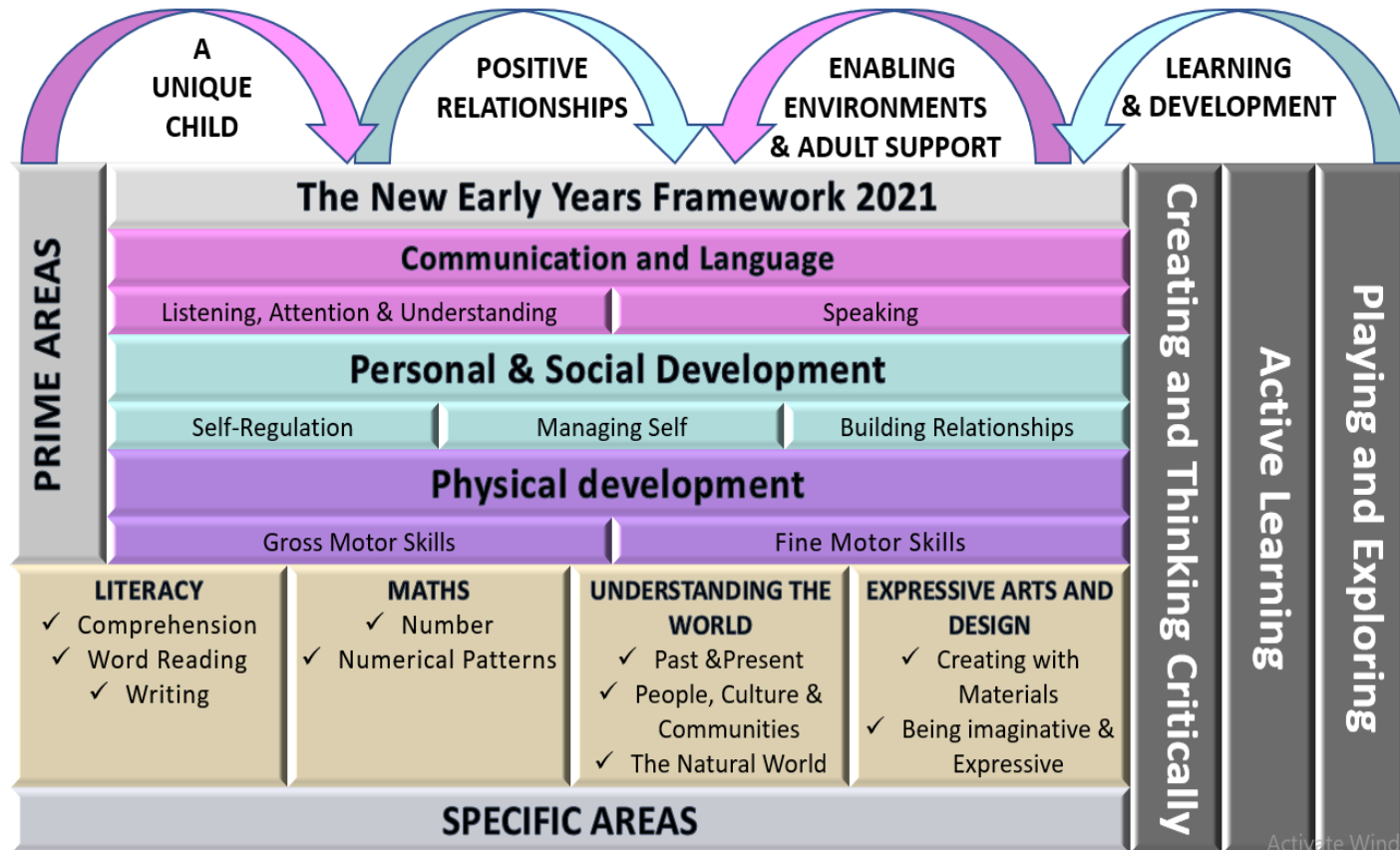


**Barrow CEVC  
Primary School**

Inspire, Create, Discover, Together

# RECEPTION LONG TERM PLAN 21-22



# RECEPTION LONG TERM PLAN 21-22



AUTUMN 1



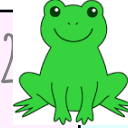
AUTUMN 2



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*

MARVELOUS ME

Starting school / my new class / New Beginnings  
People who help us / Careers  
My family / PSED focus /relationships/feelings  
What am I good at?

DO COWS DRINK MILK?  
LETS CELEBRATE (2 WEEKS)

Farm animals/trip

Bonfire night celebrations  
Little Red Hen – Harvest  
The Nativity  
Christmas Lists  
Letters to Father Christmas

WILL YOU READ ME A STORY?

Arts & Design focus  
A Starry Night  
Van Gogh  
Night time adventures  
Chinese New Year

ARE WE THERE YET?

The great outdoors  
Where in the world shall we go?  
Weather / seasons  
Planting beans/seeds  
Make a sculpture: Andy Goldsworthy  
Reduce, Reuse & Recycle  
Fun Science / Materials  
Where do we live in the UK / world?

MINIBEAST MADNESS

What lives in our wildlife area?  
Life cycles

UNDER THE SEA

Send me a postcard!  
Marine life  
Fossils – Mary Anning  
Seasides in the past  
Compare: Now and then!  
Seaside art  
Reduce, Reuse & Recycle  
Fun Science / Materials

HIGH QUALITY TEXTS

Shine  
So much  
Doctor Dog  
Cops and Robbers  
Captain Tom Little People Big Dreams

Rosie's Walk  
What the Ladybird Heard  
Guy Fawkes: Recount  
Little Red Hen (x2 weeks) Talk for Writing  
Funnybones: Labelling  
Stick Man: Recount: Writing letters  
The Christmas Story  
Christmas Week

Jack and the Beanstalk  
The Three Little Pigs  
Gingerbread Man  
The Three Bears  
How to catch a star  
Chinese New Year  
The Tiger who came to Tea

The Naughty Bus  
Look Up!  
Train Ride  
The Journey  
Easter (2 weeks)

Oi Frog  
The Tadpoles Promise  
Non-Fiction texts  
Bees  
The Very Hungry Caterpillar  
Mini Beast Madness

Somebody Swallowed Stanley  
Blue Planet David  
Attenborough Little People  
Big Dreams  
Sharing a Shell  
A home for a Pirate  
Pirates/Seaside

'WOW' MOMENTS /

Chatterboxes  
Nurse /police officer/Dentist  
Diwali Day 15<sup>th</sup> October  
National Poetry Day 7<sup>th</sup>

Visit to the farm  
Visit from a vet  
Remembrance Day  
Guy Fawkes / Bonfire

Valentines day  
Art exhibition  
Chinese New Year  
Take One Picture

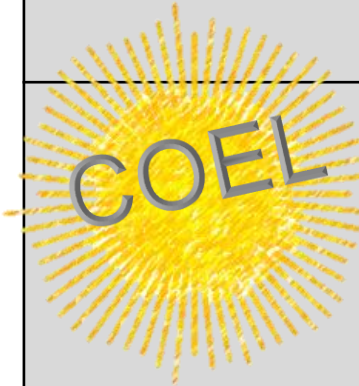
Living eggs  
Weather experiments  
Weather Forecast videos  
Mother's Day

Caterpillars in  
Frogspawn in classroom or pond visits  
Grow butterflies

Under the Sea – singing songs and sea shanties  
Map work - Find the Treasure

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	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE!	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!



## 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.

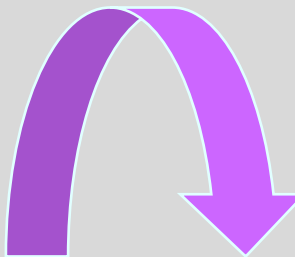
**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**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: 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.**



OVER  
ARCHING  
PRINCIPLES

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GENERAL THEMES	MAREVLOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE!	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
OUR BARR OW BELIE FS VALUES	<p>B &amp;V- IDENTITY &amp; GENEROSITY</p> <p>WHAT MAKES EVERY SINGLE PERSON PRECIOUS AND UNIQUE?</p> <p><u>BOOKS:</u> <u>KINDNESS:</u> DOGGER, ROOM ON THE BROOM THE GIVING TREE LOST AND FOUND <u>SELF BELIEF</u> GRUFFALO HOW TO CATCH A STAR</p>	<p>VALUES : CONNECTION &amp; SERVICE</p> <p>WHY DO CHRISTIANS PERFORM NATIVITY PLAYS AT CHRISTMAS?</p> <p><u>BOOKS:</u> <u>HONESTY:</u> DO UNTO OTTERS <u>INDEPENDENCE:</u> IGGY PECK ARCHITECT LOST AND FOUND THE MISSING PIECE THE WAY BACK HOME</p>	<p>VALUES : LEGACY &amp; STEWARDSHIP</p> <p>HOW CAN WE CARE FOR OUR WONDERFUL WORLD?</p> <p><u>BOOKS</u> <u>RESPECT:</u> BOG BABY LITTLE RABBIT FOO FOO THE GREAT KAPOK TREE TUSK TUSK <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>VALUES : ADVENTURE &amp; COURAGE</p> <p>WHY DO CHRISTIANS PUT A CROSS IN AN EASTER GARDEN?</p> <p><u>BOOKS</u> <u>RESPONSIBILITY:</u> ONE WORLD BOG BABY THE GREAT KAPOK TREE <u>CURIOSITY:</u> THE MOLE WHO KNEW IT WAS NON ON HIS BUSINESS</p>	<p>VALUES : IMAGINATION &amp; CREATIVITY</p> <p>WHY IS THE WORD 'GOD' SO IMPORTANT TO CHRISTIANS?</p>	<p>VALUES : POSSIBILITY &amp; WISDOM</p> <p>HOW CAN WE HELP OTHERS WHEN THEY NEED IT?</p>

# RECEPTION LONG TERM PLAN 21-22



	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE!	WILL YOU READ ME A STORY	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
B R I T I S H V A L U E S S H A R I N G C I R C L E S	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> 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>
A S S E S S M E N T O P P O R T U N I T I E S	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments Key word assessments EYFS team meetings Settling in Parents Evening</p>	<p>On going assessments Pupil progress meetings EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments</p>	<p>GLD Projections for EOY Internal Moderation EYFS team meetings</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments</p>	<p>External moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data</p>
P A R E N T A L I N V O L V E M E N T	<p>Tea and Tissues Meet the teacher welcome meeting Tapestry involvement</p>	<p>Tapestry involvement Google Classroom Nativity Christmas service</p>	<p>Tapestry involvement Google Classroom Valentines day lunch</p>	<p>Tapestry involvement Google Classroom Parents Evening Science Week</p>	<p>Tapestry involvement Google Classroom Fathers Day lunch</p>	<p>Tapestry involvement Google Classroom End of Year Reports Sports Day</p>

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

B A M E M A I N C H A R A C T E R S	C U L T U R A L D I V E R S I T Y	N E U R O D I V E R S I T Y	P H Y S I C A L D I S A B I L I T I E S	D I F F E R E N T F A M I L I E S
S O M U C H A S T R O G I R L L U L U ' S F I R S T D A Y B A B Y G O E S T O M A R K E T M O M M Y S A Y I N G F U L L , F U L L F U L L O F L O V E 1 5 T H I N G S N O T T O D O W I T H A P U P P Y J A B A R I J U M P S I Z Z Y G I Z M O	T H E B I G B O O K O F F A M I L I E S M A I S I E ' S S C R A P B O O K H A T S O F F A I T H T H E J A S M I N E S N E E Z E G O L D E N D O M E S A N D S I L V E R L A N T E R N S	W E ' R E A L L W O N D E R S P E R F E C T L Y N O R M A N I N C R E D I B L E Y O U I S E E T H I N G S D I F F E R E N T L Y M R G O R S K I I T H I N K I H A V E T H E W I G G L E F I D G E T S B E C A U S E W H A T M A K E S M E A M E ?	I T S O K T O B E D I F F E R E N T W H E N C H A R L I E M E T E M M A O N L Y O N E Y O U D O N ' T C A L L M E S P E C I A L H A P P Y T O B E M E M I L L I E G E T S H E R S U P E R E A R S	M Y P I R A T E M U M S M T T W O G R A N D A D S T H E G I R L W I T H T W O D A D S W E A R E F A M I L Y M O R E P E O P L E T O L O V E M E O U R C L A S S I S A F A M I L Y L O V E M A K E S A F A M I L Y H E A T H E R H A S T W O M U M M I E S



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GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!

## COMMUNICATION AND LANGUAGE

Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.

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**.

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.

## DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS)

<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? 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 Talk boost intervention Model talk routines</p>	<p><b>Tell me a story!</b> Develop vocabulary: Word aware Talk Boost interventions Discovering Passions Tell me a story - retelling stories: talk for writing 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.</p>	<p><b>Tell me why!</b> Develop vocabulary: Word aware Talk Boost interventions Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! 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</p>	<p><b>Explain to me!</b> Talk Boost Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing 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</p>	<p><b>Can you recount an event?</b> Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle</p>	<p>Tell me about differences? Talk Boost Word Aware: Explore Vocab 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) I can talk about the experiences I have had at different points in the school year (end of year video)</p>
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
M A N A G I N G S E L F S E L F R E G U L A T I O N M A K I N G R E L A T I O N S H I P S	SELECT AND USE RESOURCES VALUES PRAISE INITIATES PLAY CAN PLAY IN A GROUP  <b>MYSELF AND MY RELATIONSHIPS 1</b>  B E G I N N I N G A N D B E L O N G I N G 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	AWARE OF OWN FEELINGS DEMONSTRATES FRIENDLY BEHAVIOUR KEEPS PLAY GOING ENJOYS RESPONSIBILITY  <b>MYSELF AND MY RELATIONSHIPS 2 &amp; 3</b> M Y F A M I L Y A N D F R I E N D S - I N C L U D I N G A N T I - B U L L Y I N G VALUING DIFFERENCE AND DIVERSITY • KIND AND UNKIND BEHAVIOUR • BULLYING • CONFLICT RESOLUTION • ASKING FOR HELP AND TELLING • BEING ASSERTIVE • SAFETY CIRCLE • SUPPORTING OTHERS  <b>M Y E M O T I O N S</b> IDENTIFYING AND MANAGING EMOTIONS • FEELINGS, THOUGHT AND BEHAVIOUR • FAIR AND UNFAIR • LOSS AND CHANGE • EMPATHY	CONFIDENCE IN ASKING OTHERS FOR HELP CONFIDENT IN NEW SITUATIONS  <b>C I T I Z E N S H I P 1</b>  I D E N T I T I E S A N D D I V E R S I T Y • SIMILARITIES, DIFFERENCE AND DIVERSITY • RESPECTING AND VALUING OTHERS • THE WAY WE LIVE • NEIGHBOURHOOD • OUR BELIEFS • ROUTINES, CUSTOMS AND TRADITIONS • CULTURE, RACE AND RELIGION	ADAPTS BEHAVIOURS DEPENDING ON SITUATION AWARE OF BOUNDARIES INITIATES CONVERSATIONS  <b>C I T I Z E N S H I P 2</b>  M E A N D M Y W O R L D • PEOPLE AND PLACES • FAMILY, SCHOOL, NEIGHBOURHOOD • JOBS, ROLES AND RESPONSIBILITIES • HELPING AND WORKING TOGETHER • CARING FOR LIVING THINGS • LOCAL ENVIRONMENTS • MONEY	ASKS APPROPRIATE QUESTIONS TAKES STEPS TO RESOLVE PROBLEMS NEGOTIATES AND SOLVE PROBLEMS WITHOUT AGGRESSION  <b>H E A L T H Y A N D S A F E R L I F E S T Y L E S 1 &amp; 2</b> <b>M Y B O D Y A N D G R O W I N G U P</b> • VALUING THE BODY • BODY PARTS • MY TEETH • SHAPES AND SIZES • SELF CARE SKILLS • CHANGE AND RESPONSIBILITIES <b>K E E P I N G S A F E ( I N C L U D I N G D R U G E D U C A T I O N )</b> • 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	CONFIDENT TO SPEAK TO OTHERS ABOUT OWN NEEDS POSITIVE ABOUT OWN SELF UNDERSTANDS THAT OWN ACTIONS AFFECTS OTHERS  <b>H E A L T H Y L I F E S T Y L E S 3</b> • HEALTHY CHOICES • MY TEETH • FOOD AND DRINK • EXERCISE • REST AND SLEEP • LEISURE TIME

**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.

\*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

C A M B R I D G E S H I R E  
P E R S O N A L  
D E V E L O P M E N T  
P R O G R A M M E





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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? CELEBRATIONS!	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
PHYSICAL DEVELOPMENT	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
FINE MOTOR	<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 shoes off and putting them on</p> <p>Doh Disco</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>Doh Disco</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>Doh Disco</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>Doh Disco</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>Doh Disco</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>
	GROSS MOTOR	<p><b>BODY MOVEMENT</b></p> <p><b>DANCE</b></p> <p>Balance</p> <p>Different ways of moving</p> <p>Negotiate space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p>	<p><b>GYMNASTICS</b></p> <p><b>SPEED, AGILITY &amp; TRAVEL</b></p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p>	<p><b>MANIPULATION &amp; COORDINATION</b></p> <p><b>DANCE</b></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><b>COOPERATE AND PROBLEM SOLVE</b></p> <p><b>GYMNASTICS</b></p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p>	<p><b>SPEED, AGILITY &amp; TRAVEL</b></p> <p><b>THROWING &amp; CATCHING</b></p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p> <p>Use a racket</p> <p>I can join in with a game</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.



# RECEPTION LONG TERM PLAN 21-22



	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	WILL YOU READ ME A STORY	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	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)
	<b>Phonics Phase 1/Phase 2</b>  I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally.  I can recognise words that rhyme	<b>Phonics Phase 2</b>  I can link Phase 2 sounds to letters  I am beginning to blend in order to read vc and cvc words  I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print  I can read some Phase 2 words including some tricky words	<b>Phonics Phase 3</b>  I can locate and recall the title I can read with 1-1 correspondence I can read some tricky words (Phase 2/3) I can link all sounds to letters I can decode simple words by blending sounds. I check what I read makes sense and sounds right	<b>Phonics Phase 3</b>  I can read and understand simple sentences  I can use phonic knowledge to read and decode regular words  I can read all Phase 2 tricky words  I can read some of Phase 3 words	<b>Phonics Phase 3 &amp; 4</b>  I can read phase 3 words (decodable and tricky)  I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)  I can read words consistent with my phonic knowledge by sound blending (ELG)  I can re-read books showing increased accuracy and fluency	<b>Phonics Phase 4</b>  I can read ccvc and cvcc words  End of term assessments  Transition work with Year 1 staff
COMPREHENSION - DEVELOPING A PASSION FOR READING  Children will visit the library weekly and we have an class author each term.						
WORD READING						



# RECEPTION LONG TERM PLAN 21-22

	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	ALL ABOUT ME!	DO COWS DRINK MILK? LETS CELEBRATE!	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
WRITING  TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	<p><b>Texts as a Stimulus:</b>            I Have to Start at School Today            Colour Monster Starts School.            Things I Like So much            Doctor Dog            Captain Tom Little People Big Dreams            Funnybones: Labelling</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.            Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels.            Writing for a purpose in role play            PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>            Rosie's Walk            What the Ladybird Heard            Guy Fawkes: Recount            Little Red Hen (x2 weeks)            Talk for Writing            Stick Man: Recount:            Writing letters            The Christmas Story            Christmas Week            National Nursery Rhyme week.</p> <p>Recount, Name writing, labelling, talk for writing block, story scribing.            Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the.            Writing CVC words, Labels using CVC words.            PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>            Jack and the Beanstalk            The Three Little Pigs            Gingerbread Man            The Three Bears            How to catch a star            Chinese New Year            The Tiger who came to Tea</p> <p>Predicts story endings.            Listens to stories with enjoyment and increasing attention.            Exciting adjectives 'Wow words'            Rhyming words/sentences            Instructions            Captions            Writing recipes, lists.            PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>            The Naughty Bus            Look Up!            Train Ride            What the Ladybird Heard Next            Easter (2 weeks)</p> <p>Describe main events, characters and settings.            Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.            Character descriptions.            Order the Easter story            PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b>            Oi Frog            The Tadpoles Promise            Non-Fiction texts            Bees            The Very Hungry Caterpillar            Mini Beast Madness</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.            Labels and captions – life cycles            Riddles            Acrostic poems</p>	<p><b>Texts as a Stimulus:</b>            Who Swallowed Stanley            Blue Planet David            Attenborough Little People Big Dreams            Sharing a Shell            A home for a Pirate            Pirates/Seaside</p> <p>Attempts to write short sentences in meaningful contexts            Uses clearly identifiable letters            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. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>



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	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> <p><b>WHITE ROSE</b></p>	<p>X2 weeks: baseline/getting to know you</p> <p>Matching</p> <p>Sorting</p> <p>Comparing amounts</p> <p>Compare size/mass/capacity</p> <p>Exploring patterns</p> <p>Numbers to 5</p> <p>Representing and comparing 1,2,3</p> <p>Composition of 1,2,3</p>	<p>Sorting groups</p> <p>Comparing quantities of identical objects/non-identical objects</p> <p>Circles and triangles &amp; Spatial awareness</p> <p>The number 4/ The number 5</p> <p>One more one less</p> <p>Comparing shapes</p> <p>Night and day (routines/time)</p> <p>My Day</p>	<p>Zero and comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Mass and capacity</p> <p>Learning about 6,7 and 8</p> <p>Pairs and combining groups to 10</p> <p>Length and height</p>	<p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10 (2 weeks)</p> <p>Tens Frames</p> <p>Part-part-whole</p> <p>3D shape</p> <p>Consolidation (respond to what they need more support with)</p> <p>Combining 2 groups to find a whole</p>	<p>Building numbers beyond 10</p> <p>Making simple patterns</p> <p>Counting patterns/spatial reasoning</p> <p>Adding by counting on</p> <p>Taking away by counting back</p> <p>Counting to 20</p>	<p>Doubles</p> <p>Halving and sharing</p> <p>Odd and Even</p> <p>Length, height and distance</p> <p>Weight</p> <p>Capacity</p>



# RECEPTION LONG TERM PLAN 21-22



	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
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"> <li>- use a package to produce a picture on screen</li> <li>- understand that 'output' is the result of a trigger (pressing the play button)</li> <li>- control a programmable toy</li> <li>- talk about how everyday technology is controlled</li> </ul> <p><b>SMART RULES:</b> 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</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><b>SMART RULES</b> 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 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 Seesaw</p> <p><b>SMART RULES</b> 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><b>SMART RULES</b> 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 the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice</p> <p><b>SMART RULES</b> 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 information may be stored on a digital device</p> <ul style="list-style-type: none"> <li>- explore a website</li> <li>- collect and sort information using ict</li> <li>- produce a simple program</li> </ul> <p><b>SMART RULES</b> 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>

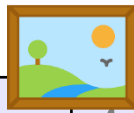
Our aim is that children leave Barrow:

- 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



# RECEPTION LONG TERM PLAN 21-22

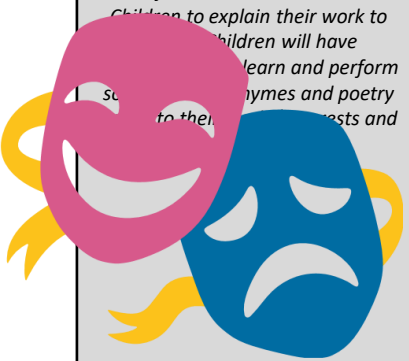
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? CELEBRATIONS!	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<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"> <li>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</li> <li>Show interest in the lives of other people who are familiar to me</li> <li>I can recognise that people have different beliefs and celebrate special times in different ways</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>I can show an interest in different occupations and ways of life</li> <li>I can draw a simple map</li> <li>I can talk about things I have observed such as animals</li> <li>I show care for living things (pets)</li> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</li> <li>I can talk about significant events in my own experience</li> <li>I can talk about why things happen: making bread</li> <li>I can recognise and describe special times or events for family or friends</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>Celebrate Chinese New year</li> <li>Recognising that people have different beliefs</li> <li>Respecting difference</li> <li>Talk about lives of people around us</li> <li>Talk about experiences at different points in the year (class calendar for each month)</li> <li>Changing seasons: winter</li> <li>Ice experiments</li> <li>Knowing there are different countries in the world (China)</li> <li>I have explored google earth</li> <li>I understand the effects of changing seasons on the world around me</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Similarities and differences between countries/environments</li> <li>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</li> <li>Sea &amp; Land</li> <li>Naming human and physical features in the environment.</li> <li>Space</li> <li>I can describe special events</li> <li>How things work/move</li> <li>Reduce, reuse, recycle</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Growth &amp; Change: frog life cycle</li> <li>I can show care and concern for living things in the environment</li> <li>I can start to develop an understanding of growth, decay and changes over time</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects</li> <li>Growth &amp; Change: chick life cycle</li> <li>I can understand the key features of the life cycle of a plant and animal</li> <li>I can tell you what a plant needs to grow (growing the beanstalk)</li> </ul> <p>REFELCTION TIME DAILY</p>	<p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <ul style="list-style-type: none"> <li>Materials: Floating / Sinking – boat building</li> <li>Metallic / non-metallic objects</li> <li>Seasides long ago – Magic Grandad compare and contrast past and present</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>I can draw information from a simple map</li> <li>I can talk about ways in which I can look after the environment</li> <li>Pirate maps (maps of school to find treasure)</li> <li>Reduce, reuse, recycle</li> </ul> <p>REFELCTION TIME DAILY</p>
	<p>WHAT MAKES EVERY SINGLE PERSON UNIQUE AND PRECIOUS?</p> <p>Which people are special and why? Being special: where do we belong? Belonging to their family. Which stories are special and why?</p>	<p>WHY DO CHRISTIAN'S PERFORM NATIVITY PLAYS AT CHRISTMAS?</p> <p>What times are special and why? Which stories are special and why?</p>	<p>WHY IS THE WORD 'GOD' SO IMPORTANT TO CHRISTIANS?</p> <p>What times are special and why? Chinese new year</p>	<p>WHY DO CHRISTIAN'S PUT A CROSS IN THE EASTER GARDEN?</p> <p>What times are special and why? Which stories are special and why?</p>	<p>HOW CAN WE HELP OTHERS WHEN THEY NEED IT?</p> <p>What is special about our world? Awe and wonder: growth and change of animals</p>	<p>HOW CAN WE CARE FOR OUR WONDERFUL WORLD?</p> <p>What is special about our world? What is special about our world? Summer Solstice</p> <p>Fathers Day</p>



# RECEPTION LONG TERM PLAN 21-22










	A U T U M N 1	A U T U M N 2	S P R I N G 1	S P R I N G 2	S U M M E R 1	S U M M E R 2
GENERAL THEMES	ALL ABOUT ME!	DO COWS DRINK MILK? LETS CELEBRATE!	WILL YOU READ ME A STORY	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
EXPRESSION ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</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 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 draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of a pet</p> <p>Feelings: taking photos of</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets 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>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: tiger skin</p> <p>Drama conventions through literacy</p> <p>I can use various construction materials: making a goat for the Billy Goats Gruff</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage (collage chick)</p> <p>Andy Goldsworthy natural art</p> <p>Drama conventions through</p>	<p>Collage-minibeasts / Making houses. Pastel drawings, Life cycles,</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d ladybird shells: papier mache: working in pairs</p> <p>Drama conventions through literacy</p> <p>Weaving spider webs</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Drama conventions through literacy</p>





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## EARLY LEARNING GOALS – FOR THE END OF THE YEAR – HOLISTIC / BEST FIT JUDGEMENT!

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