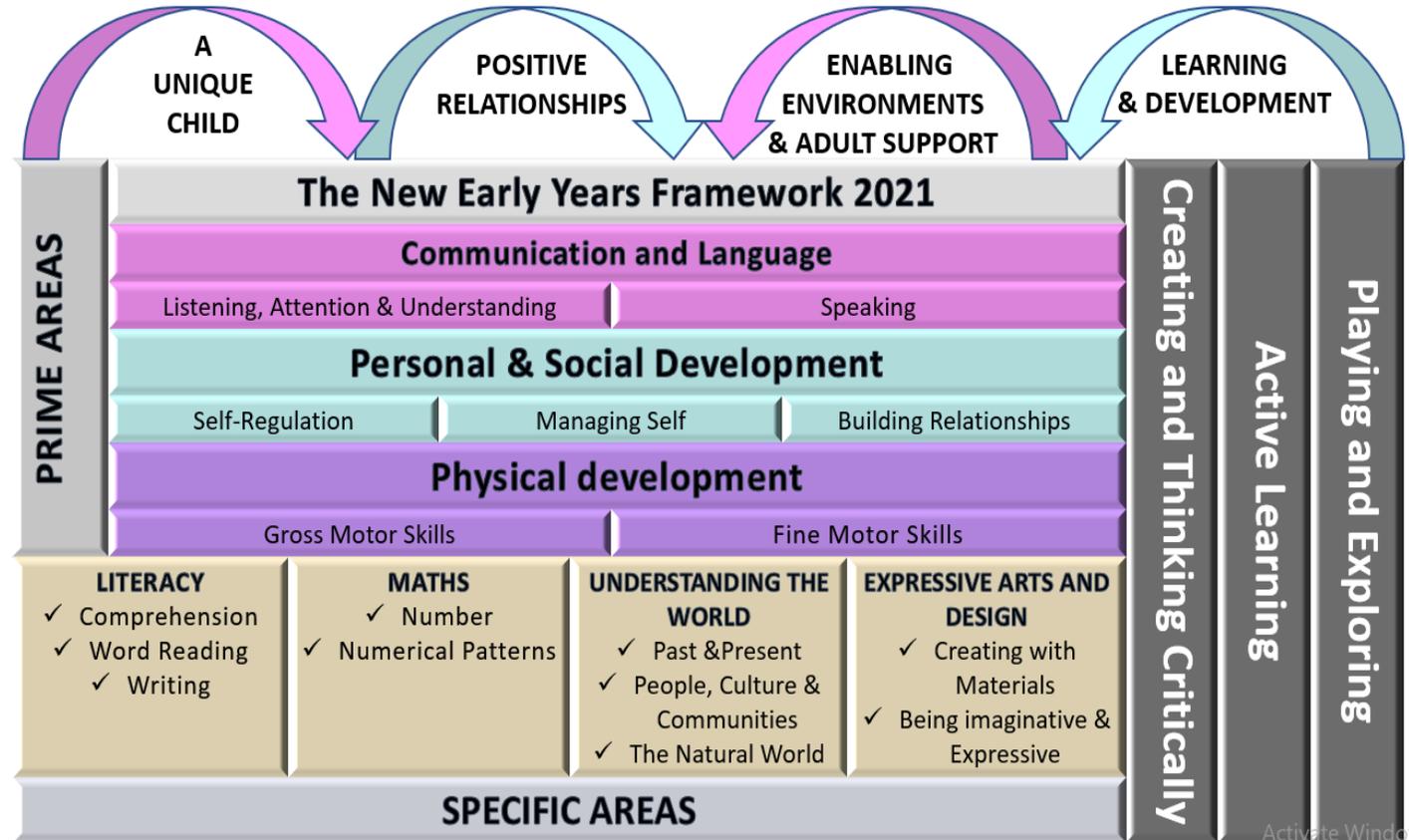
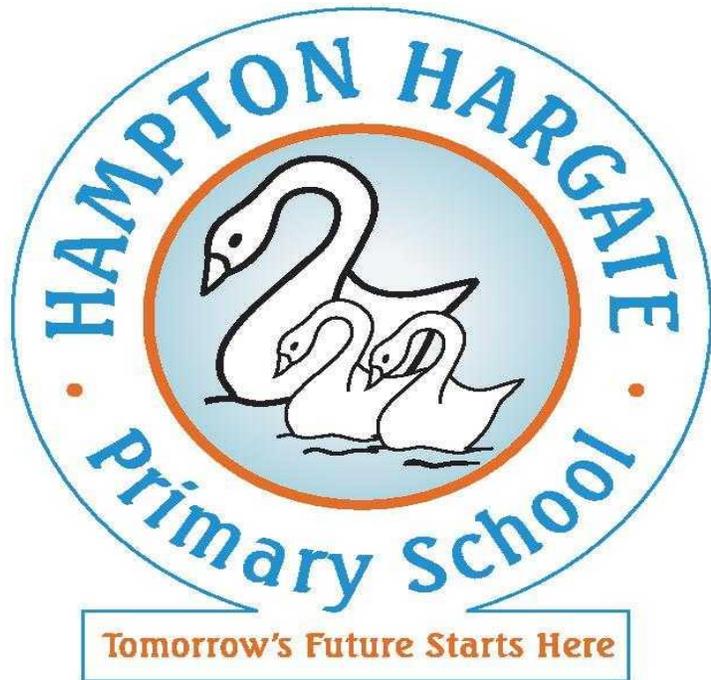


RECEPTION LONG TERM PLAN 21-22

Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021' and the children's personal interests.

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





RECEPTION LONG TERM PLAN 21-22



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

General Themes

NB: These themes may be adapted at various points to allow for children's interests

OURSELVES!

Starting school / my new class / New Beginnings
My family and I / PSED focus /relationships/feelings
Birthdays
What makes me special
Toys now and then
Make a sculpture: Andy Goldsworthy
Weather / seasons

CELEBRATIONS!

Learning about different celebrations, religions and cultures
Understanding Seasons
Shape pictures
Bonfire night / Diwali / Christmas
Christmas celebrations
Writing letters to Santa

PEOPLE WHO HELP US!

Different people and different occupations
Helping others
Non-fiction texts
Designing and making
Chinese New Year
Climates / Hibernation

ANIMAL MAGIC!

Pancake day/Lent
Household items now and then
Life cycles
Animal Arts and crafts
Night and day animals
Animal patterns
Traditional stories

PIRATES/AROUND THE WORLD!

Where do we live in the UK / world?
Simple maps
Seaside art
Reduce, Reuse & Recycle
Fun Science / Materials
Seaside holidays in the past
Compare: Now and then!
Fun Science / Materials

GROWING!

The great outdoors
Plants & Flowers
Weather / seasons
Planting beans/seeds
Reduce, Reuse & Recycle
Fun Science / Materials

Possible Texts and 'old favourites'

Gruffalo/Gruffalo's child
The Colour Monster
The Prickly Hedgehog
After the Storm
The Little Red Hen
Dogger
Whatever Next!
Peace at Last
Guess how much I love you

The Jolly Christmas Postman
Christmas Story / Nativity
Rama and Sita
Stick Man
Funny Bones
One Snowy Night
We're going on a bear hunt
Room on the Broom
The Snail and the Whale

Tiger who came to tea
Supertato
What the Ladybird heard
How to catch a Star
Goodnight Moon
The Jolly Postman
Dinosaurs Love Underpants
Zog
Mayor Glad, Mayor Dizzy

Owl Babies
The 3 Little Pigs
3 Billy Goat's Gruff
Monkey Puzzle
The mole who knew it was none of his business
Little Rabbit Foo Foo
Farmer Duck
Mr Wolf's Pancakes

The Snail and the Whale
Mr. Gumpy's Outing
Tiddler
One is a Snail, ten is a crab
Pirate Adventure
Shark in the Park
Lost and Found
The Rainbow Fish
Sharing a Shell

The Very Hungry Caterpillar
Jasper's Beanstalk
The Tiny Seed
Oliver's Vegetables
Jack and the Beanstalk
Bog Baby
The Great Kapok Tree
Mad about minibeasts

'Wow' moments / Enrichment

Walk around the school / front of the school
Autumn Walk
Lesson visit
Making bread?
Magic of Reading Show

Guy Fawkes / Bonfire Night/
Diwali talk with Mrs Deo
Remembrance day
Powerdown fortnight
Posting letters to Santa
Church Visit
Nativity
Pantomime
Christmas Time /Santa
Achievement Assembly
Christmas lunch / party

Chinese New Year
Winter Walk
Emergency Services Visits
Valentines day
Superhero dress up day

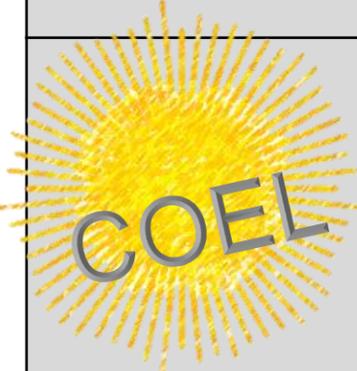
Living egg
Mother's Day
International Languages Week
World Book Day
Visit the Vets
Spring Walk
Achievement Assembly
Easter activities/making
Easter nests

Walk around Hampton
Map work – find the treasure
Sports Week
Fruit kebabs

Farm visit
Caterpillars
Summer Walk
Achievement Assembly
Meeting new class teacher
Teddy Bear's Picnic
Sports day



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES / AROUND THE WORLD!	GROWING!
 	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>						
<p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>						



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES / AROUND THE WORLD!	GROWING!
Our Aims	<p>Values: Kindness & Self-belief</p> <p>Books: <u>Kindness:</u> Dogger, Room on the broom Lost and Found <u>Self belief</u> Gruffalo How to Catch a Star</p>	<p>Values: Honesty & Independence</p> <p>Books: <u>Honesty:</u> The Colour thief The boy who cried wolf <u>Independence:</u> Lost and found Whatever Next! The way back home</p>	<p>Values: Respect & Resilience</p> <p>Books <u>Respect:</u> Bog Baby Little Rabbit Foo Foo The Great Kapok Tree <u>Resilience:</u> Peace at last After the Storm Incredible you Monkey Puzzle</p>	<p>Values: Responsibility & Curiosity</p> <p>Books <u>Responsibility:</u> Bog baby The Great Kapok Tree <u>Curiosity:</u> The mole who knew it was none on his business</p>	<p>Values: Re-cap on all 6</p>	<p>Values: Re-cap on all 6</p>
<p>It goes without saying that we want our children to reach their potential academically whilst here at Hampton Hargate Primary School. But education is about so much more than this. Values are the principles that guide our behaviour and thinking as a school and are reflected in our school aims and principle curriculum aims.</p> <p>Our school aim is 'to foster the development of inquisitive and well-informed children who are able to think for themselves and act in a responsible, independent way. We aim to develop enquiring open mind, self disciplined work habits and a search for excellence in all things.'</p>						



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/AROUND THE WORLD!	GROWING!
British Values	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. We will focus on this through different celebrations.</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. We vote for activities we would like to participate in.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings GLD Projections for EOY Parents evening info EYFS team meetings In house moderation End of term assessments Phonics assessments</p>	<p>Cluster moderation EYFS team meetings Phase meeting and internal moderations Phonics assessments</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term assessments Phonics assessments Update GLD projections</p>	<p>Cluster moderation EYFS team meetings Phonics assessments Internal moderation</p>	<p>Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data</p>
Parental Involvement	<p>Welcome meeting Tapestry involvement Lesson visit</p>	<p>Tapestry involvement Nativity Parent's Evening Curriculum Evening Friend's Christmas Fete</p>	<p>Tapestry involvement Reading meeting Parent phone calls</p>	<p>Tapestry involvement Parents Evening</p>	<p>Tapestry involvement Class assembly</p>	<p>Tapestry involvement Open Evening Class assembly Gold assembly Summer Fete</p>



DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME main characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
Brave Juniper Jupiter Ravis roar Jabari jumps Billy and the beast Billy and the dragon Izzy gizmo I have to start at school today Ruby's worry 15 things not to do with a puppy	Bringing in the new year My granny went to market We all went on safari Bringing the rain to Kapiti Plain Mama Panya's pancakes Coming to England The chicken chasing queen of Lamar county	Perfectly Norman Incredible you I am stronger than anger What makes me a me? The lion inside All are welcome	Its ok to be different When Charlie met Emma Only one you Happy to be me Mila gets her super ears	My pirate mums The girl with two dads We are family More people to love me The great big book of families Our class is a family



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES / ATW	GROWING!
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, sharing personal experiences from Tapestry, EYFS productions and Word Aware</p> <p>Daily story time using high quality texts.</p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them about family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)</p>	<p>Develop vocabulary: Word aware Discovering Passions Tell me a story - retelling stories. Listening and responding to stories Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week (poetry basket) Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Talking about experience with the class bears Performing the Reception Nativity</p>	<p>Develop vocabulary: Word aware Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week (poetry basket) Tell me a story - retelling stories Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more Talking about experience with the class bears</p>	<p>Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week (poetry basket) I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph / film each other retelling stories I can describe events in some detail, walk around Hampton. Talking about experience with the class bears</p>	<p>Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week (poetry basket) I can talk about similarities and differences between things in the past and now (my first year at school) I can talk about the experiences I have had at different points in the school year I can describe events in some detail: farm trip, butterfly life cycle Talking about experience with the class bears</p>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES / ATW	GROWING!
Communication and Language	Our Curriculum Goals Express ideas and feelings with confidence Communicate effectively to meet different needs Speak in full sentences, using a wide vocabulary					





RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES / ATW	GROWING!

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

Managing Self Self - Regulation	Cambridgeshire PSHE scheme Beginning and Belonging Belonging in the class Likes and dislikes Similarities and differences Setting goals Recognising feelings Communication and cooperation Ground Rules Rights Rules and Responsibilities Right and wrong Fair and unfair	Cambridgeshire PSHE scheme My Family and Friends / Myself and Relationships Valuing difference and diversity Kind and unkind behaviour Bullying /Conflict resolution Asking for help and telling Being assertive Safety Circle / Supporting others Identifying and managing emotions Feelings, thought and behaviour Fair and unfair Loss and change / Empathy	Cambridgeshire PSHE scheme Identities and Diversity Similarities, difference and diversity Respecting and valuing others The way we live Neighbourhood Our beliefs Routines, customs and traditions Culture, race and religion	Cambridgeshire PSHE scheme My Body and Growing up Valuing the body Body parts My teeth Shapes and sizes Self care skills Change and responsibilities	Cambridgeshire PSHE scheme Keeping Safe Assessing risk Personal safety skills Safety Circle Good and bad secrets Good and bad touches Real and pretend Lost and found Road Safety Safe use of medicines Medicines, pills, injections	Cambridgeshire PSHE scheme Healthy Lifestyles Healthy Choices My teeth Food and drink Exercise Rest and sleep Leisure time

ELG: Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- ✓ **Controlling own feelings and behaviours**
- ✓ **Applying personalised strategies to return to a state of calm**
- ✓ **Being able to curb impulsive behaviours**
- ✓ **Being able to concentrate on a task**
- ✓ **Being able to ignore distractions**
- ✓ **Behaving in ways that are pro-social**
 - ✓ **Planning**
 - ✓ **Thinking before acting**
 - ✓ **Delaying gratification**
- ✓ **Persisting in the face of difficulty.**

“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.

We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES / ATW	GROWING!
Personal, Social and Emotional Development	Our Curriculum Goals Work as a team To be happy for others and to show empathy Show resilience in the face of challenges To develop self-control					





RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	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 Taking shoes off and putting them on	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 / zips Cutting with Scissors Healthy eating	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	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego. Effective toothbrushing
	Balance Different ways of moving across around trim trail Negotiate space Travelling with confidence Refining fundamental skills Riding bikes and trikes	Ball skills: throwing, catching, kicking Using different sized balls Balance Different ways of moving across around trim trail Negotiate space Travelling with confidence Refining fundamental skills Riding bikes and trikes	GET SET 4 PE : Dance Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	GET SET 4 PE : Gymnastics Balance Core muscle strength Jumping and landing Awareness of space	GET SET 4 PE : balls skills Follow the rules of a game Use a racket Ball skills: throwing, catching, kicking I can join in with a game	GET SET 4 PE : Games Running skills Agility Sports day Playing simple games
<p>Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities Gross motor</p>	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p>From Development Matters 2021': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Physical development 	Our Curriculum Goals To be able to hold a pencil with an effective grip and to form the majority of letters correctly Use scissors to cut accurately Move confidently in different ways and with control					



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	AMAZING ANIMALS!	GROWING!
Literacy Comprehension - Developing a passion for reading Children will visit the library weekly Word Reading Children will be working in different groups for phonics and then Teacher Led work.	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	I can show a preference for a book, song or rhyme. I can talk about events and characters in a story read to me.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	Phonic Sounds: Little Wandle Whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: Little Wandle Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Phonic Sounds: Little Wandle Differentiated groups Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Phonic Sounds: Little Wandle Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	Phonic Sounds: Little Wandle Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Phonic Sounds: Little Wandle Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Writing	<p>Texts as a Stimulus: It's my Birthday Kipper's Toy Box My Mum is Fantastic Peace at Last</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing, writing cards / labels for presents. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Writing for a purpose in role play</p>	<p>Texts as a Stimulus: Room on the Broom Rama and Sita The Christmas Story Christmas Week</p> <p>Recount, Name writing, labelling pictures, writing cards for Diwali and letters for Christmas, Retelling stories including the Christmas story.</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC words.</p>	<p>Texts as a Stimulus: Information Texts Chinese New Year Supertato</p> <p>Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists.</p>	<p>Texts as a Stimulus: Non-fiction books on chicks Mr Wolf's Pancakes The 3 Little Pigs Owl Babies Easter (2 weeks)</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story</p>	<p>Texts as a Stimulus: Pirate Adventure Pirates Love Underpants One is a Snail, Ten is a Crab Handa's Surprise Lost and Found</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words. Character descriptions. Retelling stories, writing riddles and messages Beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>Texts as a Stimulus: The Very Hungry Caterpillar Jack and the Beanstalk</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character description – characters in Jack and the Beanstalk.</p> <p>Recount – A trip to the farm</p>
Texts may due to children's interests						

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Literacy	<p>Our Curriculum Goals</p> <ul style="list-style-type: none"> Have a love of stories and books Retell a simple story through play Read and write simple sentences containing phase 2 and 3 sounds 					





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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>First two weeks: baseline/getting to know you</p> <p>Number recognition, counting, composition of numbers, subitising, more and less, size ordering, positional language, one more and one less.</p>	<p>Numbers 11-20, composition of numbers; part-part-whole method, 5 frames, subitising, number bonds to 5, 2D shape, Christmas word problems; weighing and sharing.</p>	<p>Addition, subtraction, number bonds to 10, subitising, one more one less, counting in 10s, composition of teen numbers, odd and even.</p>	<p>Money, counting in 2s, 5s and 10s, measuring and weighing, number bonds to 5 and 10; part-part-whole method, addition, doubles to 5, recap properties of 2D shapes, 3D shape, comparing quantities; more, less, equal to, capacity, subtraction, halving, ordering larger numbers.</p>	<p>Number bonds to 5 and 10, addition and subtraction; practically and on number line, counting in 10s, doubling, halving, capacity, length, 2D shapes, patterns, more than, less than, odd and even.</p>	<p>Composing and decomposing shapes, addition and subtraction. Number line work, adding by counting on, number bonds to 10, one more- one less, doubling, money, 3D shape, time; o'clock.</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW	GROWING!
Maths 	Our Curriculum Goals Count, order and recognise numbers to 20 Know what is one more/one less to 10 Add and subtract using cubes Have an understanding of the number bonds to 10					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Computing	<p>Identify everyday technology: links to technology at home – old toys / new toys</p> <p>Interact with different technology</p> <ul style="list-style-type: none"> - use IWB to produce a picture on screen. <p>Interact with different technology</p> <ul style="list-style-type: none"> - Play a variety of games on the IWB <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know that ICT may be used to communicate information electronically - sharing photos on Tapestry</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad. Use a painting programme to create firework pictures.</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons</p> <p>Identify how technology is used to share information (Google Maps) look at the route to get to Church.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know that ICT may be used to communicate information electronically - sharing photos on Tapestry</p> <p>Use a range of devices to record information in a range of formats (text, image, sound) Record visits from Police and Fire Fighters</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Identify everyday technology: links to technology at home – old household items / new household items</p> <p>Interact with multimedia software: children to send a video to parents on Tapestry</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Identify how technology is used to share information (Google Maps)</p> <p>Control a programmable toy. Talk about how everyday technology is controlled. Bee Bots</p> <p>Use iPads to record each other retelling stories</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Use iPads to record our school trip. Take photos and film each other / animals.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>





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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Understanding the world RE / Festivals	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Children will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways 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. Set up 'Our Year' display I can ask questions about aspects of my familiar world such as the place where I live or the natural world Compare and contrast new and old toys Begin to learn about the different Seasons 	<ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can recognise and describe special times or events for family or friends Begin to learn about the different Seasons I can recognise that people have different beliefs and celebrate special times in different ways Continue 'Our Year' display I can draw information from a simple map – walk to Church 	<ul style="list-style-type: none"> I can show an interest in different occupations and ways of life Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year Changing seasons: winter Ice experiments Knowing there are different countries in the world (China, linked to Chinese New Year) I understand the effects of changing seasons on the world around me Compare and contrast new and old emergency vehicles 	<ul style="list-style-type: none"> Recognising that people have different beliefs – pancake day / Lent / Christian festival I can describe special events (Easter) Growth & Change: chick life cycle Environment: care can concern: chicks I can understand the key features of the life cycle of a plant and animal I show care for living things (pets – visit to Vets / Wood Green animal shelter) Understand about different occupations – visit to Vets Begin to learn about the different Seasons - International Languages Week Similarities and differences between countries/environments Compare and contrast new and old household items when making pancakes 	<ul style="list-style-type: none"> I can show care and concern for living things in the environment - snails I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects I can draw a simple map I can look at and understand a simple map Pirate maps (maps of school to find treasure) I can identify features of where I live – walk around Hampton Similarities and differences between countries/environments/Africa/Animals using Handa’s Surprise Similarities and differences between countries/environments/Antarctica – Lost and Found I can talk about ways in which I can look after the environment - Messy Magpie stories Materials: Floating / Sinking – boat building Metallic / non-metallic objects 	<ul style="list-style-type: none"> I can tell you what a plant needs to grow (growing a bean) I can tell you about differences between the Seasons I can talk about the lifecycle of a butterfly I can understand the key features of the life cycle of a plant and animal I show care for living things – caterpillars / butterflies



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Understanding the world RE / Festivals 	Our Curriculum Goals Care for their environment Appreciate different religious and cultural communities in their own home town, and around the world Know that life was different in the past Understand simple life cycles					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs</p> <p>Beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Make clay hedgehog</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of a pet / family member</p> <p>Learn about Andy Goldsworthy. Replicate his work</p> <p>Drama conventions through literacy</p>	<p>Use different textures and materials to make firework pictures</p> <p>Make Diva pot out of clay</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p> <p>Kandinsky Shape pictures</p> <p>Music Express</p>	<ul style="list-style-type: none"> I can show an interest in different occupations and ways of life now and in the past Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year Changing seasons: winter Ice experiments Knowing there are different countries in the world (China, linked to Chinese New Year) I understand the effects of changing seasons on the world around me Compare and contrast new and old emergency vehicles 	<p>Make different textures; make patterns using different colours</p> <p>Mother's Day crafts</p> <p>Listen and respond to Carnival of the Animals.</p> <p>Music express</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Use different resources and techniques to make houses for the 3 little pigs</p> <p>To do an observational drawing of a chick / Spring plants</p> <p>I can combine media to make a collage (collage chick)</p> <p>Drama conventions through literacy</p>	<p>Colour mixing – underwater pictures.</p> <p>Junk modelling, design and make pirate ship and treasure chest</p> <p>Making a fruit kebab</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Music express</p> <p>Drama conventions through literacy</p>	<p>Flowers-Sun flowers (Van Gogh)</p> <p>Father's Day Crafts</p> <p>Rubbings of leaves/plants</p> <p>Pictures using a variety of seeds</p> <p>To do an observational drawing of a sunflower / summer plants / flowers</p> <p>Shadow Puppets</p> <p>Music express</p> <p>Drama conventions through literacy</p>

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

Work will be displayed in the classroom
lots of links to Fine Motor Skills.
Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

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Tomorrow's Future Starts Here

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Expressive Arts and Design	<p>Our Curriculum Goals</p> <p>Use correct colours when colouring or painting pictures</p> <p>Draw carefully and purposefully making an accurate representation</p> <p>Participate in musical, imaginative and creative activities reflecting their own personal interests</p>					



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Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

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