


## Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b> <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<b>Me &amp; My Community</b>	<b>Once upon a time</b>	<b>Starry night</b>	<b>Ready, Steady, Grow!</b>	<b>Big Wide World</b>	<b>Sunshine &amp; Flowers</b>
<b>Companion projects</b> <i>These are linked to the season, and run alongside the general themes.</i>	<b>Exploring Autumn</b>	<b>Sparkle &amp; shine</b>	<b>Winter Wonderland</b>	<b>Signs of spring</b>	<b>Splash!</b>	<b>Shadows and reflections</b>
<b>Possible texts and 'old favourites'</b>	Starting school So Much The Colour Monster The Colour Monster Goes to School Pete the Cat-I love my white Shoes Pete the Cat-Rocking in my School Shoes Kipper's Birthday The Big Book of Families Autumn poems and rhymes Leaf Man The Oak Tree	The Three Little pigs The Three Little Wolves & the Big bad Pig The Three Billy goats Gruff Little Red Riding Hood Christmas Story / Nativity Rama and Sita Stick Man The Gingerbread Man The Little Red Hen	Laura's Star Whatever next Funny Bones How to Catch a Star Lost and Found The Gruffalo's Child Moon Stars Peace At Last One Snowy Night	Oliver's vegetables Oliver's fruit Salad Supertato Handa's surprise Rosie's Walk Jack and the Beanstalk The Gigantic Turnip The Tiny seed Eating the Alphabet Farmyard Hullabaloo Bog Baby	Our World: A first book of geography All are welcome David Attenborough Anna Hibiscus' song Splash, Anna Hibiscus We're going on a lion hunt The Train Ride Tanka, Tanka, Skunk Diary of a bean plant Yucky Worms The Queen's Hat	Tiddler Shark in the park Sun Katie and the sunflowers Commotion in the ocean Summer is here! Seaside poems The very hungry caterpillar My Butterfly Bouquet Billy's Bucket The Lion Hunt
<b>'WOW' Moments/ Enrichment weeks</b>	Meet members of our school community Fire fighter/ Police visit Autumn Trail Harvest Time Birthdays Church visit with buddies	Visit the local library Remembrance day Guy Fawkes / Bonfire Night Diwali Hannukah Black History Month Visit Hedgehogs Nativity Play	Chinese New Year Valentine's Day Lent Children's Mental health week	Growing beans Easter Egg Hunt Spring Scavenger Hunt Mother's Day-class worship	An imaginary bus ride around London! A lion hunt! Food tasting – from around the world. May Day	Let's go on a holiday! Caring for our class caterpillars Father's Day

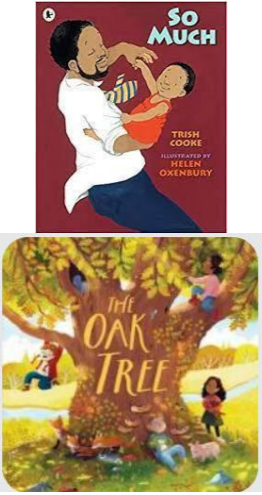

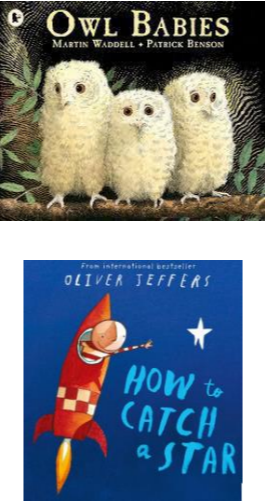



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me & My Community	Once upon a Time	Starry Night	Ready, Steady, Grow!	Big Wide World	Sunshine & Flowers
<b>Communication and Language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's <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 <b>a rich range of vocabulary and language structures</b> .					
<p><b>Whole EYFS Focus – C&amp;L</b> is developed throughout the year through high quality interactions, daily group discussions, Talking partners, circle time, PSHE times, Talking spoon time, puppets, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</p> <p><b>DAILY STORY TIME</b></p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about their interests, things that are special to them and what they have been doing. What are your hopes? Rhyming and alliteration Familiar Print Sharing facts about me! How do you feel today? Model talk routines through the day. For example, arriving in school: “Good morning, how are you? Follow simple two-part instructions. Show and tell - talk about models, pictures etc. that they have made. Sharing Tapestry news</p>	<p><b>Tell me a story!</b> Children talking about past experiences that are familiar to – Tapestry stories. Book talk Discovering Passions Retell a story – Story language – Once Upon a time... Listening and responding to stories. Following instructions Take part in a discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Explain effect e.g. It sank because it was too heavy.</p>	<p><b>Tell me why!</b> Using language well. Ask and answer how and why questions... Discovering Passions Retell a story with story language &amp; expression. Story narratives – Tales Toolkit! 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. Speculate and explain understanding – what if the bridge falls down?</p>	<p><b>Talk it through!</b> 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. Identify patterns e.g. what generally happens to ‘good’ and ‘wicked’ characters at the end of stories Predict possible endings to stories and events. Show and tell</p>	<p><b>What happened?</b> Show and tell Weekend news 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. Draw conclusions. Ask and answer how and why questions... Reflect – what went well? What changes would you make? Show and tell</p>	<p><b>Time to share!</b> Show and tell Weekend news Listening for longer periods of time. 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. Evaluate understanding.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me & My Community	Once upon a Time	Starry Night	Ready, Steady, Grow!	Big Wide World	Sunshine & Flowers
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
Managing Self  Self - Regulation  Building relationships	New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships with peers and staff Friendly behaviour Dreams and Goals Developing good teamwork e.g. tidy teams. Managing own personal needs e.g. handwashing Identify different feelings/emotions.	Relationships What makes a good friend? Random acts of Kindness Looking after pets Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves. Looking after my teeth	Getting on and falling out. How to deal with our feelings/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. Asking for help Developing growth mindset 'I can do it!'	Looking after others Friendships Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Perseverance and concentration. Food to keep me healthy	Good to be me What is high self-esteem? Learning about and celebrating our qualities and differences. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Looking After our Planet	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. Sun safety
	Children's <b>mental health</b> and <b>wellbeing</b> will be promoted through daily meditation sessions, weekly yoga and wellbeing Wednesday activities and story/non-fiction books and songs.					
Link to behaviour for learning	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social</li> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> <li>✓ Persisting in the face of difficulty</li> </ul>			<p>"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.</p>  <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me & My Community	Once upon a Time	Starry Night	Ready, Steady, Grow!	Big Wide World	Sunshine & Flowers
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</b> explorations 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> .					








Gross motor	<b>PE</b> - ABC's – agility, balance, coordination. Understanding space Large ball skills Basketball skills – patting, bouncing, throwing, catching Cooperation games - parachute & ring games Climbing – trim-trail Balance bikes Large construction	<b>PE</b> – ABC's – agility, balance, coordination. Understanding space What happens to our body when we exercise? Invasion games – football/Rugby Ball skills – throwing & catching, rolling & receiving Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push Set up obstacles for wheeled vehicles to move in, around and through.	<b>PE</b> – ABC's – agility, balance, coordination. Introduce use of smaller balls & bats Dodgeball & Hockey Ball skills – Kicking & receiving, striking & receiving Dance Obstacle activities children moving over, under, through and around equipment	<b>PE</b> – ABC's – agility, balance, coordination. Gymnastics Ball games with teams - Throwing, catching, bouncing, receiving Digging, raking and planting in Reception garden. Pushing & pulling wheelbarrows	<b>PE</b> – ABC's – agility, balance, coordination. Tennis/Athletics Running, landing, jumping, throwing Practise movement skills through games with beanbags, cones, balls and hoops. Encourage children to be highly active and get out of breath several times every day. Bike-ability – balance bike skills	<b>PE</b> - ABC's – agility, balance, coordination. Striking & fielding games Striking, receiving, catching Sports day - Races / team games Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
Fine motor						
	Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Examples of small motor activities: Threading & sewing, handling scissors & cutting, weaving, playdough, joining construction pieces, jigsaws, brush strokes using thick & thin paintbrushes, hammering pegs in boards, fastening/unfastening buttons & zips, mixing, pouring, making models, dressing & undressing dolls, playing with small world toys, drawing, tracing. Children will engage in regular sessions of dough disco, wiggle squiggle or write move activities.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me & My Community	Once upon a Time	Starry Night	Ready, Steady, Grow!	Big Wide World	Sunshine & Flowers
Literacy	It is crucial for children to develop <b>a 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)					





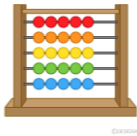


<div>Little Wandle Phonics</div> <div>Word reading</div> <div>Children will have daily phonics lessons and three reading practice sessions.</div> <div>Comprehension</div> <div>-Developing a passion for reading</div> <div>Children will visit our school library each week and make visits to our local library.</div>	<div>Phonics – phase 2</div> <div>s a t p i n m d g o c k ck e u r h b f l</div> <div><b>Reading:</b> Individual letters, oral blending, begin to blend sounds into words (CVC), rhyming, reciting known stories &amp; poems, listening to stories with attention and recall. Learn new vocabulary. Begin to read tricky words e.g is, l Begin reading practice sessions – Decoding, Prosody, Comprehension. Introduce Tales Toolkit strategy for storytelling.</div>	<div>Phonics – phase 2</div> <div>ff ll ss j v w x y z zz qu words with s/s/ added at the end (hats sits) ch sh th ng nk</div> <div><b>Reading:</b> Reading CVC words. Rhyming, alliteration. Know that print is read from left to right. Show children how to touch each sound button when reading words. Begin to read simple captions. Begin to understand story structure. Tales toolkit to encourage narratives in play.</div>	<div>Phonics – phase 3</div> <div>ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff</div> <div><b>Reading:</b> Rhyming strings Spotting diagraphs/trigraphs in words. For tricky words such as ‘the’, help children identify the tricky part. Read captions and simple sentences. Tales toolkit to encourage narratives in play and story telling.</div>	<div>Phonics –</div> <div>Review phase 3 Longer words/words with two or more digraphs Words ending in -ing Compound words Words ending with -es at end /z/</div> <div><b>Reading:</b> Read simple captions and sentences with confidence. Tales toolkit to encourage narratives in play &amp; story telling. Innovating and retelling stories to an audience.</div>	<div>Short vowels</div> <div>cvcc/cvcc/ccvc Longer words Root words ending in: -ing, -ed/t/, -ed/id/ /ed/ -est</div> <div><b>Reading:</b> Increase fluency. Re-read what they have written to check it makes sense. Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</div>	<div>Long vowel sounds</div> <div>cvcc/ccvc/ccv/ccvcc Phase 4 words</div> <div><b>Reading:</b> Reading simple phrases and sentences with fluency and some expression. Re-read what they have written to check it makes sense. Reading phase 4 words confidently.</div>
	<div>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 Respond to illustrations Sequencing pictures to retell familiar stories. Hearing and recognising initial sounds in words. Engage in extended conversations about stories, learning new vocabulary.</div>	<div>Retrieval skills – What? Who? Where? Retell stories related to events through acting/role play Common theme in traditional tales, identifying characters and settings. Christmas letters/lists. Retelling stories using images / props. Story Maps to retell main events of a familiar story. Recycling a story - map it and orally retelling new stories. Communal story telling with actions and / or picture prompts as part of a group Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Enjoy an increasing range of books</div>	<div>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making/words and simple captions. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few tricky words matched to Letters and sounds.</div>	<div>Information leaflets about animals and plants. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Timeline of how plants grow World Book Day They develop their own narratives and explanations by connecting ideas or event</div>	<div>Stories from other cultures and traditions Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Sort books into categories.</div>	<div>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; 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.</div>

<p><b>Focus text</b></p> <p>High quality books to promote a love of reading comprehension &amp; writing.</p>	<p><b>Focus text</b></p> 	<p><b>Focus text</b></p> 	<p><b>Focus text</b></p> 	<p><b>Focus text</b></p> 	<p><b>Focus text</b></p> 	<p><b>Focus text</b></p> 
<p><b>Writing</b></p>	<p><b>Writing focus</b></p> <p>Mark making</p> <p>Name writing</p> <p>Letter formation – phase 2</p> <p>Begin to write initial sounds in words</p> <p>Speech bubbles</p> <p>Who's at the door – Labelling</p>	<p><b>Writing focus</b></p> <p>Letter formation</p> <p>Name writing</p> <p>Letter formation phase 2</p> <p>Hear/write initial &amp; end sounds in words</p> <p>Write CVC words with taught graphemes</p> <p>Labelling a story map</p> <p>Lists – where did the bear go?</p> <p>Lost poster</p> <p>Ideas for a stick - labels</p>	<p><b>Writing focus</b></p> <p>Letter formation</p> <p>Write CVC words with taught graphemes and simple captions</p> <p>Speech &amp; thought bubbles</p> <p>Character description</p>	<p><b>Writing focus</b></p> <p>Letter formation</p> <p>CVC/CCVC/CVCC words with taught graphemes</p> <p>Simple sentences</p> <p>Shared writing – recycle the story 'The Gigantic ...'</p> <p>Recipe</p>	<p><b>Writing focus</b></p> <p>Write words, captions and sentences with taught graphemes and tricky words.</p> <p>Letter families</p> <p>Sentences to describe a minibeast</p> <p>Sunflower diary</p>	<p><b>Writing focus</b></p> <p>Write words, captions and sentences with taught graphemes and tricky words.</p> <p>Letter families</p> <p>Recycle and write a new story</p>
	<p><b>Independent writing</b></p> <p>Party invitation</p> <p>Birthday card</p> <p>Party/Shopping list</p>	<p><b>Independent writing</b></p> <p>Labelling autumnal pictures/animals</p> <p>Get well card</p> <p>Invitation to the ball</p> <p>Map for Red Riding hood</p>	<p><b>Independent writing</b></p> <p>Label a winter picture or an owl</p> <p>Sticky notes for labelling and sending a message to a friend</p>	<p><b>Independent writing</b></p> <p>Lists of favourite food/fruit &amp; veg</p> <p>Speech bubbles for story characters</p> <p>Book making</p>	<p><b>Independent writing</b></p> <p>Labelling pictures of minibeasts and plants</p>	<p><b>Independent writing</b></p> <p>Labels and lists sea creatures/summer</p> <p>What's in my bucket?</p>
	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
	<p><b>Me &amp; My Community</b></p>	<p><b>Once upon a Time</b></p>	<p><b>Starry Night</b></p>	<p><b>Ready, Steady, Grow!</b></p>	<p><b>Big Wide World</b></p>	<p><b>Sunshine &amp; Flowers</b></p>

<b>Mathematics</b>	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 mastery of mathematics 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> , <b>spot connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about <b>what they notice</b> and not be afraid to make mistakes					
<b>Number &amp; Numerical patterns</b>  <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	<b>White Rose maths/NCTEM Getting to know you / Just Like Me!</b> Counting rhymes and songs Match & Sort Compare amounts – more/fewer/less Ordering objects and sets Subitising	<b>White Rose maths phase – It’s me 1,2,3! / Light and dark</b> Representing, comparing and composition of 1,2,3. Representing numbers to 5 One more/One less Subitising	<b>White Rose maths phase – Alive in 5!/Growing 6,7,8</b> Introducing zero Composition of 4 & 5 Comparing numbers to 5 6, 7 & 8 Combining 2 groups Subitising	<b>White Rose maths phase – Building 9 &amp; 10</b> 9 & 10 Comparing numbers to 10 Bonds to 10 Subitising	<b>White Rose maths phase – To 20 &amp; beyond/First Then Now</b> Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away	<b>White Rose maths phase – Find my Pattern/On the move</b> Doubling Sharing & grouping Even and odd Deepening understanding Patterns & relationships
<b>Measure, Shape &amp; Spatial thinking</b>	Compare size, mass and capacity (1) Exploring pattern	Circles and triangles Positional language Shapes with 4 sides Time – My Day	Compare capacity (2) Compare mass (2) Length & height Time	3D shape Pattern (2)	Spatial reasoning (1) Match, Rotate, manipulate Spatial reasoning (2) Compose and decompose	Spatial reasoning (3) Visualise & Build Spatial reasoning (4) Mapping
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Me &amp; My Community</b>	<b>Once upon a Time</b>	<b>Starry Night</b>	<b>Ready, Steady, Grow!</b>	<b>Big Wide World</b>	<b>Sunshine &amp; Flowers</b>
<b>Understanding the World/Festivals</b>	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					
Past & Present People, Culture and Communities The Natural world	Me and my family Changes – baby to now Friends Birthdays	Fairy tales & traditional tales. Fairy tales are set in the past. Animals in stories Kings & Queens in stories. Royal families. Old clothes, new clothes	New year – hopes for the year ahead What happens when I fall asleep? Comparing day and night. Moonlight shadows	Spring – seasonal changes Life cycles – frog/hen Food and farming Aerial farm pictures What do plants need? Growing beans	Fantastic journeys All around the world Animals around the world Natural habitats: oceans, woodlands, ponds & gardens	Summer – seasonal changes Sunflower challenge Flower families Caring for plants and flowers Who’s in the garden? Fun in the sun

	People who help me at home and in our community (school/emergency services). Autumn walk Who lives in the woods? Hibernating hedgehogs Use our senses to explore the outdoor environment. <div>Moon Festival (10<sup>th</sup> Sept) Roald Dahl Day (13<sup>th</sup> Sept) World Gratitude day (21<sup>st</sup> Sept) Harvest Festival World Animal Day (4<sup>th</sup> October) Walk to school month (Oct)</div>	Bonfire Night, Diwali, Remembrance Sunday, Hanukkah, Christmas. Share experiences of Christmas – food, traditions, people, games. Christmas around the world. What is a celebration? Is it shiny, sparkly or dull? World Kindness Day (13 <sup>th</sup> November) Anti- Bullying Week (14 <sup>th</sup> – 18 <sup>th</sup> Nov) Children in Need Christmas jumper day (9 <sup>th</sup> Dec) Christmas Time / Nativity	Animals that come out at night Out in space – First man on the moon! Space journeys. Darkness is the absence of light. Winter – seasonal changes. Where is it always cold? Feeding the birds  <div>Harbin Ice and snow festival – China from 4<sup>th</sup> January Chinese New year Feb Valentine’s day Shrove Tuesday Ash Wednesday Safer Internet Day (8<sup>th</sup> Feb)</div>	Animals and their babies Farms in the past Keeping healthy Different environments have different climates. Purim Food from other cultures – Chinese, Indian, Mexican, Italian Food tasting & smelling Mothering Sunday Easter  <div>World health day (7<sup>th</sup> April)</div>	Exploring maps and a globe Children around the world On Safari Looking after our world Journeys and planning a trip Floating & sinking Life cycle of a butterfly  <div>St George’s day –May day Children’s day in Japan NSPPC Number day National mental health week Eid Walk to school week</div>	Keeping safe in the sun A day at the beach Underwater sea creatures Holidays in the past Natural phenomena, including shadows, reflections and echoes. How are shadows formed? How do shadows change?  <div>World ocean day Father’s day  World Environment day (5<sup>th</sup> June) World Ocean day (8<sup>th</sup> June)</div>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Me &amp; My Community</b>	<b>Once upon a Time</b>	<b>Starry Night</b>	<b>Ready, Steady, Grow!</b>	<b>Big Wide World</b>	<b>Sunshine &amp; Flowers</b>
<b>Expressive arts and design</b>	The development of children's artistic and cultural awareness supports their <b>imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Creating with materials	<b>Charanga music scheme – ME!</b> Join in with songs & nursery rhymes Music appreciation – what do you like about this piece of music? How does it make you feel? Understanding ‘pulse’ Moving to music – expressing different moods. Join in with role play games and use resources available for props; build models using construction equipment Explore colour mixing & link colours to feelings. Self-portraits Explore printing Use leaves & autumnal litter – leaf rubbings, printing, threading, collage Create own Leaf man/lady/animal	<b>Charanga music scheme – My stories</b> Repeat simple rhythms. Dance a story Bonfire night songs Firework pictures Christmas. Nativity play Story maps and props to retell and act out stories Design and build a gingerbread house, a bridge for the Billy Goats, a strong house for the 3 little pigs. Sculptures using mud. Transient art Christmas craft Design a new sledge for Santa Painting, explore thick & thin brushes	<b>Charanga music scheme – Everyone</b> Step into the picture – explore movement e.g. rolling a snowball Story maps and props to retell and act out stories Design & make a bird feeder Winter trees Ice/snow art Explore cold colours Stencil art Collage owls  Making lanterns, Chinese writing, songs and dancing	<b>Charanga music scheme – Our world</b> Tap out a simple rhythm – question & answer Design an Easter garden Observational drawings of daffodils or tulips Printing with vegetables – blossom trees! Mixing media.	<b>Charanga music scheme – Big bear funk</b>  Design and make junk models of minibeasts Make a minibeast mask for our Ugly bug ball Minibeast puppets using socks –Recycle materials to create art and models  Construct large boats, vehicles for our journey  Act out ‘We’re going on a lion hunt’	<b>Charanga music scheme – Reflect, rewind and replay!</b>  Observe and draw pictures of shells using crayons, salt and brusho  Create a musical seaside score and perform to others  Salt dough fossils  Create sea creatures using collage, junk, paint – large and small scale  Create bucket worlds of our own  Father’s Day crafts  Shadow puppets

Inspired by the work of others.	<b>Andy Goldsworthy</b>  Explore art and sculpture in natural settings.	<b>Jackson Pollock</b>  Explore drip technique – splashing, pouring & mixing colour.	<b>Van Gogh</b>  Explore brushstrokes and creating images of the night sky.	<b>Giuseppe Arcimboldo</b>  Create art using fruit, veg, objects. Imagine that!	<b>Edward Tingatinga</b>  Explore bold and bright colours. Sketch & paint pictures of animals.	<b>Emily Notman</b>  Exploring textiles. Stitching, printing, mixed media. Gardens & flowers. Whole class project – wall hanger.
	<b>Role play opportunities</b> Home area – birthday celebrations Exploring the roles of people who helps us	<b>Role play opportunities</b> Re-enacting familiar stories using props/masks. Christmas in the home area. Santa's workshop	<b>Role play opportunities</b> Space station or spaceship Dark forest	<b>Role play opportunities</b> Garden centre/café role play Supertato – act out and imagine a new problem for Supertato	<b>Role play opportunities</b> Vets for Pets!	<b>Role play opportunities</b> Ice-cream shop/parlour Ice-cream van outdoors
<b>RE – Religious Education</b>	<b>Being Special-Where do I belong?</b> Harvest	<b>Why is Christmas special for Christians?</b> Advent/Christmas	<b>Why is the word 'God' so important to Christians?</b> Epiphany	<b>Why is Easter Special to Christians?</b> Easter	<b>What places are special and why?</b>	<b>What times/stories are special and why?</b>
<b>Active Citizenship</b> How can we be good citizens?  <b>British values</b>  <b>Mutual respect and tolerance of other faiths and beliefs</b> Rule of law Democracy Individual liberty	<b>Looking after our immediate and local area</b> Litter picking and planting – plant bulbs  Mutual respect – Everyone is special, Everyone is welcome in our class.	<b>Caring for our community &amp; living things</b> – visit a local care home and sing Christmas carols/songs Build a hedgehog home.  Individual liberty – It's good to be me!  Our Royal family	<b>Showing care for living things</b> – build a bird feeder. Take part in the RSPB bird watch.  Tolerance of other faiths and beliefs	<b>Showing care and concern for our environment &amp; living things</b> Develop our vegetable plot Traditional British food – afternoon tea, fish and chips.	<b>Showing care for living things</b> – build a bug hotel and create a butterfly garden Law – Goldilocks & the Three bears – Did she keep the rule of law?	<b>Plastic pollution in our oceans – what can we do?</b> Recycle and reuse Learn about the importance of recycling and reusing.  Democracy – Farmer duck - fairness

Communication & Language 	Personal, Social, Emotional Development 	Physical Development 	Literacy 	Mathematics 	Understanding the World 	Expressive Arts 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>