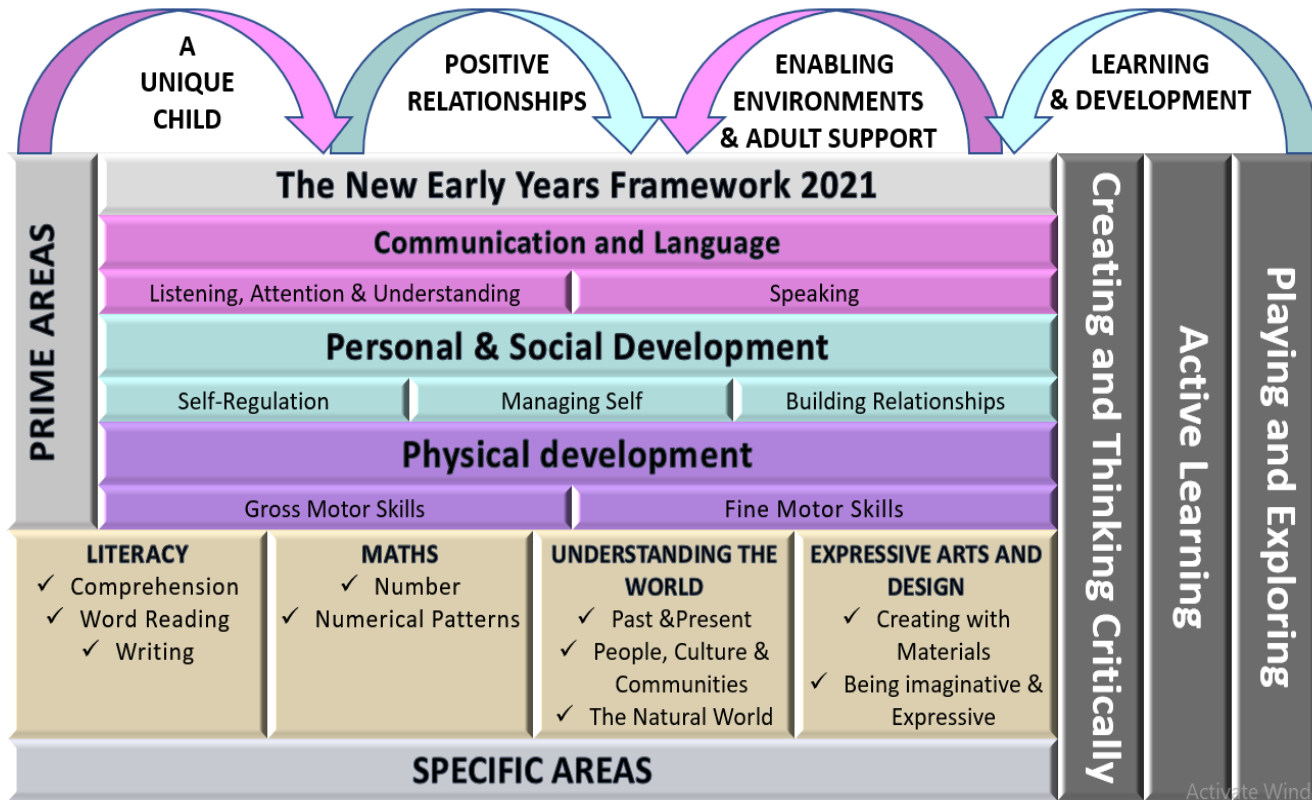


Reception Long Term Plan 25-26



At Shustoke, we 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 2021 and children's interests. We pride ourselves in building effective, professional relationships with the children and parents/carers.

Shustoke C of E School EYFS Team.



RECEPTION LONG TERM PLAN 25-6



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES
 NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION
 WELL-BEING & BEHAVIOUR FOR LEARNING

THIS IS ME!

Starting school / my new class / New Beginnings
 Superheroes
 Staying healthy / Food / Human body
 How have I changed?
 My family / PSED focus
 What am I good at?
 How do I make others feel?
 Goldilocks and The Three Bears
 Traditional Tales
 Old favourites
 Being kind / staying safe

THIS IS MY WORLD

Autumn
 Nursery rhyme week
 Celebrations
 Diwali
 Familiar tales
 Gingerbread Man
 People who help us / Careers
 The Nativity
 At the Panto
 Christmas Lists
 Letters to Father Christmas
 Local walk and maps

AMAZING ANIMALS

Staying safe (safety week)
 Life cycles
 Safari
 Animals around the world
 Climates / Hibernation
 Down on the Farm
 Animal Arts and crafts
 Night and day animals
 Animal patterns
 David Attenborough
 Happy Habitats

DOWN IN THE GARDEN

Plants & Flowers
 Weather / seasons
 Does the moon shine?
 The great outdoors
 Mini Beasts
 Planting seeds
 Make a sculpture: Andy Goldsworthy
 Reduce, Reuse & Recycle
 Fun Science / Materials

TICKET TO RIDE!

Around the Town
 How do I get there?
 Where in the world have you been?
 Where do we live in the UK / world?
 Fly me to the moon!
 Vehicles past and Present
 Design your own transport!

UNDER THE SEA

Under the sea
 Off on holiday / clothes
 Where in the world shall we go?
 Send me a postcard!
 Marine life
 Fossils – Mary Anning
 Seasides in the past
 Compare: Now and then!
 Seaside art

POSSIBLE TEXTS AND HIGH QUALITY TEXTS

We're Going On A Bear Hunt
 Stick Man
 The Smartest Giant
 The Colour Monster
 The Rainbow Fish
 Little Red Hen – Harvest
 Oliver's Vegetables
 All Are Welcome

Goldilocks
 Firefighters non-fiction
 Remembrance and soldiers non-fiction
 The Ugly Duckling
 Christmas Story / Nativity
 Rama and Sita
 Funny Bones
 The Tiger who Came to Tea

The Very Hungry Caterpillar
 Aghh Spider!
 The Bear and the Starry Night
 Room on the Broom
 How to catch a star
 Chinese New Year
 The Great Race
 The Magic Paintbrush

The Very Hungry Caterpillar
 Oi Frog!
 The Tiny Seed
 Superworm
 Jack and the Beanstalk
 The Three Little Pigs
 One Plastic Bag
 Jasper's Beanstalk
 Tree, Seasons come and seasons go
 A stroll through the seasons
 What the Ladybird Heard
 The Ugly Duckling

The Snail and the Whale
 The Way back Home
 The Naughty Bus
 Mr. Gumpy's Outing
 The Train Ride
 Bob, The Man on the Moon
 Beegu
 Oi! Get off my train!
 Whatever Next!

Lighthouse Keeper's Lunch
 Under the Sea Non – Fiction
 P is for Passport
 The Journey
 Zoom
 Passport to Paris
 World Atlases
 Tiddler

'WOW' MOMENTS / ENRICHMENT WEEKS

Autumn Trail/ walk
 Harvest Time
 Family Morning
 Birthdays
 Favourite Songs

Guy Fawkes / Bonfire Night
 Christmas Time / Nativity
 Diwali
 Hannukah
 Black History Month

Chinese New Year
 tasting and dancing
 LENT
 Random Acts of Kindness
 Week

Signs of Spring Walk to the park / Picnic
 Planting seeds
 Easter time
 Weather experiments

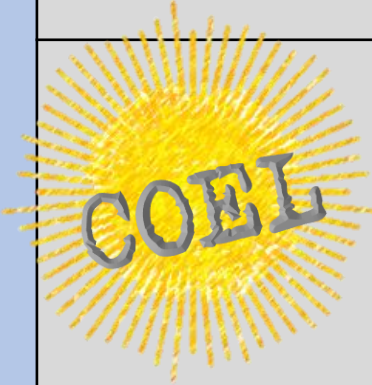
Post a letter
 Food tasting – different cultures
 Map work - Find the Treasure

Under the Sea – singing songs and sea shanties
 Fossil hunting
 Father's Day
 Healthy Eating Week

RECEPTION LONG TERM PLAN 25-6



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS	DOWN IN THE GARDEN!	TICKET TO RIDE!	UNDER THE SEA



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.

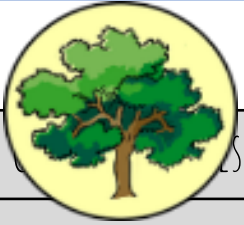
Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Shustoke C of E, 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.'. EYFS Team

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



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS	DOWN IN THE GARDEN!	TICKET TO RIDE!	UNDER THE SEA

COMMUNICATION AND LANGUAGE
SHREC APPROACH


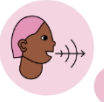


The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

<p>Welcome to EYFS Settling in activities Making & reconnecting with friends Children talking about experiences that are familiar to them. Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Tell me a story! Settling in activities Develop vocabulary. Discovering Passions 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. Learn rhymes, poems and songs. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language. Story invention – talk it! 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. Continue to build new vocabulary.</p>	<p>Talk it through! Describe events in detail – time connectives. Discovering Passions 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. Use talk to organize and solve problems. Make connections between ideas. Begin to listen to and understand non-fiction.</p>	<p>What happened? 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. Use non-fiction to develop vocabulary. Re-tell own stories using story language. Listen attentively to others and respond appropriately. Share in group and 1-1 situations. Introduce weekend news. Express own ideas and feeling use a range of tenses and conjunctions.</p>	<p>Time to share! Share special objects. Weekend news 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. Hold conversations with adults and their peers. Give explanations for why things happen. Express own ideas and feeling use a range of tenses and conjunctions.</p>
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We understand that children will make progress at different times. There is no right time... they will progress when they are ready.



RECEPTION LONG TERM PLAN 25-6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS	DOWN IN THE GARDEN!	TICKET TO RIDE!	UNDER THE SEA		
COMMUNICATION AND LANGUAGE ORACY	 Physical <small>Are you speaking loud enough to be heard?</small>		 Linguistic <small>Are you starting to join ideas together with words like and, because and but?</small>		 Cognitive <small>Are you asking questions?</small>		 Social & Emotional <small>Are you taking turns to talk and listen?</small>	
	Listening To look towards someone who is speaking to them.	Group Discussion To use non verbal cues and display emotion when speaking within a pair or small group.	Tracking To use facial expression, eye contact and posture to support meaning in play.	Building on ideas To join phrases with words such as 'if', 'because', 'so', 'could', 'but'.	Questioning To make relevant contributions and ask questions appropriate to the topic at hand.	Reasoning To describe events that have happened to them in detail.		
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities Develop vocabulary Discovering Passions 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.	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! 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.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions 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	What happened? Settling in activities Discovering Passions 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 I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle	Time to share! Sharing box Discovering Passions 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. I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides)		
DAILY STORY TIME								



AUTUMN 1



AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

STORIES

ALL ABOUT ME!

LET'S CELEBRATE!

AMAZING ANIMALS

DOWN IN THE GARDEN!

TICKET TO RIDE!

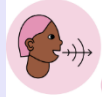
UNDER THE SEA

COMMUNICATION AND LANGUAGE ORACY



Physical

Are you speaking loud enough to be heard?



Linguistic

Are you starting to join ideas together with words like and, because and but?



Cognitive

Are you asking questions?



Social & Emotional

Are you taking turns to talk and listen?



Physical



- To speak audibly so they can be heard and understood
- To use gestures to support meaning in play

Cognitive



- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened to them in detail

Linguistic



- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Social and Emotional



- To look at someone who is speaking to them
- To take turns to speak when working in a group

WEEKLY NURSERY RHYME

Little Miss Muffet
Wind the bobbin up
5 Little Ducks
5 Current Buns
Heads, shoulders, knees and toes
If you're happy and you know it
3 Blind Mice

When Goldilocks went to the house of the bears
The Grand old Duke of York
London Bridge is falling down
Twinkle Twinkle
Sing a song of six pence
Humpty Dumpty
10 in the bed

Incy wincy spider
5 little speckled frogs
Ring a ring a roses
Polly put the kettle on
Wheels on the bus
Down at the station

5 little men in a flying saucer
10 fat sausages
Miss Polly had a dolly
Dingle dangle scarecrow
Hear we go round the mulberry bush
It's raining, it's pouring

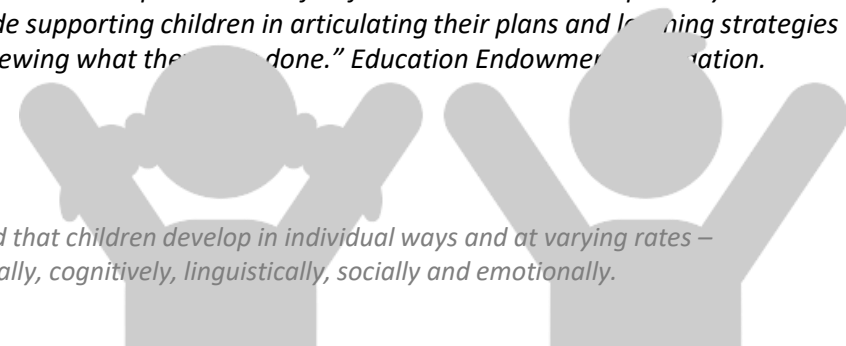
Down in the jungle
Old MacDonald
5 cheeky monkeys
Hickory Dickory dock
I hear thunder

Row your boat
1, 2, 3, 4, 5
10 green bottles
A sailor went to sea, sea, sea
When I was one
This old man



RECEPTION LONG TERM PLAN 25-6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	DOWN IN THE GARDEN!	TICKET TO RIDE!	UNDER THE SEA!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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 children can achieve at school and in later life.</p>					
MANAGING SELF (SCARF)	<p>SCARF – Me and My Relationships</p> <p>Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p>SCARF – Valuing difference</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p>SCARF – Keeping safe</p> <p>Staying Safe- Safety Week Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Firefighters</p>	<p>SCARF – Rights and respect</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p>SCARF – Being my best</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p>SCARF – Growing and changing</p> <p>Taking part in sports day - Winning and loosing 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> <p>Transition into Year 1 Year 1 readiness</p>
SELF - REGULATION	<p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty 					
LINK TO BEHAVIOUR FOR LEARNING	<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."</i> Education Endowment Foundation.</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 25-6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	DOWN IN THE GARDEN!	TICKET TO RIDE!	UNDER THE SEA
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . 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 proficiency, control and confidence .					
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	Threading, cutting, weaving, playdough, Fine Motor activities. 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	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 i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / 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	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	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
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>					
WEEKLY REAL PE SESSIONS	<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 25-6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	DOWN IN THE GARDEN	TICKET TO RIDE!	UNDER THE SEA
LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>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.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions 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</p>	<p>Making up stories with themselves as the main character . Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>. 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</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>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.</p> <p>Sort books into categories.</p>
WORD READING	<p>Phonic Sounds:</p> <p>Reading: 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</p>	<p>Phonic Sounds:</p> <p>Reading: 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.</p>	<p>Phonic Sounds:</p> <p>Reading: 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'.</p>	<p>Phonic Sounds:</p> <p>Reading: 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'.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds:</p> <p>Reading: 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'.</p>	<p>Phonic Sounds:</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
<p>Children will visit the school library weekly to select a book for pleasure</p>						
Phonics Scheme- See Little Wandle Progression						

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



RECEPTION LONG TERM PLAN 25-6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	DOWN IN THE GARDEN	TICKET TO RIDE!	UNDER THE SEA
<p>WRITING</p> <p>TFW USED AS STRATEGIES ACROSS SOME UNITS</p> <p>TEXTS MAY DIFFER DUE CHILDREN'S INTERESTS</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Texts as a Stimulus: Nursery Rhymes Label characters</p> <p>We're Going On A Bear Hunt</p> <p>Goldilocks and the Three Bears Stick Man Oliver's Vegetables</p> <p>Dominant hand, proprioception, vestibular development. Pincer grip, muscle development. Tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple CVC words, captions. Use initial sounds to label characters / images. Silly soup. Name Labels.</p>	<p>Texts as a Stimulus: Rama and Sita Little Red Hen</p> <p>The Gingerbread Man</p> <p>Information text- People Who Help Us</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story Leading up to writing a sentence</p>	<p>Texts as a Stimulus: The Magic Paintbrush</p> <p>The Great Race</p> <p>Ruby's Worry</p> <p>Information texts- Dinosaurs</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Texts as a Stimulus: The Three Little Pigs– retell parts of the story / repeated refrains / speech bubbles Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>SuperWorm</p> <p>Oi Frog!</p> <p>Healthy Food – My Menu / Bean Diary</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 – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Whatever Next</p> <p>The Ugly Duckling</p> <p>The Train Ride</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case letters correctly. Rhyming words. Writing recipes, lists.</p>	<p>Texts as a Stimulus: Big Blue Whale (Information Text) Shark Lady</p> <p>Rainbow Fish</p> <p>writing sentences using phonetically plausible words and 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 basic sentences which can be read by others.</p>

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



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	DOWN IN THE GARDEN	TICKET TO RIDE!	UNDER THE SEA
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation
<i>Mathematics Mastery</i>						



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	DOWN IN THE GARDEN	TICKET TO RIDE!	UNDER THE SEA
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UNDERSTANDING THE WORLD RE / FESTIVALS

Warwickshire and Coventry RE Syllabus

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

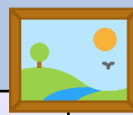
They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Understanding the world involves guiding children to **make sense of their physical world and their community**. 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.

<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. 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. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. 	<ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. 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. Share different cultures versions of famous fairy tales. 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. 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. 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats 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 Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> Trip to our local reservoir (to link with seasons); discuss what we will see on our journey to the park and how we will get there. 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. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. 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. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots 	<ul style="list-style-type: none"> Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. 	<ul style="list-style-type: none"> To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
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<p>Which stories are special and why?</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Unit F2 UC Why is Christmas special for Christians?</p> <p>Why do Christians perform nativity plays at Christmas?</p> <p>Diwali Hannukah Christmas</p>	<p>Unit F5 Which places are special and why?</p> <p>Epiphany</p> <p>Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>Unit F3 UC Why is Easter special for Christians?</p> <p>Why do Christians put a cross in an Easter garden?</p> <p>Holi Palm Sunday Passover Easter</p>	<p>Unit F4 - Where do we belong?</p>	<p>What is special about our world?</p> <p>Summer Solstice</p>
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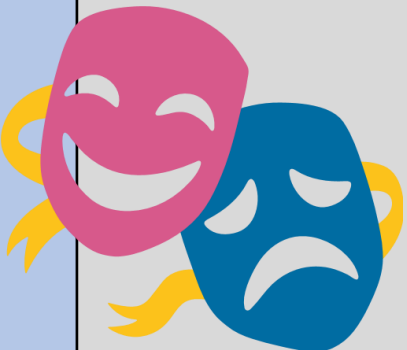
RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LET'S CELEBRATE!	AMAZING ANIMALS!	DOWN IN THE GARDEN	TICKET TO RIDE!	UNDER THE SEA
EXPRESSIVE ARTS AND DESIGN	<p>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.</p> <p>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>					
	<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.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs 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>Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal 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>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, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</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>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures</p> <p>Father's Day Crafts</p>

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.








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.





RECEPTION LONG TERM PLAN 21-22

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

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</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>ELG: Speaking</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>ELG: Self-Regulation</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>ELG: Managing Self</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>ELG: Building Relationships</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>ELG: Gross Motor Skills</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>ELG: Fine Motor Skills</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>ELG: Comprehension</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>ELG: Word Reading</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>ELG: Writing</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>ELG: Number</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>ELG: Numerical Patterns</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>ELG: Past and Present</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>ELG: People, Culture and Communities</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>ELG: The Natural World</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>ELG: Creating with Materials</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>ELG: Being Imaginative and Expressive</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.