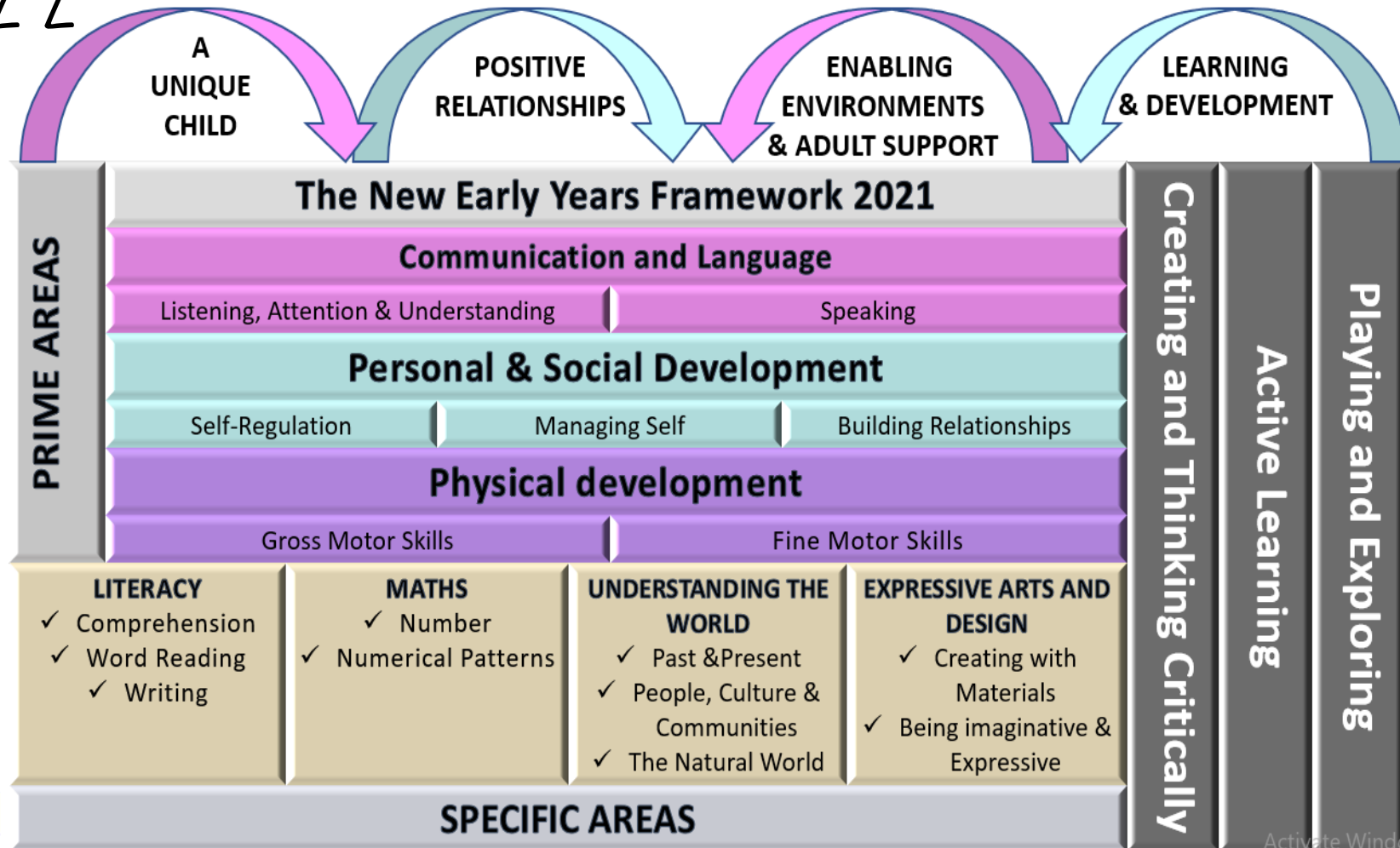








# RECEPTION LONG TERM PLAN 21-22

*“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Ellistown, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”*

*“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.*



# RECEPTION LONG TERM PLAN 21-22

	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p>	<p><b>WHO LIVES WHERE?</b></p> <p>Bears Around the World Houses in our area Homes Around the World Habitats Homes in the Past Animal Homes Birds Autumn Our School/Class Our Emotions</p>	<p><b>WHAT MAKES A HERO?</b></p> <p>Pumpkins Space Hospitals Superheroes Christmas Bonfire Night Police, Firefighters and Vets Who helps us at home and school? Being kind Postman Elf</p>	<p><b>ONCE UPON A TIME...</b></p> <p>Dragons Book Weeks – A traditional tale a week (child led) Library Mouse Visiting Winter</p>	<p><b>LET'S GO OUTSIDE!</b></p> <p>Bees Growing Minibeasts Weather Spring</p>	<p><b>ALL CREATURES GREAT AND SMALL</b></p> <p>Sea Creatures Jungle Polar Animals Dinosaurs Farm Animals Safari Eggs</p>	<p><b>TICKET TO RIDE</b></p> <p>Under the sea Off on holiday / clothes Where in the world shall we go? (Choice of country – child led) Planes Space Holidays Seaside Looking After Our World</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>We're Going on a Bear Hunt Home Owl Babies A Nest is Noisy All Are Welcome The Colour Monster Leaf A Book of Bears Mouse House</p>	<p>Supertato Traction Man Little Leaders Pattan's Pumpkin Eliot Midnight Superhero Astro Girl Jolly Postman Elves and the Shoemaker</p>	<p>Three Little Pigs Billy Goats Gruff The Gingerbread Man Goldilocks Cinderella Little Red Riding Hood Library Mouse Luna Loves Library Day Charlie Cook's Favourite Book</p>	<p>Oliver's Vegetables Titch The Tiny Seed The Growing Story It Starts With a Seed Jasper's Beanstalk Stanley's Stick Superowrm Yucky Worms Bug Hotel Bee Book</p>	<p>Handa's Surprise The Gruffalo Room on The Broom The Snail and the Whale Rainbow Fish The Girl and The Dinosaur Animal Tracks Odd Egg Commotion in the ocean Elmer Giraffes Cant Dance</p>	<p>The Train Ride Lighthouse Keeper's Lunch Off We Go to Mexico Rainforest Romp Lost and Found Where the Wild Things Are Journey Bob – The Man on the Moon Alien's Love Underpants Dear Greenpeace</p>
<p><b>'WOW' MOMENTS / ENRICHMENT WEEKS</b></p>	<p>Autumn Trail Harvest Time Favourite Songs Teddy Bears Picnic Owl Lady Sports Day</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Children in Need Anti- Bullying Week Superhero Day Nurse/vet/fire visit</p>	<p>Art Gallery Fairytale Ball Library Visit Chinese New Years Valentines Day St Patrick's Day Mothers Day Winter</p>	<p>The Bee Man Growing Mother's Day Queen's Birthday Science Week Eater St George's Day</p>	<p>Mysterious Egg Delivery Zoo Trip Fruit Tasting May Day May Pole Dancing Fossil Hunting</p>	<p>Design and Decorate Pants Mini Midlands Parent Showcase Bus Ride Seaside Day Father's Day</p>



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!

## Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

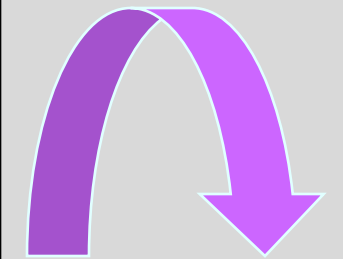
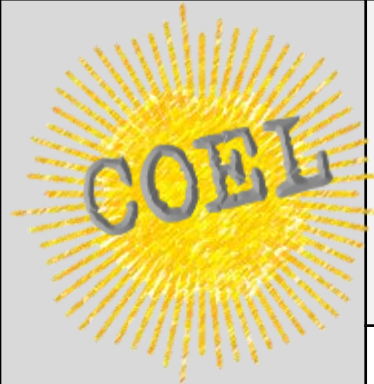
**Enabling Environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: At Ellistown, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

*The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.*



OVER ARCHING PRINCIPLES

# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!
OUR VALUES <i>ASSEMBLIES / SHARING CIRCLES</i>  These will mirror the principles and values of our school & The Avanti Way.  We will 'dip in and out of each area' each term as and when we need to.	<b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.  Mutual tolerance of those with different faiths and beliefs and for those without faith.	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>Recap all British Values</b>  Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Tiny Tracker Phonic Intervention groups	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings Tiny tracker data	Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Tiny Tracker data EOY data
PARENTAL INVOLVEMENT	Staggered Start Home visits / Parents Evening Harvest Assembly Home / School Agreement Proud Clouds Phonics workshop	Proud Clouds Nativity Maths workshop Parents Evening Book at Bedtime	Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show!	Proud Clouds Parents Evening Art workshop / Gallery Share a story	Proud Clouds Share a story Maths Morning – Look how far we have come!	Proud Clouds Share a story Parents Evening Parent's Picnic

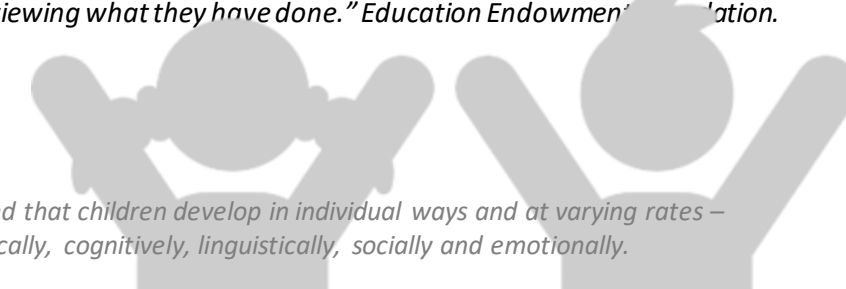
*We recognise that all children are unique and special.*



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, enabling environments, stories, singing, speech and language interventions, Story Telling Schools, EYFS assemblies and weekly interventions.	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What do you want to learn in this theme? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Shared stories Magpie Wall Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Tell me a story - 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 through the day. Choose books that will develop their vocabulary. Magpie wall</p>	<p><b>Tell me why!</b> Using language well Ask's how and why questions... Retell a story with story language Story Telling 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. Magpie Wall</p>	<p><b>Talk it through!</b> Settling in activities Describe events in detail – time connectives Magpie Wall 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 Exploring non-fiction texts.</p>	<p><b>What happened?</b> Settling in activities Magpie wall 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><b>Time to share!</b> Show and tell 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>
DAILY STORY TIME						

*We understand that children will make progress at different times. There is no right time... they will progress when they are ready.*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>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>.</p>					
MANAGING SELF	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self-Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
SELF-REGULATION	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours <ul style="list-style-type: none"> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> </ul> </li> <li>✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> </ul> </li> <li>✓ Persisting in the face of difficulty.</li> </ul>					
FOLLOWING CAMBRIDGESHIRE SCHEME - LINK TO BEHAVIOUR POLICY	<p><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></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p> 					



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!
PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
FINE MOTOR	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Large Tweezer play	Threading, cutting, weaving, playdough, Fine Motor activities. Name Writing Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. 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 Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Handwriting sessions	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 / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square 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 linking blocks, such as Duplo or Lego
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Cooperation games - parachute games. Climbing – outdoor Different ways of moving to be explored with children Dressing up and coats Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Den Building	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance Den Building
GROSS MOTOR	<p>From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing            Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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 spoons.            Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.            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.</p>					

*All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.*



# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING  Children will visit the library weekly and take part in guided reading sessions	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. <b>Story telling – We're going on a bear hunt</b>	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Telling schools to retell the story – Story Maps. Retelling of stories. 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 <b>Story Telling – Supertato</b>	Making up stories with themselves as the main character –. Circle time. 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. 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 – children should share books instead. <b>Story Telling – Three Little pigs</b>	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 Timeline of how plants grow. 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 <b>Story Telling - Oliver's Vegetables</b>	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. 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 <b>Story Telling – Handa's Surprise</b>	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & 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. \n Sort books into categories <b>Story Telling – The Train Ride</b>
WORD READING  Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	<b>Phonic Sounds: (Phonics Scheme) Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge <b>Phase 1/2</b>	<b>Phonic Sounds: (Phonics Scheme) Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. <b>Phase 2</b>	<b>Phonic Sounds: (Phonics Scheme) Differentiated groups Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. <b>Phase 3</b>	<b>Phonic Sounds: (Phonics Scheme) Differentiated groups Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words. <b>Phase 3</b>	<b>Phonic Sounds: (Phonics Scheme) Differentiated groups: Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'. <b>Phase 4</b>	<b>Phonic Sounds: (Phonics Scheme) Differentiated groups Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments Transition work with Year 1 staff <b>Phase 4</b>

*We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development*





	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!
WRITING STORY TELLING SCHOOLS TO INFORM WRITING THE LEARNING LADY SCHEME USED TO SUPPORT WRITING THROUGHOUT THE YEAR TEXTS MAY DUE TO CHILDREN'S INTERESTS  Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<p><b>Story Telling Schools - We're Going on a Bear Hunt</b></p> <p>Children to create a rough story map and have a go at initial sounds if ready.</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><b>Story Telling Schools – Supertato</b></p> <p>Have a go at writing simple sentences for Supertato if ready.</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p> <p>Captions</p> <p>Lists</p>	<p><b>Story Telling Schools – Three Little Pigs</b></p> <p>Have a go at writing up The Three Little Pigs if ready</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC. Book reviews.</p> <p>Guided writing based around developing short sentences in a meaningful context – learning lady guided reading links.</p> <p>Writing basic stories</p> <p>Create a story board.</p>	<p><b>Story Telling Schools – Oliver's Vegetables</b></p> <p>Healthy Food – My Menu / My Food Diary</p> <p>Mini beasts – Animal Fact File – Compare two animals</p> <p><b>Instructions</b></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 Bee man recount Character descriptions. Write 2 sentences</p>	<p><b>Story Telling Schools – Handa's Surprise</b></p> <p>Handa's Surprise (Journey story)</p> <p>Retell the story in own words / reverse the journey Describe each animals Write new version</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.</p> <p>Acrostic poems</p>	<p><b>Story Telling Schools – The Train Ride</b></p> <p>Write a postcard / diary writing</p> <p>The Airport and seaside day recount</p> <p>All about a country</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 – Rainbow Fish</p> <p>Write simple sentences.</p>

*We will encourage children's independence and decision-making, supporting them to learn through their mistakes.*



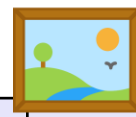
# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> <p><i>WHITE ROSE MATHS</i></p>	<p><b>Getting To Know You</b> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong and positional language.</p> <p><b>Just Like Me!</b> <b>Number</b> – Match and sort - Compare amounts</p> <p><b>Measure, Shape and Spatial Thinking</b> – Compare size, mass and capacity - Exploring Pattern</p>	<p><b>It's Me 1, 2, 3!</b> <b>Number</b> – Representing 1, 2 and 3 - Comparing 1, 2 and 3 - Composition of 1, 2 and 3</p> <p><b>Measure, Shape and Spatial Thinking</b> – Circles and triangles Positional Language</p> <p><b>Light and Dark</b> <b>Number</b> – Representing numbers to 5 - One more and one less</p> <p><b>Measure, Shape and Spatial Thinking</b> – Shapes with 4 sides - Time</p>	<p><b>Alive In 5!</b> <b>Number</b> – Introducing 0 - Comparing numbers to 5 - Composition of 4 and 5</p> <p><b>Measure, Shape and Spatial Thinking</b> – Compare mass (2) Compare Capacity</p> <p><b>Growing 6, 7, 8</b> <b>Number</b> – Making pairs - Combining Two Groups</p> <p><b>Measure, Shape and Spatial Thinking</b> – Length and Height - Time</p>	<p><b>Building 9 and 10</b> <b>Number</b> – 6, 7 and 8 - Making Pairs - Combining Two Groups</p> <p><b>Measure, Shape and Spatial Thinking</b> – Length and Height - Time</p> <p><b>Consolidation</b> - Recap previous areas where needed – lead by the children</p>	<p><b>To 20 and Beyond</b> <b>Number</b> – Building Numbers Beyond 10 - Counting patterns beyond 10</p> <p><b>Spatial Reasoning</b> – Spatial Reasoning 1 - Match, Rotate, Manipulate</p> <p><b>First, Then, Now, Number</b> – Adding More - Taking away</p> <p><b>Spatial Reasoning</b> – Spatial Reasoning 2 - Compose and decompose</p>	<p><b>Find My Pattern</b> <b>Number</b> – Doubling, Sharing and Grouping - Even and Odd</p> <p><b>Spatial Reasoning</b> – Spatial Reasoning 3 - Visualise and build</p> <p><b>On The Move</b> <b>Number</b> – Deepening Understanding - Patterns and Relationships</p> <p><b>Spatial Reasoning</b> – Spatial Reasoning 4 - Mapping</p>

*Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.*



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Navigating around our classroom/school and outdoor areas. Create treasure hunts to find places/objects within our learning environment.</li> <li>Listen out for and make note of children's discussion between themselves regarding their experiences</li> <li>Long ago – homes of the past</li> <li>Homes in our area – go on a walk around our local area and explore maps</li> <li>Animal habitats – link to homes</li> <li>Autumn</li> <li>My emotions, talk about how we are feeling and why we are feeling this way. Link to The Colour Monster and their families and friends.</li> <li>Bears around the world</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/painting or constructing their homes.</li> <li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>Different people who help us – what do they do? Why are they important? People who help us visiting. Explore what is different about them now, compared with in the past</li> <li>Halloween and pumpkins</li> <li>Bonfire nights and explore space within this</li> <li>Black History Month – Talk about Mary Seacole</li> <li>Diwali</li> <li>Who helps us at school?</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> <li>Share different cultures versions of famous fairy tales.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. (dragons)</li> <li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>Winter</li> </ul>	<ul style="list-style-type: none"> <li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons, (spring)</li> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Building a 'Bug Hotel'</li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Use the BeeBots</li> <li>Explore minibeasts and growing</li> <li>Planting seeds</li> <li>Talking about the importance of bees</li> <li>Explore spring</li> </ul>	<ul style="list-style-type: none"> <li>Environments – Comparing places on Google Earth – how are they similar/different? Why do we think that animals live in these places?</li> <li>Can children differentiate between land and water.</li> <li>Take children to places of worship and places</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle, safari to those on a farm.</li> <li>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</li> <li>Nocturnal Animals</li> <li>Making sense of different environments and habitats</li> <li>Summer</li> <li>Egg delivery – explore life cycles</li> <li>Explore sea creatures</li> <li>Talk about creatures of the past – dinosaurs, animals that are extinct. What can we do to stop animals becoming extinct?</li> </ul>	<ul style="list-style-type: none"> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects, exploring transport and how we can create our own</li> <li>Seasides long ago – Magic Grandad</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language</li> <li>Explore a country in detail and compare this to our country</li> <li>Look at places to visit – holidays and seaside, what might we do on these holidays</li> <li>Exploration into space, developing our previous knowledge. Talk about NASA and what they do.</li> </ul>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO LIVES WHERE?	WHAT MAKES A HERO?	ONCE UPON A TIME..	LET'S GO OUTSIDE!	ALL CREATURES GREAT AND SMALL	TICKET TO RIDE!

## EXPRESSIVE ARTS AND DESIGN

The development of children's artistic and cultural awareness supports their **imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Explore nursery rhymes.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Bear masks</p>	<p>Use different textures and materials to make a selection of different things. Listen to music and make their own dances in response.</p> <p>Designing superhero and a super vegetable</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems, calendars</p> <p>Set up a role play linked to people who help us (hospital, vets, fire station)</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating character masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Support the children to use a glue gun</p> <p>Make a dragon eye</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Bee Hive art</p>	<p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk model – create an animal or a dinosaur</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with. Rousseau's Tiger / animal prints / Designing homes for animals.</p> <p>Pastel pictures of eggs/ animals that we have seen at the zoo</p> <p>Sand pictures / Rainbow fish collages</p> <p>Colour mixing – underwater pictures.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Junk modelling, houses, bridges boats and transport</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Creating outer of space pictures</p> <p>Design and decorate pants</p> <p>Lighthouse designs</p> <p>Fathers day cards</p> <p>Make musical instruments</p> <p>Design a lighthouse</p> <p>Create a picture of the seaside.</p>
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*Painting, 3D modelling, messy play, collage, cutting, designing, drama, role play, threading, moving to music, claysculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*








*Children to produce a piece of art work that they are proud of each half term to be displayed for 'Scrapbook wall 1' for school/parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*





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## EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT!

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - 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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*