

Weekly Maths focused input

Plans based on AFL

Small group

1:1 teaching

Focus on use of manipulatives to embed learning – process of 'how' and 'why'

Continuous Provision and Enhancements

Mathematical learning through play and experiences, both inside and outside the classroom

Practical, hands-on learning through child-led curiosity

Add some examples on next slide of maths inputs and continuous provision*

Mathematics – small steps approach to meet ELGs (use of NCETM and WhiteRose)



Counting, Subitising and Cardinality

ELG: Verbally count beyond 20, recognising the pattern of the counting system.
- ELG: Subitise (recognise quantities without counting) up to 5

Comparison

ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Composition

ELG - Have a deep understanding of numbers to 10, including the composition of each number.
- ELG - 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.
- ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Patterns, Shape, Space and Measures (objectives outlined in NGPG Maths Curriculum map)

Mastering Number Reception Overview (1)

Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

Mastering Number Reception Overview (2)

- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

English (Lit, C+L, PD)



Literacy skills are taught through high-quality texts that link to engaging topics of interest, gaps in children's knowledge and enable children to be exposed to cultures and experiences they may lack. The choice and order of texts throughout our curriculum is flexible and adapted to meet the needs/interests of the children at that time.

Skills are developed through carefully designed activities using a combination of 'Drawing club' and 'Power of Reading' style approaches. These techniques help boost language skills, and develop early literacy skills such as story-telling, fine-motor, and encourage independent use of phonetical knowledge. Our ethos is to immerse children into an imaginative world, whilst building confidence and a love for writing. We believe in a balance of focused, engaging adult-led activities and opportunities to independently progress their skills through a purposeful environment.

Daily 'Poetry Basket' sessions (new poem each week) enhance vocabulary, literacy skills, memory, and creative expression, whilst supporting connection to and knowledge of the wider world. Initiatives from the 'Helicopter stories' approach sit alongside our curriculum to develop speaking and listening, build confidence, strengthen social connection, and support early reading and writing through shared imagination. Although, this is a new developing programme.

Key texts and themes used to support literacy development



Autumn Term	Spring Term	Summer Term
Aut1) The great big book of families Pip and Posy The Growing Story Hair Love Colour Monster Ruby's Worry Owl babies – extend from nursery Harvest - Little Red Hen Aut2) Room on the broom People who help us books and visitors: Police, Firefighters, Vet, Dentist, Doctor, Teachers Supertato Festivals – Diwali and Christmas	Spr1) Blue Penguin The Snail and the Whale Big Bear, Little Bear The Gruffalo We're going on a bear hunt (We're going on a lion hunt) Handa's surprise Clean up Spr2) Oliver's Vegetables The enormous turnip The runaway pea Yucky Worms Festivals – Eid, Easter	Su1) The Hungry Caterpillar A Squash and a Squeeze Farmer Duck The Runaway Pea What the Ladybird Heard Superworm Su2) Three Little Pigs – extend to alternative version, such as the true story of the 3 Little Pigs Little Red Riding Hood The Gingerbread Man Jack and the Beanstalk Goldilocks and the three bears – alternative the bear and the three goldilocks

Add some examples on next slide of literacy inputs and continuous provision*

Phonics - Daily RWI sessions (children assessed every half-term, groups reviewed)

Group	Progress Expectations	To progress into the next group children need to...
A	Aut 1	Read the first 16+ set 1 sounds
B	Aut 1	1 Read 26+ sounds and blend sounds into words orally
C	Aut 2	Read all set 1 single letter sounds with speed Read words with these sounds in using Fred talk
Ditty	Spring 1	Read all set 1 single letter sounds and special friends sounds with speed. Read words with these sounds in using Fred talk (3 sounds in word) Read 3 sound nonsense words using Fred talk
Red	Spring 2	Read words with 4 and 5 sounds using Fred talk Read 3 and 4 sound nonsense words with Fred talk
Green	Summer 1	Read words with 4 and 5 sounds speedily
Purple	Summer 2	Read the 1 st 6 set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read words with these sounds using Fred talk



Art and DT (EAD) (curriculum needs adding to!)

At NGPS, we believe creative materials and tools for designing and producing artwork and construction should always be available in provision. Allowing the children to have continued access is crucial for developing creativity, imagination, and fine motor skills. Our curriculum must allow time for teachers to teach and model new skills, as well as opportunities for the children experiment with materials to help build critical thinking and problem solving. This in turn will offer a risk-free environment for self-expression, building confidence and encourage collaborative learning. Much of what is introduced in term 1, is developed and built upon in spring and summer.

Autumn Term	Spring Term	Summer Term
Self – portraits – pens – looking at shapes, dimensions, features, colours. Mark making with purpose. Clay – Diva lamps Colour mixing paint – The Colour Monsters Splatter paintings – fireworks (Pallock) Exploring with different tools and materials – e.g. Jumbo crayons, chalk, pastels, sponges, rollers, paint, pens, pencils, brushes, natural materials leaves, sticks Sensory play – water, mud, playdough, flour, salt, shaving foam, glitter Cooking – forest school (chips, pizzas, apple crumble etc.)	Colour mixing – shades, adding white and blacks (Van Gogh Starry Night) Observational drawing – flowers and fruit Exploring with different techniques – e.g. rolling, brushing, sketching, collaging Construction – bug hotels, igloos Cooking – fruit salads, sandwiches	Constructing, combing, joining and assembling materials with purpose – e.g. The Three Little Pigs. Cooking – porridge

Geography (UTW)

NGPS believes in nurturing children's natural curiosity in their immediate environment, helping them understand the world through exploration, observation, and play. Give children **firsthand experiences**, such as visits to local places (library, park, farm/zoo), and explore the school grounds in different conditions. We encourage children to ask and have "what, where, how and why" **questions and discussions**, and to **share their experiences** and enthusiasm with others. Teachers use simple geographical vocabulary to support children's understanding.

Autumn Term	Spring Term	Summer Term
Forest School Local maps – where do you live? Simple school map – journeys Seasonal /weather changes	Forest School Local visit (Human Features): Observing buildings, shops, and different people in their community World maps/globes/atlas – continents, countries Explore/research world climates, habitats, animals, cultures. Similarities and differences. Seasonal/weather changes	Forest School Seasonal/weather changes Growing/planting Life-cycle of animals and plants Trip: Farm/zoo

UTW ELGs

- **People, Culture, and Communities:** Children describe their immediate environment, understand similarities and differences between themselves and others, and explore different traditions.
- **The Natural World:** Children observe and describe the natural world, including animals, plants, and important processes like seasons and changing states of matter.

History (UTW)

- Talk about their lives: We use conversations to help children discuss past events in their own lives and those of their family members. This also involves a lot of 'role-playing of events' they have experienced, such as visiting the doctors, library, post office or a fire station. The children go on walks to observe features in the local area and how they may change overtime, such as older buildings, cars etc. Focus on use of time-related language, for example in daily routines and conversations, use words like "yesterday," "old," "past," "now," and "then" to help them develop a sense of chronology.
- Create family trees: The children create a simple family tree to understand different family members and generations. Look at the stages of life - baby through to elderly. Look at photos of themselves as babies or younger children, and photographs of their family, to show change over time.
- Show change: Use natural examples like growing plants or the changing seasons to illustrate change over time.
- Sequence events: Use sequencing activities with stories or daily routines to help children understand that events happen in a specific order
- Develop questioning skills

Autumn Term	Spring Term	Summer Term
Stages of life Order/sequence daily routines Talk about events/experiences in their own lives Seasonal changes People who help us - roles Religious stories set in the past – Diwali and nativity	Local area trip – observations of old, new environments, buildings, maps Old/new books and technologies when conducting research Seasonal changes	Apply tenses correctly Traditional tales – language, clothing, culture changes Seasonal changes

UTW ELGs

- **Past and Present:** Children talk about the lives of people around them, their roles in society, and compare the past with the present using books and stories.
- **The Natural World:** Children observe and describe changes to seasons, climate, plants over time.

Autumn Term	Spring Term	Summer Term
<p>Learn and sing large repertoire of songs.</p> <p>Songs and dance for Christmas show</p> <p>Weekly poems with rhythm</p> <p>Explore musical instruments in provision</p> <p>Learn about volume, pitch, speed and tone</p> <p>Daily songs – nursery rhymes, maths songs</p> <p>counting/shape/colour</p> <p>Sounds in the environment</p> <p>Daily routine – call and response</p> <p>MTYT</p>	<p>Weekly poems with rhythm</p> <p>Rhyming words</p> <p>Join weekly singing assemblies</p> <p>Experiment with sounds in relation to objects, settings and feelings from books</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Look at beats, repeating patterns</p> <p>Syllables in words</p> <p>Daily songs – nursery rhymes, maths songs</p> <p>counting/shape/colour</p> <p>Local visit - what sounds can you hear?</p>	<p>Weekly poems with rhythm</p> <p>Weekly singing assemblies</p> <p>Daily songs – nursery rhymes, maths songs counting/shape/colour</p> <p>School trip – what sounds can you hear?</p> <p>Provide opportunity for sounds outside with natural objects or improvised resources, e.g. pots and pans</p> <p>Celebration parents stay and play -</p> <p>Perform songs, rhymes, poems, and try to move in time with music.</p>



Music (EAD) (curriculum needs adding to!)



PE (PD, C+L, PSE) - refer to PE overview for more detail.

Fine motor curriculum taught through L and EAD.

• PD Gross Motor Skills ELG:

- Negotiating space and obstacles safely, considering others.
- Showing strength, balance, and coordination.
- Moving energetically (running, jumping, hopping, skipping, climbing).

Autumn Term	Spring Term	Summer Term
1 x 40 minutes sessions a week (indoor, class teacher led) Children get dressed in school Fundamental skills Dance Listening, understanding and applying instructions	2 x 40 minutes sessions a week (indoor, 1x class teacher led, 1 x PE specialist) Children get dressed in school. Fundamental skills Partner work Primitive Reflexes	2 x 40 minutes sessions a week (1xindoor class teacher led, 1 x outdoor PE specialist) Children get dressed at home. Sports day activities Ball and bat skills Team games Gymnastics

PSHE - (UTW, PSED, C+L)

- PSHE is embedded throughout the curriculum in all 3 terms through modelling, promoting, understanding and celebrating the schools core values – CARER. Curiosity, Ambition, Resilience, Empathy and Respect.
- Personal, Social and Emotional Development (PSED): Children learn to manage emotions, develop resilience, understand rules, and recognise right from wrong.
- Building Relationships: Fostering the ability to collaborate, share, and solve conflicts with peers.
- Health and Self-Care: Promoting understanding of hygiene, healthy eating, and independence in personal needs.
- Understanding the World: Encouraging respect for others, the environment, and building a sense of community.
- Opportunities for philosophy for children (P4C) approach – fostering critical, creative, caring, and collaborative thinking through enquiry and curiosity-based group dialogue.



PSHE – whole school opportunities (UTW, PSE, C+L)

Autumn Term	Spring Term	Summer Term
Democracy Day (12 th Sept) World Mental Health day (10 Oct) Harvest (Oct) Black History Month (Oct) School discos (Halloween, Christmas) Parents evening, stay and play, six week in Diwali (20th Oct) Halloween (31st Oct) Bonfire Night (5th Nov) Remembrance Day (11th Nov) Book Fair (1st Dec) Christmas Show (9th and 10th Dec) Christmas jumper day, Christmas fair	Chinese New Year Shrove Tuesday (17th Feb) Mother's Day (15th Mar) Eid (19th Mar) Easter (5th Apr) Parents evening, stay and play, maths and literacy workshops World Book Day (5th Mar) World Poetry Day (21st Mar) St. George's Day (23rd Apr)	Father's Day (21st Jun) Insect week (22nd – 28th Jun) Sports Day (TBC) Walk to school Week/Road Safety Week (18th May) Colour run PTFA (19th May) Book fair (6th Jul) Transition Parents sent reports Parent celebration stay and play



RE (UTW, C+L, PSED, EAD)

Focus on developing empathy, and respecting diversity, whilst introducing cultural/religious celebrations through playful approaches, such as small-world toys, dressing up clothes, music and videos. As with the school's core values, RE inclusive practice is embedded throughout the 3 terms curriculum and is adapted in accordance with religious dates and the individuals in our setting.

Autumn Term	Spring Term	Summer Term
<p>Sense of self, explore their own identity and their families, similarities and differences with others.</p> <p>Understanding feelings and building respectful relationships. (extended through spring and summer)</p> <p>People from the community/families visit</p> <p>Stories that include culturally diverse people and settings</p> <p>Diwali – story of Rama and Sita, making diva lamps, rangoli patterns, fireworks</p> <p>Christmas – Nativity story, show</p> <p>Christingle</p> <p>Cooking and tasting food enjoyed by their own, and other, communities (whole school event)</p> <p>Hanukkah</p>	<p>Eid - Ramadan lanterns</p> <p>Easter</p> <p>P4C- is being different bad?</p> <p>Luna new year</p>	<p>Describing and exploring rites of passage e.g new baby ceremonies, marriage, festivals, celebrations.</p>

Science (UTW, C+L)

Science is taught alongside geography, PSHE and history through hands-on exploration through play. Developing the skills to be curious, question, predict, investigate, experiment, problem-solve, and research – a "Let's find out!" approach.

Autumn Term	Spring Term	Summer Term
Seasonal/weather changes Healthy living – dentist and doctor visit Life stages of a human Human body – parts, functions Experiments – mixing ingredients, making potions	Seasonal/weather changes Observe and care for living things – plants, animals in own environment Animals from around the world – habitats, anatomy, diet How is sound formed? Experiments – floating/sinking	Seasonal/weather changes Healthy living – balanced diet Life cycle of butterfly Materials – names, qualities Experiments – purpose for materials