

RECEPTION LONG TERM PLAN 22-23

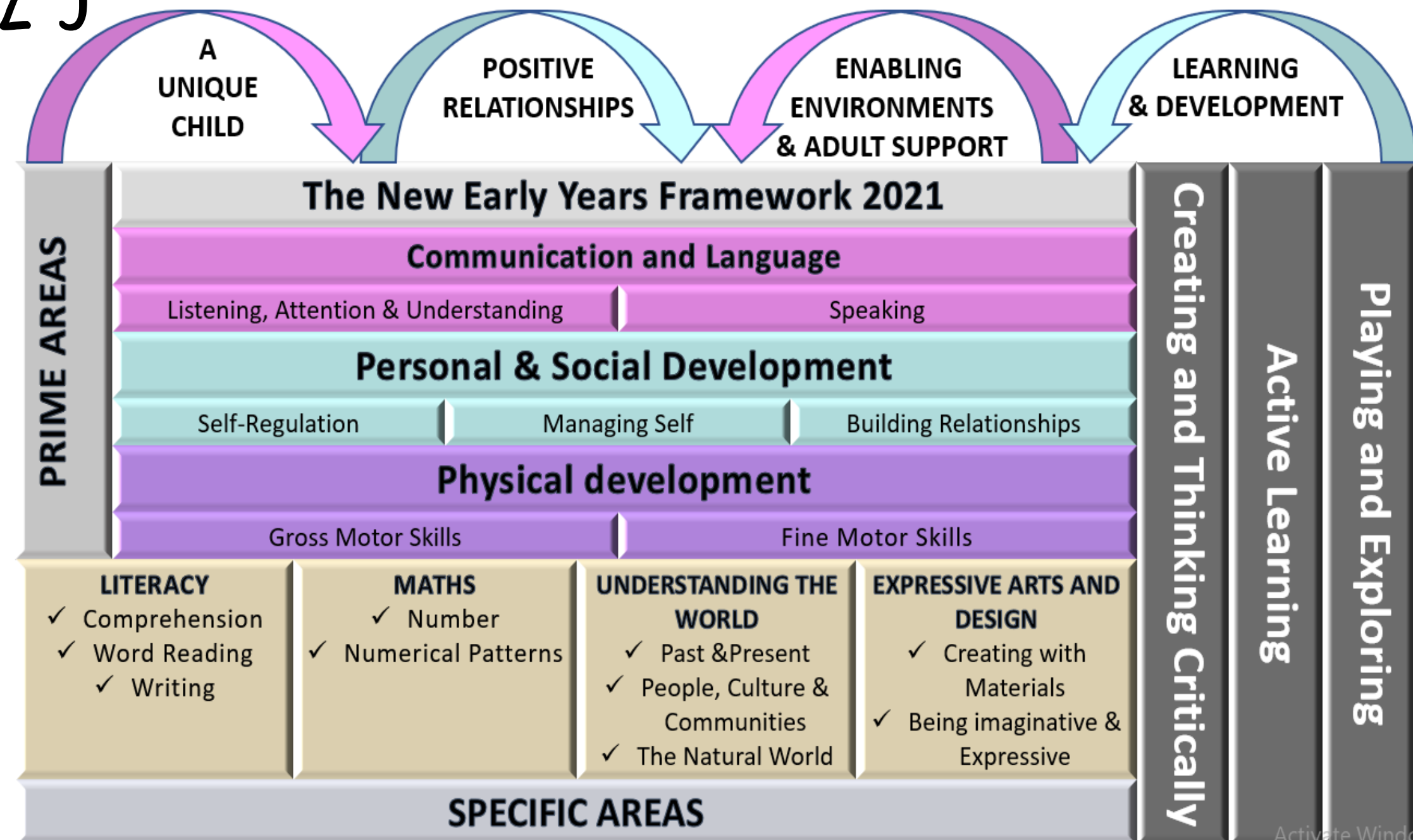


“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop 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.”

Norton Hill Primary EYFS Team

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision with a focus on imagination and roleplay and it will be used at every opportunity. At Norton Hill Primary, 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.”

Norton Hill Primary EYFS Team.





RECEPTION LONG TERM PLAN RECEPTION LONG TERM PLAN 22-23



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

GOOD TO BE ME!

Starting school / my new class /
New Beginnings
Superheroes
People who help us / Careers
Staying healthy / Food / Human
body
How have I changed?
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe
Climates & Hibernation
RSE-Celebrating differences

TALES & TEETH!

Traditional Tales
Little Red Hen - Harvest
Old favourites
Familiar tales
Library visits
Gingerbread Man
Cinderella
The Nativity
At the Panto
Christmas Lists
Letters to Father Christmas
Animals in familiar tales
Night & Day animals
STEM fairytales
RSE-My body-Pantosaurus

LITTLE INVENTORS!

Climates
Laboratories
Machinery
Investigation Stations
Time Capsules
Changing matter
Light & shadow
investigation
Materials
RSE-My shadow is pink!

WILD THINGS!

Plants & Flowers
Weather / seasons
The great outdoors
Forest School
Planting seeds
Make a sculpture: Andy
Goldsworthy
Reduce, Reuse & Recycle
Fun Science / Materials
Animals around the world
Habitats, Life cycles
RSE: The prince and the frog Relationships

DISCOVERERS!

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!
Who was Neil Armstrong?
(focus change)
Frozen in time-time travel
(stone age, egyptians, Navite
America)
RSE: Being Safe

WHAT A WONDERFUL WORLD!

Under & Over the sea
Off on holiday / clothes
Where in the world shall we
go?
Send me a postcard!
Marine life
Fossils & footprints-dinosaurs
– Mary Anning
Seasides in the past
Compare: Now and then!
Seaside art-sand sculpture
clouds
On the move-transition
Minibeasts
RSE: Julian is a mermaid

POSSIBLE TEXTS

AND

'OLD FAVOURITES'

Owl Babies
Once there were Giants
Stick Man
The Smartest Giant
The Colour Monster
The Rainbow Fish
Funny Bones
The Big Book of Families
Pete the Cat
Beegu

The Jolly Postman
Goldilocks
Farmer Duck
Hansel & Gretel
The Ugly Duckling
Christmas Story / Nativity
Rama and Sita

The Emperors Egg
Tiger who came to tea-D&T
Diary of a wombat-
inventions for heat,
conditions-zoo
Stone Age boy
Fiction Focus

The Tiny Seed
Oliver's Vegetables
Jack and the Beanstalk
One Plastic Bag
Jasper's Beanstalk
Tree, Seasons come and
seasons go
A stroll through the seasons
The Very Hungry Caterpillar
Aghh Spider!

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!
Pig in the pond

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

POSSIBLE 'WOW'

MOMENTS /

ENRICHMENT WEEKS

Autumn Trail
Remembrance Day
Nurse / Firefighter visit
Harvest Time
Birthdays
Favourite Songs
Talent show
Roald Dahl Day
Halloween
What do I want to be when I

Guy Fawkes / Bonfire Night
Christmas Time / Nativity
Diwali, Hannukah
Black History Month
Remembrance day
Road Safety
Stories by the Fireside
World Space Week
Children in Need
Anti- Bullying Week

Zoo Lab visit
Chinese New Year
LENT
Storytelling Week
Random Acts of Kindness
Week
Valentine's Day
Internet Safety Day
I Art week
Let's go on Safari - An

Walk to the park / Picnic
Planting seeds
Easter time
Weather experiments
Weather Forecast videos
Nature Scavenger Hunt
Vincent Van Gogh Study
Mother's Day
Queen's Birthday
Science Week

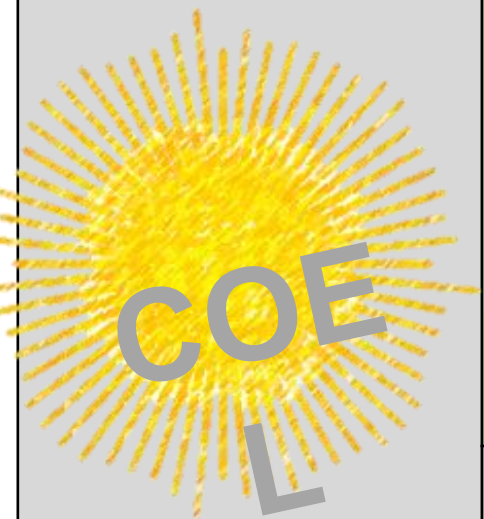

Post a letter
Food tasting – different
cultures
Map work - Find the
Treasure
Start of Ramadan
Eid
D-Day
Let's fly - Role play and
Green Screen

Jurassic seacoast
Bring the beach to school
Under the Sea – singing
songs and sea shanties
Fossil hunting
Carymoor visit- pond dipping
Healthy Eating Week
World Environment Day
Anniversary of the NHS
Pirate Day



RECEPTION LONG TERM PLAN

22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GOOD TO BE ME!	TALES & TEETH!	LITTLE INVENTORS!	WILD THINGS!	DISCOVERERS!	WHAT A WONDERFUL WORLD!
  OVER ARCHING PRINCIPLES	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. <i>PLAY: At Norton Hill Primary School, 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.'</i> <i>Norton Hill Primary EYFS Team</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

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



GENERAL THEMES

THE NORTON HILL
PRIMARY WAY

STUDENTS TAKE OWNERSHIP
OF THEIR LEARNING

INSPIRING LEARNING
ENVIRONMENTS

PUPIL VOICE

RESTORATIVE PRACTICE

CORE
PRINCIPLES

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GOOD TO BE ME!	TALES & TEETH!	LITTLE INVENTORS!	WILD THINGS!	DISCOVERERS!	WHAT A WONDERFUL WORLD!
<p>Character Formation</p> <p>Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum</p> <p>Experienced Based Curriculum</p> <p>Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation</p>	<p>Spiritual Insight</p> <p>Students have profound and stirring experiences of others views, religious festivals and expression.</p> <p>Effective pastoral care</p> <p>The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief</p> <p>Positive Relationships</p>	<p>Educational Excellence</p> <p>Teachers and students inspired and joyful</p> <p>High quality dialogue</p> <p>Speak sincerely</p> <p>Engage in empathic dialogue</p> <p>Culture of intellectual curiosity and continuous professional development</p>	<p>Educational Excellence</p> <p>Holistic, values based and contextualised curriculum</p> <p>Competitive Progress</p> <p>Children actively involved in creating their own paths of learning</p> <p>Children’s passions are evident</p> <p>Committed engagement of parents/carers as co-educators.</p>	<p>Spiritual Insight</p> <p>Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p>	<p>Character Formation</p> <p>Children make conscientious choices</p> <p>Promote the Common Good</p> <p>Children develop moral literacy</p> <p>Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation</p>

- We are **unique spiritual beings** with **incredible potential** and we achieve our full potential by discovering and nurturing all parts of ourselves – **intellectual, emotional, physical and spiritual**.
- We choose how we wish to respond to life and what we **nurture within us**.
- We **care for and respect all life** – human, animal and plant – and live in a way that causes the **least possible harm**.
- We each observe the one same reality from our own **unique perspective** and engage in **open-minded dialogue** to deeply enrich our vision.
- We serve a **higher purpose** by living a meaningful and satisfying life of contribution.
- We are nourished by **personal relationships** that fulfil our need to **love and be loved**, encouraging us to be the best we can be

The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.



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OUR VALUES ASSEMBLIES / SHARING CIRCLES	Mutual respect 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.	Mutual Tolerance 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.	Rule of law 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.	Individual liberty 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.	Democracy 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.	Recap all British Values 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 Phonic Intervention groups	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessment points	GLD Projections for Trust Trust moderation EYFS team meetings Phase meeting YN & YR and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings GLD prediction data	School to school moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Evening/Zooms Harvest Assembly Home / School Agreement Learn with me sessions Phonics workshop	Learn with me morning Nativity Maths workshop Parents Evening Book at Bedtime	Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show!	Learn with me session Parents Evening Art workshop / Gallery Share a story	Proud Cloud Share a story Maths Morning – Look how far we have come!	Proud Clouds Y1 readiness Share a story Parents Evening Parent’s Picnic Sports afternoon

We recognise that all children are unique and special.




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COMMUNICATION AND LANGUAGE	<p>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, storytelling 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>					
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, 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?" QR codes for Vocabulary sent home	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. QR codes for Vocabulary sent home	Tell me why! Using language well Ask 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. QR codes for Vocabulary sent home	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 QR codes for Vocabulary sent home	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 QR codes for Vocabulary sent home	Time to share! Show and tell Weekend news 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. QR codes for Vocabulary sent home
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.



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	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. We will also link this with our RSE curriculum through our choice of texts.					
MANAGING SELF	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	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.	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 Growth mindset and resilience	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	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.	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.
SELF - REGULATION	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. <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.			<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>  <i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i>		
LINK TO BEHAVIOUR FOR LEARNING						



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<p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p> <p>GROSS MOTOR- GET SET 4 PE</p> <p>WEEKLY YOGA LESSON</p>	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, coordination 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 , coordination 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 coordination , 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 .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paintbrush 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
	Introduction to PE <i>Moving safely, running, jumping, throwing, catching and rolling.</i>	Gymnastics <i>Shapes, balances, jumps, rock and roll, barrel roll, straight roll, travelling and progressions of a forward roll</i>	Fundamentals <i>Hopping, galloping, skipping, sliding, jumping, changing direction, balancing and running.</i>	Dance <i>Travelling, copying and performing actions, balance and coordination.</i>	Ball Skills <i>Rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet and kicking a ball.</i>	Games <i>Running, changing direction and striking a ball.</i>
	From Development Matters 20': 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. Develop the overall body strength, coordination, 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination 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.					

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



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GENERAL THEMES	I WONDER!	TALES & TEETH!	LITTLE INVENTORS!	WILD THINGS!	DISCOVERERS!	WHAT A WONDERFUL WORLD!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly 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.	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)					
	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.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. 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	Making up stories with themselves as the main character.. 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 matched to RWI. 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	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	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 – book characters Pajamarama Day	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. Sort books into categories.
	Phonic Sounds: RWI Set 1 whole class 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	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs 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.	Phonic Sounds: RWI Differentiated groups / Ditties 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’.	Phonic Sounds: RWI Differentiated groups 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’. Children should not be required to use other strategies to work out words.	Phonic Sounds: RWI Differentiated groups: 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’.	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Whole class guided reading End of term assessments Transition work with Year 1 staff

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



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GOOD TO BE ME!	TALES & TEETH!	LITTLE INVENTORS!	WILD THINGS!	DISCOVERERS!	WHAT A WONDERFUL WORLD!
WRITING TFW USED AS STIMULUS ACROSS THE YEAR TEXTS MAY DUE T CHILDREN'S INTERESTS Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Texts as a Stimulus: Nursery Rhymes Label characters Giraffes cant Dance (Wishing tale) – Create an I wish picture / make marks Handa's surprise-Harvest Beegu- SpaceWeek 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!	Texts as a Stimulus: Jack and the Jelly Bean Stalk, Stick Man, Little Red Create a wanted poster to catch the wolf Martin Luther King-I have a dream Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Texts as a Stimulus: Jolly Postman (Travel) Little Inventors Ada Twist Scientist Perfectly Normam CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions National Bird Week – Animal Fact File – Compare two animals Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Texts as a Stimulus: Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles How to wash a woolly Mammoth The Great Eggscape Hungry Caterpillar - (Cumulative) Describe foods / adjectives Healthy Food – My Menu / Bean Diary 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	Texts as a Stimulus: Mr Gumpy's Outing Report about the animals changing matter Stone age crossover to next term Stone Age Boy The Extraordinary Gardner Retell the story in own words / reverse the journey Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lowercase and capital letters correctly. Rhyming words. Acrostic poems	Texts as a Stimulus: Big Blue Whale (Information Text) Write facts about whales or other sea creatures Clouds Rockpools Hot places Travel-past & present Mythical sea creatures-mermaids Seaside-past & present: Write a postcard / diary writing 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 Write three sentences

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



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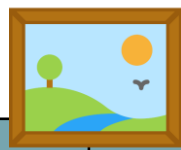
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GOOD TO BE ME!	TALES & TEETH	LITTLE INVENTORS	WILD THINGS	DISCOVERERS	WHAT A WONDERFUL WORLD!
<div>MATHS</div> <div>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</div> <div>Mathematics Mastery</div>	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.					
	<div>Early Mathematical Experiences</div> <div>Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</div> <div>Pattern and early number</div> <div>Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.</div>	<div>Numbers within 6</div> <div>Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six</div> <div>Addition and subtraction within 6</div> <div>Explore zero •Explore addition and subtraction</div> <div>Measures</div> <div>Estimate, order compare, discuss and explore capacity, weight and lengths</div> <div>Shape and sorting</div> <div>Describe, and sort 2-D & 3-D shapes •Describe position accurately</div> <div>Calendar and time</div> <div>Days of the week, seasons •Sequence daily events</div>	<div>Numbers within 10</div> <div>Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less</div> <div>Addition and subtraction within 10</div> <div>Explore addition as counting on and subtraction as taking away</div> <div>Numbers within 15</div> <div>Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</div>	<div>Grouping and sharing</div> <div>Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</div> <div>Numbers within 20</div> <div>Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer</div> <div>Doubling and halving</div> <div>Doubling and halving & the relationship between them</div>	<div>Shape and pattern</div> <div>Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</div> <div>Addition and subtraction within 20</div> <div>Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</div> <div>Money</div> <div>Coin recognition and values •Combinations to total 20p •Change from 10p</div> <div>Measures</div> <div>Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</div>	<div>Depth of numbers within 20</div> <div>Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</div> <div>Numbers beyond 20</div> <div>One more one less •Estimate and count •Grouping and sharing</div>

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



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GOOD TO BE ME!	TALES & TEETH!	LITTLE INVENTORS!	WILD THINGS!	DISCOVERERS!	WHAT A WONDERFUL WORLD!
<h2>UNDERSTANDING THE WORLD RE / FESTIVALS</h2> <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>	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 members of Midsomer Norton Community.. 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.Nocturnal Animals Making sense of different environments and habitats	<ul style="list-style-type: none">Listening to stories and placing events in chronological order.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<ul style="list-style-type: none">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.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 park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.<ul style="list-style-type: none">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.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 real artefacts. Introduce Mary Anning as the first female to find a fossil.Materials: Floating / Sinking boat building Metallic / non-metallic objectsSeasides long agoShare non-fiction texts that give an insight into contrasting environments.Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and illustration.Minibeasts
	Which stories are special and why? Harvest Festival	Which people are special and why? Diwali Christmas	What places are special and why? Lent Ash Wednesday / Shrove Tuesday St David’s Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid St George’s Day	What is special about our world? Summer Solstice



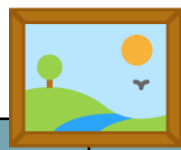
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GOOD TO BE ME!	TALES & TEETH!	LITTLE INVENTORS!	WILD THINGS!	DISCOVERERS!	WHAT A WONDERFUL WORLD!
EXPRESSIVE ARTS AND DESIGN- ART	<p>The development of children's artistic and cultural 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>Drawing</p> <ul style="list-style-type: none">• Talk about their ideas and explore different ways to record them.• Experiment with mark making in an exploratory way.• Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.• Enjoy looking at and talking about art.• Talk about their artwork, stating what they feel they did well.	<p>Painting and Mixed Media</p> <ul style="list-style-type: none">• Explore different ways to use paint and a range of media according to their interests and ideas.• Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.• Enjoy looking at and talking about art.• Talk about their artwork, stating what they feel they did well.	<p>Painting and Mixed Media</p> <ul style="list-style-type: none">• Explore different ways to use paint and a range of media according to their interests and ideas.• Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.• Enjoy looking at and talking about art.• Talk about their artwork, stating what they feel they did well.	<p>Sculpture and 3D</p> <ul style="list-style-type: none">• Explore and play with clay and playdough to make child-led creations.• Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.• Enjoy looking at and talking about art.• Talk about their art	<p>Craft and Design</p> <ul style="list-style-type: none">• Explore and play with a range of media to make child-led creations.• Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.• Enjoy looking at and talking about art.• Talk about their artwork, stating what they feel they did well.	<p>Craft and Design</p> <ul style="list-style-type: none">• Explore and play with a range of media to make child-led creations.• Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.• Enjoy looking at and talking about art.• Talk about their artwork, stating what they feel they did well.



At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	GOOD TO BE ME!	TALES & TEETH!	LITTLE INVENTORS!	WILD THINGS!	DISCOVERERS!	WHAT A WONDERFUL WORLD!
EXPRESSIVE ARTS AND DESIGN- MUSIC	<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>Exploring Sound</p> <ul style="list-style-type: none">To understand how to listen carefully and talk about what I hearTo know that sounds can be copied by my voice, body percussion and instruments.To understand that instruments can be played loudly or softly.To know that music often has more than one instrument being played at a time.	<p>Musical Stories</p> <ul style="list-style-type: none">To understand that a piece of music can tell a story with sounds.To know that different instruments can sound like a particular character.To understand what 'high' and 'low' notes are.	<p>Music and Movement</p> <ul style="list-style-type: none">To know that the beat is the steady pulse of a song.To know that tempo is the speed of the music.To understand that we can match our body movements to the speed (tempo) or pulse (beat) of musicTo know that signals can tell us when to start or stop playing.	<p>Celebration Music</p> <ul style="list-style-type: none">To know that there are special songs we can sing to celebrate events.To understand that my voice or an instrument can match an action in a song.To know that moving to music can be part of a celebration.To recognise that different sounds can be long or short.To recognise music that is 'fast' or 'slow'.	<p>Big Band</p> <ul style="list-style-type: none">To know that an orchestra is a big group of people playing a variety of instruments together.To know that music often has more than one instrument being played at a time.To understand that performing means playing a finished piece of music for an audience.	<p>Big Band</p> <ul style="list-style-type: none">To know that an orchestra is a big group of people playing a variety of instruments together.To know that music often has more than one instrument being played at a time.To understand that performing means playing a finished piece of music for an audience.



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RECEPTION LONG TERM PLAN 22-23

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.