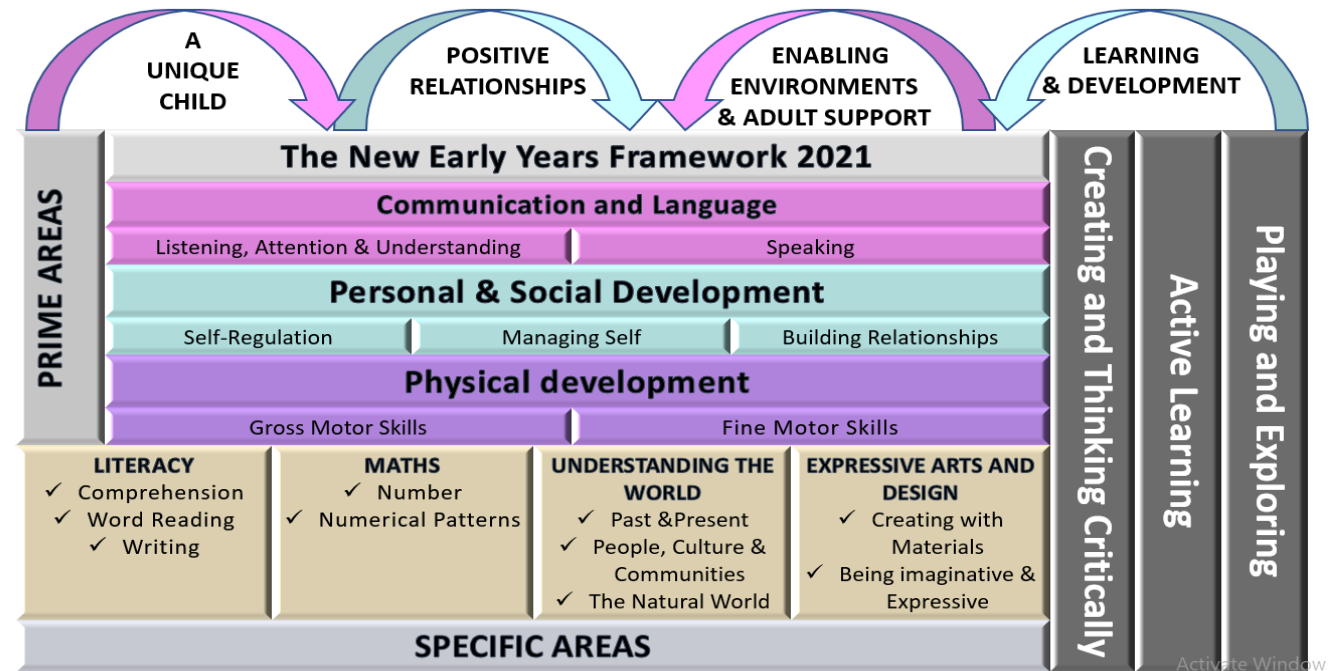


RECEPTION LONG TERM PLAN 23-24



BRINSLEY PRIMARY AND NURSERY SCHOOL
Learn today, be a star of tomorrow



Activate Window

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHO LEFT THESE FOOTPRINTS??	WHAT HAPPENS IN OTHER WORLDS?	ARE ANIMALS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
	<p>Starting school</p> <p>My new class</p> <p>Family Diversity</p> <p>Family life in the past</p> <p>Appearances</p> <p>Locality</p> <p>Material properties (houses)</p> <p>Feelings</p> <p>Me and My Relationships PSED focus</p> <p>Harvest (3rd Oct)</p> <p>Black History month - Oct</p> <p>Seasons - Autumn</p>	<p>Diwali / India (Nov 4th)</p> <p>Remembrance Day (14th Nov)</p> <p>Guy Fawkes / Bonfire Night</p> <p>Christmas Time / Nativity</p> <p>Hannukah (28th Nov -6th Dec)</p> <p>Road Safety Week (15th – 21st Nov)</p> <p>Anti- Bullying Week (15th -19th Nov)</p> <p>At the Panto</p> <p>Christmas Lists</p> <p>Letters to Father Christmas</p>	<p>Castles</p> <p>Life in the past</p> <p>Real and imagined knights, their armor and battles</p> <p>Real and imagined princes, princesses, Kings and Queens</p> <p>Fairy tales and traditional tales</p> <p>Real life 'dragons' and their habitats.</p> <p>Animals that were part of castle life.</p> <p>Seasons</p> <p>Chinese New Year (1st Feb)</p> <p>Pancake Day (1st March)</p>	<p>Seasons</p> <p>Different types of journeys both real and imaginary.</p> <p>Transport (over time)</p> <p>Travel - places near and far</p> <p>Holidays/ weather in different destinations</p> <p>Airports</p> <p>Seasides</p>	<p>Where is Africa?</p> <p>What is the landscape like?</p> <p>Where is the Serengeti?</p> <p>The Maasai</p> <p>Camouflage</p> <p>What is school like for African children?</p> <p>African foods</p> <p>African animals</p> <p>African music, dance , art.</p>	<p>Sports Day</p> <p>Exercise</p> <p>Inspirational sports personalities</p> <p>World records</p> <p>Healthy eating</p> <p>Growing and changing</p> <p>Importance of sleep</p> <p>Human body</p>
HIGH QUALITY TEXTS	<p>The Grest Big Book of Families</p> <p>The Colour Monster</p> <p>Elmer</p> <p>Elephant Me!</p> <p>And Tango Makes Three!</p> <p>From Head to Toe</p> <p>The Five Senses</p> <p>The way I feel</p>	<p>Dipal's Diwali - Twinkl Original</p> <p>Diwali' by Nancy Dickmann</p> <p>Rama & Sita - <u>Malachy Doyle</u></p> <p>'Lighting a Lamp: A Divali Story' by Jonny Zucker and Jan Barger Cohen</p> <p>Where The Poppies Now Grow – Hilary Robinson</p> <p>The Nativity - <u>Estelle Corke</u></p>	<p>Where is the dragon? By Leo Timmers</p> <p>Dragon post – Emma Yarlett</p> <p>Small Knight and George and the Royal Chocolate Cake by Ronda Armitage</p> <p>Mr Archimedes' Bath – P. Allen</p> <p>George goes swimming – N. Sme</p> <p>Tree: Seasons come and seasons go – P. Hegarty</p> <p>A stroll through the seasons – K. Barnam</p>	<p>Oi! Get Off Our Train by John Burningham</p> <p>100 Decker bus – Mike Smith</p> <p>You Can't take an elephant on the bus – Patricia Cleveland Peck</p> <p>The journey – N. Griffiths</p> <p>Cars and trucks and things that go – R. Scarry</p> <p>The Great Balloon Hullabaloo – P. Bentley</p> <p>Curious George and the Hot air balloon – M. Rey</p> <p>Naughty bus – J. Oke</p> <p>Mr Grumpy's Outing – J. Burningham</p> <p>Journey – A. Becker</p>	<p>Handa's Surprise – Eileen Browne</p> <p>We all went on safari – Laurie Krebs</p> <p>Bringing the Rain to Kapita Plain</p> <p>We're going on a lion hunt – David Axtell</p> <p>Oh Beyond zebra – Dr. Suess</p> <p>Greedy Zebra – M. Hadithi</p> <p>Meerkat mail – E. Gravett</p>	<p>Super Duper You- Sophy Henn</p> <p>Amazing – Steve Antony</p> <p>Head to Toe – E. Carle</p> <p>The Hare and the Tortoise</p> <p>Kicking a Ball – A. Ahlberg</p> <p>The Sports Day – N. Butterworth</p> <p>The Runaway Pea – Kjartan Poskitt</p>
'WOW' MOMENTS / ENRICHMENT	<p>Local walk – Where do I Live? Who helps us in Brinsley?</p>	<p>Diwali/ food tasting</p> <p>Guy Fawkes / Bonfire</p> <p>Remembrance Day</p> <p>Anti-Bullying Week</p> <p>Children in Need</p> <p>Road Safety Week</p> <p>Planetarium visit</p> <p>Pantomime</p> <p>Christmas Time / Nativity/Santa</p>	<p>Valentines day</p> <p>Chinese New Year</p> <p>Visit Nottingham Castle</p> <p>National Handwriting Day 23rd January</p> <p>National Storytelling week 30th Jan- 6th Feb</p>	<p>Weather experiments</p> <p>Weather Forecast videos</p> <p>Mother's Day</p> <p>World Book Day 3rd March</p> <p>Easter bonnet parade/egg rolling/decorating</p> <p>Visit East Mids Airport</p> <p>Food tasting – different cultures</p>	<p>Safari park visit</p> <p>African Drumming workshops</p> <p>African dance workshops</p>	<p>Sports Day</p> <p>Father's Day</p> <p>Ice Van Visit</p> <p>End of year family picnic</p>



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHO LEFT THESE FOOTPRINTS??	WHAT HAPPENS IN OTHER WORLDS?	ARE ANIMALS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?



COEL

OVERARCHING PRINCIPLES

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

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

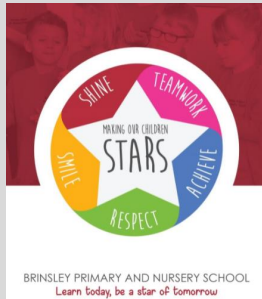
PLAY: At Brinsley, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

RECEPTION LONG TERM PLAN 23-24



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GENERAL THEMES	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHO LEFT THESE FOOTPRINTS??	WHAT HAPPENS IN OTHER WORLDS?	ARE ANIMALS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
OUR BRINSLEY VALUES	<p>VALUES: RESPONSIBILITY & TOLERANCE</p> <p><u>BOOKS:</u> <u>RESPONSIBILITY:</u> ONE WORLD BOG BABY THE GREAT KAPOK TREE</p> <p><u>TOLERANCE</u> IT'S OKAY TO BE DIFFERENT AMAZING GRACE THE BIG UMBRELLA ELMER</p>	<p>VALUES: FRIENDSHIP & RESPECT</p> <p><u>BOOKS:</u> <u>FRIENDSHIP</u> HAVE YOU FILLED A BUCKET TOADY CAN CAT AND BIRD BE FRIENDS? BE A FRIEND</p> <p><u>RESPECT:</u> BOG BABY LITTLE RABBIT FOO FOO THE GREAT KAPOK TREE TUSK TUSK</p>	<p>VALUES: TEAMWORK & CONFIDENCE</p> <p><u>BOOKS</u> <u>TEAMWORK</u> THE LION AND THE MOUSE MINE THE SQUIRRELS WHO SQUABBLED</p> <p><u>CONFIDENCE:</u> IGGY PECK ARCHITECT LOST AND FOUND THE MISSING PIECE THE WAY BACK HOME GRUFFALO HOW TO CATCH A STAR</p>	<p>VALUES: RESILIENCE & HONESTY</p> <p><u>BOOKS</u> <u>RESILIENCE:</u> PEACE AT LAST AFTER THE STORM PETER AND THE WOLF KEVIN THE CAT WITH THE MAGIC HAT UP AND DOWN MONKEY PUZZLE THE WAY BACK HOME</p> <p><u>HONESTY:</u> DO UNTO OTTERS THE COLOUR THEIF NOT NOW BERNARD</p>	<p>VALUES: CARING & FORGIVENESS</p> <p><u>BOOKS</u> <u>CARING:</u> DOGGER ROOM ON THE BROOM THE GIVING TREE LOST AND FOUND</p> <p><u>FORGIVENESS</u> THE GRIZZLY BEAR WHO LOST HIS GRRRRR! I LOVE MY NEW TOY OH NO GEORGE</p>	<p>VALUES: HAPPINESS</p> <p><u>BOOKS</u> <u>HAPPINESS:</u> THE BIG BOOK OF HUGS EVEN SUPERHEROES HAVE BAD DAYS JOY</p>



AT BRINSLEY PRIMARY AND NURSERY SCHOOL, WE PROMISE A CARING COMMUNITY WHERE EVERYONE CAN BE STARS. WE STRIVE TO ENABLE OUR PUPILS TO SHINE AND WORK TOGETHER AS A TEAM TO ACHIEVE THEIR FULL POTENTIAL IN AN EXCITING, CREATIVE ENVIRONMENT; WHICH WILL INSPIRE THEM TO LEARN AND GROW. THROUGH OUR VALUES, WE RESPECT AND HAVE EMPATHY FOR EACH OTHER – SMILING ALONG THE WAY!

RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHO LEFT THESE FOOTPRINTS??	WHAT HAPPENS IN OTHER WORLDS?	ARE ANIMALS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
BRITISH VALUES	<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. Done through celebrations</p>	<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>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.</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 Neli Assessments</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments</p>	<p>GLD Projections for EOY Family moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments</p>	<p>EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data Neli Assessments</p>
PARENTAL INVOLVEMENT	<p>Welcome Pack Dojo/ Facebook involvement Reading diaries Brinsley walk</p>	<p>Dojo/ Facebook involvement Parents Evening Nativity Reading diaries FS2 Open evening event.</p>	<p>Dojo/ Facebook involvement Castle Visit Valentines day event Reading Workshop Reading diaries</p>	<p>Dojo/ Facebook involvement Parents Evening Easter bonnet parade Airport visit Reading diaries</p>	<p>Dojo/ Facebook involvement Reading diaries</p>	<p>Dojo/ Facebook involvement Parents Evening End of year report/ Evidence me observations End of year family Picnic</p>



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

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
SO MUCH SHINE ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS	THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS	WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON	ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS	MY PIRATE MUMS MT TWO GRANDDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES

they speak at home, try and learn a few key words and celebrate multilingualism in your setting.

their teacher, and see questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures.**



V – C&L is about the quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions EYFS productions,

**DAILY STORY TIME
USING HIGH QUALITY
TEXTS**

Welcome to EYF!
Settling in activities
Making friends
Structured show and Tell
Discussing different families
Children talking about experiences that are familiar to them
What do you like/ dislike
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:
Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”

Let’s talk!
Develop vocabulary:
See progression of vocabulary/ Terminology plan
Talking about Diwali/ Remembrance, Christmas
Tell me a story – Rama and Sita (props)
Story language
Listening and responding to stories
Following instructions
Takes part in discussion
Understand how to listen carefully and why listening is important.
Choose books that will develop their vocabulary.

Learn the dinosaur songs-
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-dinosaurs/z6snmfr>
and
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-dinosaurs/zv7rf4j>
Explore the way the new vocabulary you are learning linked to dinosaurs sounds- practise saying the complicated dinosaur names
Describe the ways that the different dinosaurs look and develop adjectives and verbs into children’s vocabulary e.g. the huge t-rex stomps, etc. You could role play some of the verbs and adjectives together
Dinosaur texture- provide different materials in CP and describe how they feel (you could make a feely box)- do you think dinosaurs felt like this? Why/ why not?
Encourage the children to ask questions about dinosaurs and try to find answers... prompt questioning by providing open ended investigations

Tell me about differences!
Develop vocabulary:
See progression of vocabulary/ Terminology plan
Neli interventions
Reciting poems and songs
I can learn and recite, poems and songs: Rhyme of the week
I can talk about similarities and differences between things in the past and now (seasides/ transport)
I can articulate my ideas and thoughts into well-formed sentences
I ask questions to find out more
Using the iPad to take a photograph
I can describe events in some detail: Airport visit

Can you recount an event?
Develop vocabulary:
See progression of vocabulary/ Terminology plan
Neli interventions
I can learn and recite, poems and songs: Rhyme of the week
I can listen to, engage in and talk about non-fiction
Tell me a story - retelling stories: talk for writing (Lion hunt)
I can listen to and engage in and talk about selected non-fiction

Explain to me!
Develop vocabulary:
See progression of vocabulary/ Terminology plan
I can learn and recite, poems and songs: Rhyme of the week
Ask’s how and why questions...
I can talk about the experiences I have had at different points in the school year (end of year video)
Transition talks with new teacher



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1/	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHO LEFT THESE FOOTPRINTS??	WHAT HAPPENS IN OTHER WORLDS?	ARE ANIMALS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
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 MAKING RELATIONSHIPS	<p>SCARF PSHE: Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p> <p>Children's health project: Laughter</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p>	<p>SCARF PSHE Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p> <p>Children's health project: Gratitude Positivity</p> <p>Anti-Bullying Week (odd socks) Road Safety Week.</p>	<p>SCARF PSHE Keeping Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>Children's health project: Mindfulness Micronutrients</p>	<p>SCARF PSHE Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p> <p>Children's health project: Ability Vitamin N</p>	<p>SCARF PSHE Being my Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p> <p>Children's health project: Stress Creative Movement</p>	<p>SCARF PSHE Growing and changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p> <p>Children's health project: Routine Sleep</p> <p>Importance of exercise</p> <p>Transition into Year 1 Year 1 readiness</p>

Early learning Goals: 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.

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 playing 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. Fine motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.



FINE MOTOR

Regularly check the process of handwriting (pencil grip and letter formation, including posture). Provide extra help and support when needed.

OPPORTUNITIES FOR MOTOR ACTIVITIES

GROSS MOTOR

COSMIC KIDS YOGA LESSON

<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking coats off and putting them on</p>	<p>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</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p> <p>Fossil Hunter- provide a "fossil hunting" activity in the sand tray and then use paintbrushes, picks, toothbrushes, etc to "dig" up the fossils (make the bones using salt dough)</p> <p>Cutting Cabbage- feed the dinosaurs by cutting cabbage leaves for them- scissor skills</p> <p>Create dinosaur bones using salt dough</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>NEXT LEVEL SPORTS: Dance</p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p> <p>I can perform teacher led warm ups</p>	<p>NEXT LEVEL SPORTS: Games</p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p>	<p>Dance</p>	<p>Gymnastics</p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p>	<p>NEXT LEVEL SPORTS: Cricket</p> <p>Follow the rules of a game</p> <p>Use a racket</p> <p>I can join in with a game</p>	<p>NEXT LEVEL SPORTS: Athletics</p> <p>Running skills</p> <p>Agility</p> <p>Sports day</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

From Development Matters 20':
 Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
 Progress towards a more fluent style of moving, with developing control and grace.
 Develop the overall body strength, 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



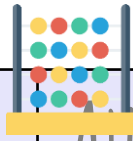
RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I!	WHAT'S THAT LIGHT IN THE SKY?	WHO LEFT THESE FOOTPRINTS??	WHAT HAPPENS IN OTHER WORLDS?	ARE ANIMALS LIKE ME?	WHAT CAN I FILL MY BUCKET WITH?
LITERACY	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)					
COMPREHENSION - DEVELOPING A PASSION FOR READING <small>Children will visit the library weekly</small>	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 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)
WORD READING	Self registration: Read own name Revise Level 1 Aspect 7: Oral blending and segmenting (2 weeks) Level 2 Phonics: Set 1: s, a, t, p Set 2: i,n,m,d Set 3: g,o,c,k Set 4: ck, e, u, r Read tricky words <i>to, the</i> Reading: Initial sounds, oral blending and segmenting VC & CVCs 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	Level 2 Phonics: Set 5: : h b f ff l ll ss Read tricky words <i>no, go, I</i> Level 2 Consolidation (1 week) Level 3 Phonics: Week 1: j,v,w,x – Revise all level 2 tricky words. Week 2: y, z, zz, qu, ch – Tricky words <i>he, she (read), to the (spell)</i> Week 3: sh, th, <i>th</i> , ng – Tricky words <i>we, me, be (read)</i> Week 4: ai, ee, igh, oa – Tricky words <i>was (read) no, go, I (spell)</i> Week 5: oo, oo, ar, or Tricky word <i>my (read)</i>	Level 3 Phonics: Week 6: ur, ow, oi, ear Tricky word <i>you (read)</i> Week 7: air, ure, er Tricky word <i>they (read)</i> Week 8: Recap sounds from weeks 1-4 Tricky word <i>here (read)</i> Week 9: Recap sounds from week 5-7 Tricky words <i>all, are (read)</i> Week 10: Trigraphs and consonant digraphs. Recap <i>was, my</i>	Level 3 Phonics: Week 11: Letter sounds and Vowel digraphs. Recap <i>we, they</i> Week 12: Level 3 revision/ assessment. Revision of all Level 3 tricky words. Spell <i>the, to, no, go, I</i> Level 4 phonics Week 1: CVCC Words. Read Tricky words: <i>said so</i> . Spell: <i>he, she, we, me, be</i> Week 2: CCVC Words. Read tricky words: <i>have, like, come, some</i> . Spell: <i>was, you</i> Week 3: Adjacent consonants. Read tricky words: <i>were, there, little, one</i> . Spell: <i>they are, all</i> Week 4: Polysyllabic Words. Read tricky words: <i>do, when, out, what</i> . Spell: <i>my, here</i>	Consolidate all level 2,3 & 4 through applying reading in guided reading groups. Revise/ gap teach anything from assessments.	Phonics interventions: End of term assessments Transition work with Year 1 staff Guided Reading.



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WRITING	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels.</p> <p>Writing for a purpose in role play</p> <p>PHASE WORDS</p>	<p>Name writing, labelling. Handwriting as new sounds are introduced.</p> <p>Mark making, writing in provision.</p> <p>Retelling stories, letter writing (Santa)</p> <p>Writing tricky words such as I, the, no, go, to.</p> <p>Writing CVC words, Labels using CVC words.</p> <p>PHASE WORDS</p>	<p>Exciting adjectives 'Wow words'</p> <p>Dinosaur vocabulary</p> <p>Story Maps: We're going on a dinosaur hunt.</p> <p>Dino fact file</p> <p>Labels and descriptive words for own dino design</p> <p>Instructions – looking after a baby dinosaur</p> <p>PHASE WORDS</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p> <p>Order the Easter story</p> <p>PHASE WORDS</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Writing recipes, lists.</p> <p>Talk for writing unit – We went on a Lion hunt.</p> <p>Acrostic poems</p>	<p>Non fiction writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories.</p> <p>Character description</p>



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MATHS <i>White Rose (Master the Curriculum)</i>	<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>					
	Getting to know you (3 weeks) Goldilocks 5 Little Ducks 5 Little Speckled Frogs Just Like me (3 weeks) Match Sort Compare Amounts Compare Size, Mass and Capacity Make Simple Patterns	It's me 1,2,3 (3 weeks) Numbers 1-3 Sorting Matching/ subitizing One more/ one less Sorting shaoes Circles & Triangles Real life objects Positional language Light and dark (3 weeks) All About 4 All About 5 One More One Less Shapes with 4 Sides Night and Day	Alive in 5 (3 weeks) Introducing Zero Comparing Numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity Growing 6,7,8 (3 weeks) 6, 7 and 8 Making Pairs Combining Two Groups Length and Height Time All About 6 All About 7 All About 8	Building 9 and 10 (3weeks) 9 and 10 Comparing Numbers to 10 Bonds to 10 3D-shape Pattern All About 9 All About 10 Consolidation (3 weeks)	To 20 and beyond (3 weeks) Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning: Match, Rotate, Manipulate First, then, now (3 weeks) Adding More Spatial Reasoning: Compose and Decompose <u>Taking Away</u>	Find my Pattern(3 weeks) Doubling Sharing and Grouping Even and Odd Spatial Reasoning: Visualise and Build On the move (3 weeks) Deepening Understanding Patterns and Relationships Spatial Reasoning: Mapping



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COMPUTING	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <p>To screenshot using the home and lock buttons</p> <p>interact with simulation software</p> <ul style="list-style-type: none"> - use a package to produce a picture on screen - understand that 'output' is the result of a trigger (pressing the play button) <p>- control a programmable toy</p> <ul style="list-style-type: none"> - talk about how everyday technology is controlled <p>SMART RULES:</p> <ul style="list-style-type: none"> 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>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p>SMART RULES</p> <ul style="list-style-type: none"> 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>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Interact with multimedia software: children to send a video to parents on dojo</p> <p>SMART RULES</p> <ul style="list-style-type: none"> 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>Identify how technology is used to share information (Google Maps)</p> <p>SMART RULES</p> <ul style="list-style-type: none"> 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>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use paint to represent an animal of their choice</p> <p>SMART RULES</p> <ul style="list-style-type: none"> 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>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> - explore a website - collect and sort information using ict - produce a simple program <p>SMART RULES</p> <ul style="list-style-type: none"> 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

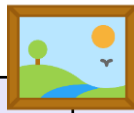
Our aim is that children leave Pinewood:

- having had their lessons brought to life through ICT
- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world
- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed
- being able to confidently debug and solve problems



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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>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<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 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. I can show an interest in different occupations and ways of life I can draw a simple map Set up roadway of our half term's learning I can ask questions about aspects of my familiar world such as the place where I live or the natural world Recognise that some environments are different to the ones they live in. (Africa) 	<ul style="list-style-type: none"> Diwali: compare and contrast character from stories (Dipal's Diwali, Rama & Sita, including figures from the past: looking at clothes I can talk about significant events in my own experience I know that people have different beliefs and celebrate special times in different ways. Hindu Temples Recognise some similarities and differences between life in this country and life in other countries. Recognise that some environments are different to the ones they live in. (India) Understand the effect of changing seasons on the natural world around them. (Winter, cold, snow and ice). 	<ul style="list-style-type: none"> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Compare and contrast characters from stories, including figures from the past. (St George and the Dragon) Listen to children describing and commenting on things they have seen whilst outside, including plants and animals- Real life dragons (White Post farm animal visit?) Celebrate Chinese New year Knowing there are different countries in the world (China) Changing seasons: winter Ice experiments Explore google earth Castles old and new (who lived in them? What was it like long ago?) Chronology 	<ul style="list-style-type: none"> Similarities and differences between countries – Holiday destinations (hot, cold, beach, skiing etc) Draw information from a simple map. Transport old and new? How are they similar/different? Seaside holidays now and then? Who invented the car? I can describe special events (Easter) Church is a special place for Christians at Easter. Boats, floating and sinking 	<ul style="list-style-type: none"> Comparing African animals and their habits with animals in our locality. Animal shadows – What is it? Frog life cycle – observe frog spawn. I can show care and concern for living things in the environment 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 Looking at camouflage and the natural world I can understand the key features of the life cycle of a plant and animal Forest School weekly activities Seasons: Spring 	<ul style="list-style-type: none"> Explore the natural world around them Senses/ hands on experiences Sensory walks Sing songs related to the body How does my voice travel? Sound experiments and exploration Forest School weekly activities Seasons: Summer
	<p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Robins/ Brinsley family Which stories are special and why?</p>	<p>What times are special and why? Which stories are special and why?</p> <p>Diwali</p> <p>Hanuka</p> <p>Christmas</p>	<p>What times are special and why?</p> <p>Chinese new year</p>	<p>What times are special and why?</p> <p>Which stories are special and why?</p> <p>Easter</p> <p>What places are special and why? Church at Easter</p>	<p>What is special about our world? Awe and wonder: growth and change of animals</p>	<p>What is special about our world? Summer Solstice</p>



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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>Junk modelling, take picture of children's creations and record them explaining what they did.</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 create a self-portrait Drama conventions through literacy</p>	<p>Printing with scrubbing brushes to create firework effects</p> <p>Listen to music and make their own dances in response (Indian/ Diwali).</p> <p>Create Rangoli patterns with Rice and tissue paper (collaborative)</p> <p>Shadow Puppets –Rama and Sita</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p> <p>Drama conventions through literacy</p>	<p>Paul Klee Castle and Sun: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can talk about a famous artist</p> <p>Make different textures; make patterns using different colours</p> <p>Creating Dragon craft - flames</p> <p>I can explore how colour can be changed.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: Dragon Scales</p> <p>Drama conventions through literacy</p>	<p>Mother's Day crafts</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Artwork themed around transport (Box model trains/ car/ bridgess etc)</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>I can combine media to make a collage (collage)</p> <p>Artwork using vehicle tracks</p> <p>Drama conventions through literacy</p>	<p>Collage-African animals / . Pastel drawings, Life cycles,</p> <p>African tribal patterns</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Rubbings of leaves/plants</p> <p>Andy Goldsworthy natural art</p> <p>Create collaboratively: African animals at sunset scene.</p> <p>Drama conventions through literacy</p>	<p>Father's Day Crafts</p> <p>Hand and foot printing/ painting</p> <p>Life drawing</p> <p>Portraits – drawing attention to detail.</p> <p>Finger painting</p> <p>Life size art.</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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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>