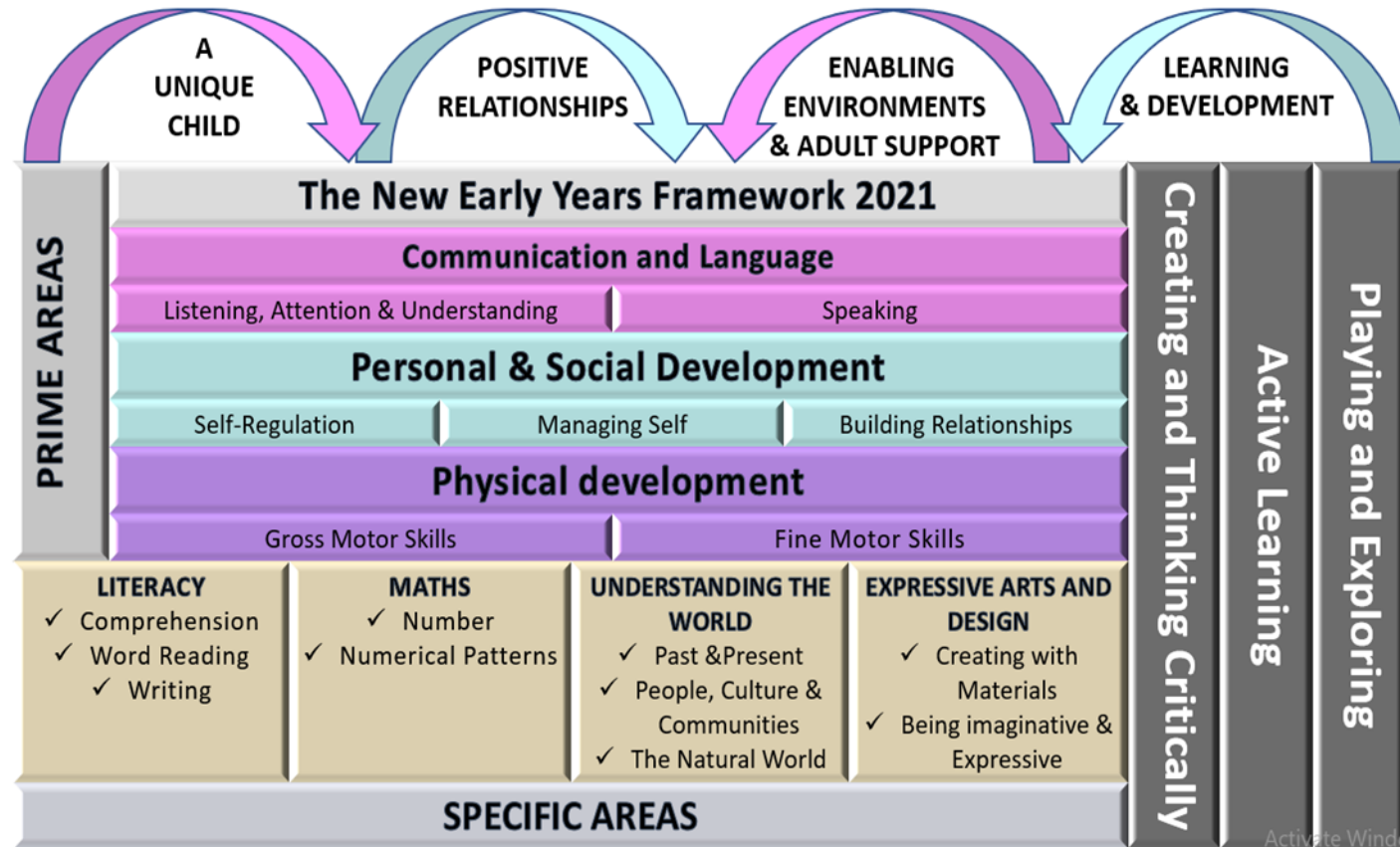




# Reception Long Term Plan 2024 - 2025



At Griffe Field Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>  NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	<b>ALL ABOUT ME!</b> Starting school / getting to know my new class Being me in my world My family and PSED focus on what am I good at?(linked to Elmer transition from FS1 Summer activity) Being kind and making friends	<b>TERRIFIC TALES!</b> Traditional Tales Little Red Hen linked to Harvest festival Weekly visits to the school library and reading buddies The Nativity Christmas Lists Jolly Christmas Postman – linked to UTW Letters to Father Christmas and walking to post them in groups	<b>AMAZING ANIMALS!</b> Life cycles of butterflies, frogs and hens Safari animals Animals around the world Climates / Hibernation Animal Arts and crafts Animal patterns Happy Habitats	<b>COME OUTSIDE!</b> Plants & Flowers Weather / seasons The great outdoors Planting seeds Minibeasts Make a sculpture/transient nature art linked to Andy Goldsworthy How can we look after our Earth and plants?	<b>DOWN AT THE FARM!</b> Growing our own food linking to Get Griffe Growing Where does our food come from? What animals live on the farm? Farming past and Present working animals to vehicles Designing our own vehicles.	<b>WALKING WITH DINOSAURS!</b> Fossils – Mary Anning Dinosaurs – how do we learn about dinosaurs? Classifying dinosaurs (Carnivores, Herbivores, Omnivores) Life cycle linking to Changing Me PSHE unit (animals that come from eggs, how we change as we grow)
<b>LINKED TEXTS AND 'OLD FAVOURITES'</b>	Elmer Owl Babies Ruby's Worry Meesha Makes Friends Ravi's Roar Tilda Tries Again Perfectly Norman Pumpkin Soup	Christmas Story / Nativity Rama and Sita The Enormous Turnip Little Red Hen The Three Billy Goats Gruff - linked to Theatre Trip	Sharing a Shell Somebody Swallowed Stanley Chinese New Year Growing Frogs Giraffes Can't Dance Walking Through The Jungle Dear Zoo	Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tidy Yucky Worms	What the Ladybird Heard Oliver's Milkshake Farmer Duck Supertato and other Supertato stories Runaway Pea Farmyard Hullabaloo	Dinosaur Lady Am I Yours? The Dinosaur's Egg Tyrannosaurus Drip Non-Fiction Texts linked to dinosaurs Gumdrops and the Dinosaur Bumpus Jumpus Dinosaur Rumpus
<b>ENRICHMENT OPPORTUNITIES / 'WOW MOMENTS'</b>	Autumn nature walk linked to the story - Leaf Man Remembrance Day Harvest Time Birthday celebrations in the home corner Halloween Music Gems Workshops	Bonfire Night Music Gems Workshops Christmas Time / Nativity Diwali and Hannukah Remembrance day Road Safety Children in Need Anti- Bullying Week Theatre trip Visit from a Farmer	Chinese New Year Random Acts of Kindness Week Music Gems Workshops Bedtime story evening Valentine's Day Internet Safety Day Micro First Aider Training	Reading Picnic with parents Planting seeds Easter time Nature Scavenger Hunt Mother's Day Science Week Easter Egg Hunt Vaisakhi	Trip to the Farm Continuing to grow and care for vegetables Milkshake/smoothie making Bikeability Dentist VIsit Eid	Dinosaur visits school Fossil dig Eid Healthy Eating Week Father's Day World Environment Day Transition play leaders with FS1/Y1



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CHARACTERISTICS OF EFFECTIVE LEARNING	<p><b>Playing and exploring:</b> 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</p> <p><b>Active learning:</b> 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.</p> <p><b>Creating and thinking critically:</b> 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.</p>					
OVERARCHING PRINCIPLES	<p><b>Unique Child</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments</b> 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.</p> <p><b>Learning and Development:</b> 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.</p> <p><b>PLAY</b> At Griffe Field Primary School We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p> <p>We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	DOWN ON THE FARM!	WALKING WITH DINOSAURS!
OUR BRITISH VALUES  ASSEMBLIES PSHE CIRCLE TIMES	<p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to being British and are shared by other democratic countries.</p> <p><b>Mutual respect</b> - We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> <p><b>Mutual Tolerance</b> - Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p><b>Rule of law</b> - We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p><b>Individual liberty</b> - We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p><b>Democracy</b> - We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>					
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonic Interventions Writing/reviewing PLPs	On going assessments Baseline analysis Pupil progress meetings Parents evening EYFS team meetings In house moderation Midterm Assessments Writing/reviewing PLPs	GLD Projections for EOY Trust moderation EYFS team meetings Phase meeting and internal moderations EYFS data Writing/reviewing PLPs	Pupil progress meetings Parents evening info EYFS team meetings Writing/reviewing PLPs	Trust moderation EYFS team meetings Writing/reviewing PLPs	Pupil progress meetings Parents evening info EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Staggered Start Parents Evening Home/School Agreement Curriculum and Phonics Workshops	Parents Evening Autumn reports Christmas Stay and Craft Nativity	Parents to share a story Random acts of kindness challenge Bedtime Story Evening	Parents Evening Outdoor Learning Workshop Spring reports	RSE parent meeting Class Assemblies	Summer reports





# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	DOWN ON THE FARM!	WALKING WITH DINOSAURS!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
DAILY STORY TIME	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them through the use of news from home books. Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children’s vocabulary.</p>	<p><b>Tell me why!</b> Using language well. Encourage and model the use of how and why questions during new time. Discovering Passions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events in some detail during new time and in the puppet area. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b> Encourage and model the use of time connectives when children are telling their news from home or retelling stories.  Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time.  Sustained focus when listening to a story</p>	<p><b>What happened?</b> Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events – making our learning sticky!</p>	<p><b>Time to share!</b> Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.  Select books containing photographs and pictures, for example, places with different weather types, dinosaurs. Model using the features of non-fiction books.</p>



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>GENERAL THEMES</b>	<b>ALL ABOUT ME!</b>	<b>TERRIFIC TALES!</b>	<b>AMAZING ANIMALS!</b>	<b>COME OUTSIDE!</b>	<b>DOWN ON THE FARM!</b>	<b>WALKING WITH DINOSAURS!</b>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT MANAGING SELF</b>	<p><b>Being Me In My World</b></p> <ul style="list-style-type: none"> <li>• I can help others to feel welcome.</li> <li>• I can begin to recognise and manage my own feelings</li> <li>• I understand why it is good to have kind and gentle hands</li> <li>• I am beginning to understand what responsible means</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• I can talk about what I am good at.</li> <li>• I understanding that being different makes us all special</li> <li>• I know ways that we are different and the same</li> <li>• I can tell you how to be a kind friend</li> <li>• I can tell you why my home is special to me</li> <li>• I know ways to stand up for myself.</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• I understand that if I persevere I can tackle challenges</li> <li>• I can tell you a time that I didn't give up</li> <li>• I can set a goal and work towards it</li> <li>• I can use kind words to encourage people</li> <li>• I know what it means to feel proud of myself.</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• I understand that I need to exercise to keep my body healthy</li> <li>• I understand that moving and resting are good for my body</li> <li>• I know which foods are healthy and not healthy</li> <li>• I know how to help myself go to sleep and why it is good for me</li> <li>• I can wash my hands thoroughly and I know why it is important to stay healthy</li> <li>• I know what a stranger is and how to keep safe if a stranger approaches me</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>• I know how to make friends to stop myself from feeling lonely</li> <li>• I can think of ways to solve problems and stay friends</li> <li>• I am starting to understand the impact of unkind words</li> <li>• I can use Calm Me time to manage my feelings</li> <li>• I know how to be a good friend</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• I can name parts of the body</li> <li>• I can tell you some things I can do and foods I can eat to be healthy</li> <li>• I understand that we all grow from babies to adults</li> <li>• I can express how I feel about moving to Year 1</li> <li>• I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>• I can share my memories of the best bits of this year in Reception</li> </ul>
<b>PSHE JIGSAW SCHEME</b>	<p><u>Linked stories</u> Dogger Hands are not for hitting</p>	<p><u>Linked stories</u> Elmer Barry the Fish with Fingers The Family Book The Dog and the Dolphin</p>	<p><u>Linked stories</u> Love Monster Don't Worry Hugless Douglas</p>	<p><u>Linked stories</u> Never Talk To Strangers Not Everyone is Nice</p>	<p><u>Linked stories</u> Mable and Me George and Martha</p>	<p><u>Linked stories</u> I wonder why kangaroos have pouches Huge Bag of Worries Look inside your body</p>
<b>SELF - REGULATION</b>	<p>Following our PSHE Jigsaw scheme, we use carefully selected texts to reinforce our learning with the focus on social and emotional development to use throughout the year. We recognise that children are all at different stages of development and have different experiences with how to regulate their emotions and behaviour. We therefore tailor our approach to suit the children's emerging needs. We use a variety of strategies to do this, including but not limited to :</p> <ul style="list-style-type: none"> <li>-Zones of Regulation or similar adapted strategy,</li> <li>-Adults as role models for controlling own feelings and behaviours</li> <li>-Applying personalised strategies to return to a state of calm and behaving in ways that are pro-social.</li> <li>-Encouraging sensory breaks when needed</li> <li>-Use of safe spaces and work stations</li> <li>-Use of communication aids/visual resources such as PECS, Makaton, visual timetables and emotion flashcards</li> </ul>					



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	DOWN ON THE FARM!	WALKING WITH DINOSAURS!
PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
FINE MOTOR  Daily opportunities for Fine Motor Activities  Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	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
GROSS MOTOR  Daily opportunities for Gross Motor Development	Cooperation games including parachute games. Climbing using the outdoor equipment Different ways of moving to be explored with children 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- balancing and climbing. Hula hoops for skipping in outside area 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	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.	Balance- children moving with confidence Dance related activities in the stage area. 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
PE with Miss Dulai	Fundamental skills – spatial awareness and ball control	Fundamental skills	Dance	Gymnastics – floor	Ball skills – throwing and catching	Ball skills – bat and ball



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	DOWN ON THE FARM!	WALKING WITH DINOSAURS!	
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)						
COMPREHENSION	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print. Having a favourite story/rhyme.</p> <p>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</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists. Retelling stories using images and Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>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>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.</p> <p>World Book Day</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</p> <p>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</p> <p>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; 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.</p> <p>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><b>Phonic Sounds:</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>Tricky words:</b> is l the</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Phonic Sounds:</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p><b>Tricky words:</b> put* pull* full* as and has his her go no to into she push* he of we me be</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>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><b>Phonic Sounds:</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p><b>Tricky words:</b> was you they my by all are sure pure</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p><b>Phonic Sounds:</b> Review Phase 3</p> <p><b>Tricky words:</b> review the words taught so far</p> <p><b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p><b>Phonic learning:</b> phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words</p> <p><b>Tricky words:</b> said so have like some come love do were here little says there when what one out today</p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p><b>Phonic learning:</b> Phase 4 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words</p> <p><b>Tricky words:</b> Review all taught so far.</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p>	





# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<b>ALL ABOUT ME!</b>	<b>TERRIFIC TALES!</b>	<b>AMAZING ANIMALS!</b>	<b>COME OUTSIDE!</b>	<b>DOWN ON THE FARM!</b>	<b>WALKING WITH DINOSAURS!</b>
WRITING <small>Texts may change due to the children's interests</small>	<p><b>Texts as a Stimulus:</b> Elmer Owl Babies Ruby's Worry</p> <p>Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Children will begin to write letters from their names.</p> <p>Name writing practice.</p>	<p><b>Texts as a Stimulus:</b> The Enormous Turnip Little Red Hen The Three Billy Goats Gruff Jolly Christmas Postman</p> <p>Labelling using initial sounds.</p> <p>Orally telling stories sometimes with adults acting as scribes</p> <p>Writing CVC words to label characters from the Little Red Hen and The enormous turnip.</p> <p>Writing simple captions about pictures from traditional tales e.g. it is a hen.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence stories such as The Enormous Turnip and The Three Billy Goats Gruff</p>	<p><b>Texts as a Stimulus:</b> Sharing a Shell Somebody Swallowed Stanley Tuesday Growing Frogs Giraffes Can't Dance Walking Through The Jungle</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 about animal facts/looking after animals and habitats.</p>	<p><b>Texts as a Stimulus:</b> Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Yucky Worms</p> <p>Drawing and labelling our own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story. Labels and captions – life cycles</p> <p>Character descriptions. Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b> Oliver's Milkshake Farmer Duck Supertato and other Supertato stories Runaway Pea</p> <p>Writing lists</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Recount of our trip to Packington Farm.</p>	<p><b>Texts as a Stimulus:</b> Dinosaur Lady Am I Yours? The Dinosaur's Egg Tyrannosaurus Drip Non-Fiction Texts linked to dinosaurs Gumdrop and the Dinosaur</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Character description through riddles</p> <p>Non fiction writing to inform.</p>



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	DOWN ON THE FARM!	WALKING WITH DINOSAURS!
MATHEMATICS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>Match, Sort and Compare</b></p> <ul style="list-style-type: none"> <li>Matching and grouping objects</li> <li>Sorting and comparing objects</li> <li>Comparing amounts</li> </ul> <p><b>Measure and Pattern</b></p> <ul style="list-style-type: none"> <li>Comparing size, mass and capacity</li> <li>Exploring simple patterns</li> <li>Copy, continue and create simple patterns.</li> </ul> <p><b>Numbers 1, 2 and 3</b></p> <ul style="list-style-type: none"> <li>Finding and representing 1, 2 and 3</li> <li>Subitising 1, 2 and 3</li> <li>Composition 1, 2 or 3</li> <li>Finding 1 more and 1 less</li> </ul>	<p><b>Circles and Triangles</b></p> <ul style="list-style-type: none"> <li>Identify, name and comparing circles and triangles.</li> <li>Looking for shapes in the environment</li> <li>Describing position</li> </ul> <p><b>Numbers 4 and 5</b></p> <ul style="list-style-type: none"> <li>Finding, subitising and representing 4 and 5.</li> <li>Finding 1 more or 1 less</li> <li>Composition of 4 and 5</li> <li>Composition of number 1 to 5</li> </ul> <p><b>Shapes with 4 sides</b></p> <ul style="list-style-type: none"> <li>Identify and name shapes with 4 sides</li> <li>Combining shapes with 4 sides</li> <li>Looking for shapes in the environment</li> <li>Day and Night</li> </ul>	<p><b>Numbers from 0 to 5</b></p> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Find, subitise and represent 0 to 5</li> <li>Finding 1 more and 1 less</li> <li>Composition of numbers up to 5</li> <li>Conceptual Subitising to 5</li> </ul> <p><b>Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>Comparing mass using balance scales</li> <li>Exploring and comparing capacity</li> </ul> <p><b>Building up to 6, 7 and 8</b></p> <ul style="list-style-type: none"> <li>Finding, subitising and representing 6, 7 and 8.</li> <li>Finding 1 more or 1 less</li> <li>Composition of 6, 7 and 8</li> <li>Making pairs and finding odd and even</li> <li>Doubling up to 8</li> </ul>	<p><b>Length, Height and Time</b></p> <ul style="list-style-type: none"> <li>Explore and compare length</li> <li>Explore and compare height</li> </ul> <p><b>Building up to 9 and 10</b></p> <ul style="list-style-type: none"> <li>Finding and representing 9 and 10</li> <li>Comparing numbers to 10</li> <li>Conceptual subitising to 10</li> <li>Finding 1 more or 1 less</li> <li>Composition to 10</li> <li>Number bonds to 10</li> </ul> <p><b>Exploring 3D shapes and patterns</b></p> <ul style="list-style-type: none"> <li>Recognise and name 3d shapes</li> <li>Finding 2D shapes within 3D shapes</li> <li>Using 3D shapes for tasks</li> <li>3D shapes in the environment</li> <li>Exploring and identifying more complex patterns</li> <li>Copy and continue more complex patterns.</li> <li>Patterns in the environment Identifying repeating patterns</li> <li>Creating and exploring own patterns</li> </ul>	<p><b>Numbers to 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>Building numbers beyond 10</li> <li>Continuing patterns beyond 10</li> <li>Verbal counting up to and beyond 20</li> <li>Verbal counting patterns</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Adding more</li> <li>Taking Away</li> <li>How many do I have?</li> </ul> <p><b>Exploring Shape</b></p> <ul style="list-style-type: none"> <li>Selecting shapes for a purpose</li> <li>Rotating and manipulating shapes</li> <li>Explaining shape arrangements</li> <li>Composing and decomposing shapes</li> <li>Copying 2D shape pictures</li> <li>Finding 2D shapes within 3D shapes</li> </ul>	<p><b>Sharing and Grouping</b></p> <ul style="list-style-type: none"> <li>Exploring sharing</li> <li>Sharing sets of objects</li> <li>Exploring grouping</li> <li>Grouping objects together</li> <li>Sharing even and odd numbers</li> <li>Doubling</li> </ul> <p><b>Patterns, Positional Language and Visualisation</b></p> <ul style="list-style-type: none"> <li>Using construction to replicate and build scenes</li> <li>Visualising from different positions</li> <li>Describing position</li> <li>Create maps from familiar places and story settings</li> </ul> <p><b>Deepening Understanding and Consolidation of learning</b></p>



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	DOWN ON THE FARM!	WALKING WITH DINOSAURS!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Science History Geography RE / Festivals  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.	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>Long ago – How have we changed since being babies? How have our families changed?</li> <li>Nocturnal Animals. Making sense of different environments and habitats</li> <li>To know what technology is used in the home, outdoors and in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking)</li> <li>Can name and explore their 5 senses, explaining in simple terms what their 5 senses are.</li> <li>Local walk linked to Jolly Postman and posting letters to Santa, discussing what we will see on our journey to the postbox and how we will get there.</li> <li>Nature Explorers, looking for Seasonal change in our local area</li> <li>To know how to use technology safely, including being gentle, clean hands and using appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>What can we do to take care of animals and our environment?</li> <li>Compare animals from a jungle to those that live in the ocean</li> <li>Explore a range of jungle animals and sea creatures. Learn their names and label their habitats.</li> <li>Explore the life cycle of a frog</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li> <li>Caring for animals in the environment, making bird feeders and encouraging children to care for the environment</li> <li>Understand the impact of screen time and how to manage their screen time.</li> <li>To know what to do when something upsets us when using technology</li> </ul>	<ul style="list-style-type: none"> <li>Change in living things – Changes in the leaves, weather, seasons</li> <li>Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather.</li> <li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>Continuing learning about life cycles of living things, inc. plants (beanstalk) and chicks.</li> <li>Introduce the idea of an eco system through the story 'Yucky Worms'.</li> <li>Planting vegetables and thinking about how plants grow</li> <li>Reading the Easter Story and exploring how it is celebrated.</li> <li>Take photos using a device and to add some simple effects/filters</li> </ul>	<ul style="list-style-type: none"> <li>Discuss which food comes from our farms. Children to know that milk, vegetables, wheat, meat comes from British farms.</li> <li>To name farm animals and to know and the names of their young e.g cow and calf, pig and piglet, horse and foal</li> <li>Farms past and present—using animals or vehicles to help on the farm.</li> <li>Past and present shops, linked to Tiger who came to Tea, inc. milkman, green grocer, butcher, bakery</li> <li>Beginning to look at maps and features of a map, using 'What the Ladybird Heard' as a stimulus, and relating this to a map of our school.</li> <li>Parent come to share the celebration of Eid</li> <li>Continuing to discuss and learn about growing and plant life cycles</li> <li>Making milkshakes using milk from the farm and strawberries from our garden, linking farm to fork.</li> <li>To continue to look for seasonal change in our school environment, building on from previous terms learning. Also linking to sun safety and dressing for the weather</li> <li>Use bee-bots on simple maps, programming to move and turn in different directions. To plan a route around a set of obstacles. Encourage the children to use navigational language.</li> </ul>	<ul style="list-style-type: none"> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/ painting or constructing their homes.</li> <li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they learn about dinosaurs by looking at fossils. Introduce Mary Anning as the first female to find a fossil.</li> <li>Share non-fiction texts that offer an opportunity for children to pose their own questions and find the answers.</li> <li>To be able to group and classify dinosaurs based on diet and appearance.</li> <li>To understand that dinosaurs came from eggs and name other animals we know that come from eggs (Linking to sticky learning about animals)</li> <li>To draw using Mini Mash, selecting different colour, pen and thickness tools. To experiment with different effects and drawing software</li> </ul>
Special celebrations	Harvest festival	Special celebrations Diwali Hannukah Christmas	Special celebrations Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day	Special celebrations Holi Palm Sunday Easter Vaisakhi Start of Ramadan	Special celebrations Eid	Special celebrations Summer Solstice Eid



# Reception Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<b>ALL ABOUT ME!</b>	<b>TERRIFIC TALES!</b>	<b>AMAZING ANIMALS!</b>	<b>COME OUTSIDE!</b>	<b>DOWN ON THE FARM!</b>	<b>WALKING WITH DINOSAURS!</b>
EXPRESSIVE ARTS AND DESIGN	<p>Join in with familiar songs.</p> <p>Beginning to mix primary colours to make secondary colours.</p> <p>Joins in with role play games and uses resources available for props; build models using construction equipment.</p> <p>Sings call-and-response songs, echoing phases adults sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Collage linking to Elmer and class animals</p> <p>Printing with hands, fingers and simple tools</p> <p>Using Autumn objects to create natural collages</p> <p>Learning to use the different writing and crafting tools.</p> <p>Exploring sounds (body percussion and instruments) 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>Using Owl babies as a stimulus for more controlled printing</p> <p>Salt dough moulding to create Diva Lamps and Christmas Decorations</p> <p>Splatter painting for effect (fireworks and sparklers)</p> <p>Using a range of crepe paper, cellophane and tissue paper to create a collaged bonfire</p> <p>Mix shades of purple with support to paint turnips</p> <p>Beginning to complete observational paintings to paint the Little Red Hen</p> <p>Musical Gems enrichment</p> <p>Listen to music and make their own dances in response. Christmas cards and decorations</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p>	<p>Simple threading to make seashells</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, crabs, monkeys</p> <p>Making paper lanterns, Chinese writing, puppet making, Chinese music and dancing</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.</p> <p>Children independently mixing shades of blue to create a sea painting</p> <p>Observational drawings of sea creatures, tadpoles and frogs</p> <p>Joining techniques to make kindness medals</p> <p>Musical Gems enrichment</p>	<p>Make different textures; make patterns using different colours</p> <p>Children using their imagination to draw their own castle in the clouds for their bean plant pot.</p> <p>Observational drawings and then painted daffodils</p> <p>Pastel drawings, printing, patterns on Easter eggs,</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around plants, Jasper and vegetables</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</p>	<p>Map drawing of the school grounds and of farms</p> <p>Singing and songs linking to farms, animals and food</p> <p>Playing claves to accompany singing</p> <p>Encourage children to create their own music.</p> <p>Junk modelling resources enhanced to include split pins, treasury tags to promote new joining techniques</p> <p>Retelling familiar stories.</p> <p>Making props to support imaginative role play games</p> <p>Using wooden blocks to make farms</p> <p>Children independently mixing colours and shades to create their own artwork.</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination and retelling of stories.</p> <p>Junk modelling houses linking to Derby project, using a range of collage materials for effect e.g. small snips for grass, layered paper for tiles, patterns for bricks etc</p> <p>Clay impression fossils</p> <p>Using straws to create dinosaur skeletons, copying the shapes and sizes of bones</p> <p>Colour mixing, wax resistant painting – fossils</p> <p>Father's Day Crafts</p>





# EARLY LEARNING GOALS

## End of Year Expectations - Holistic / Best Fit Judgement

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