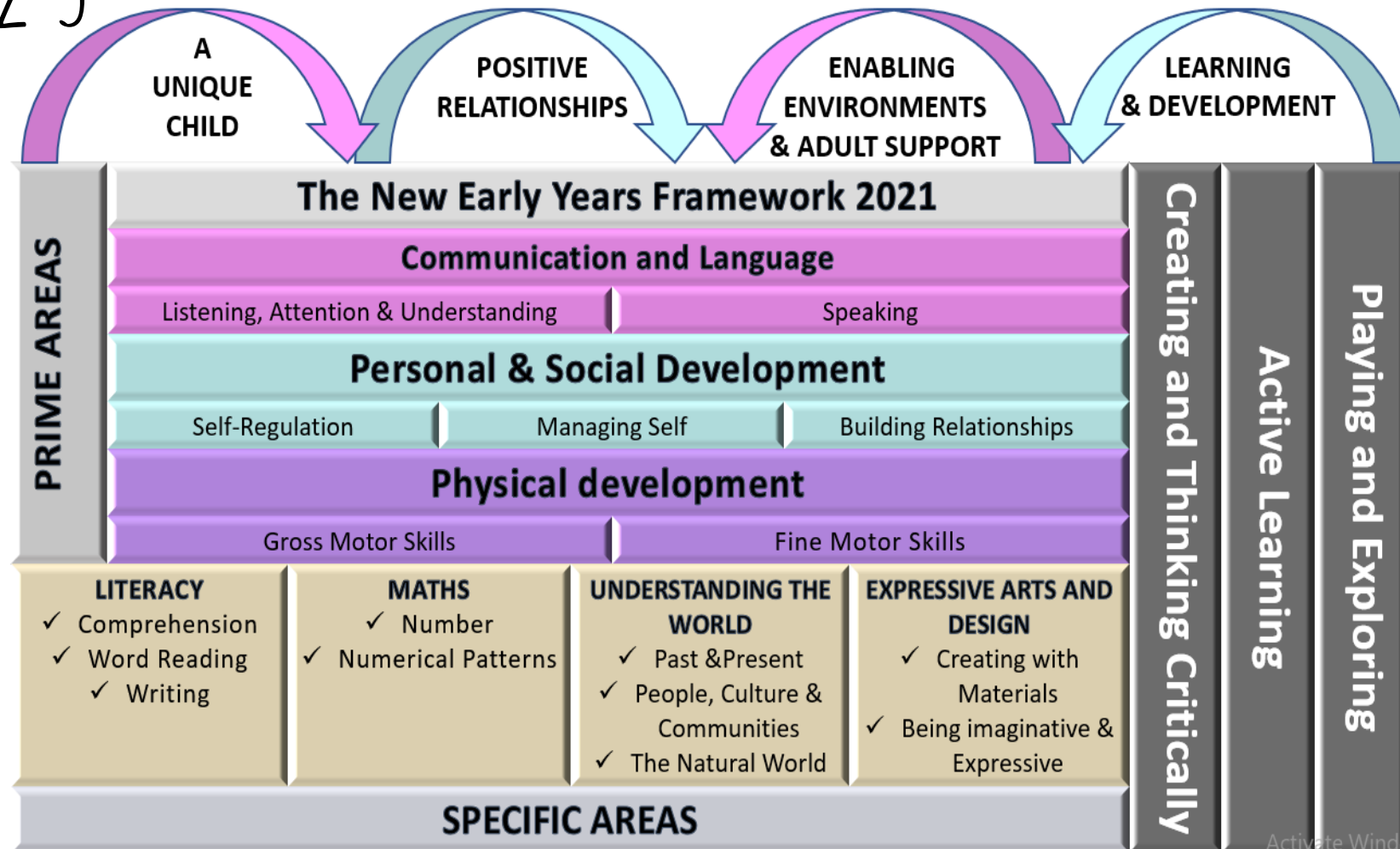


RECEPTION LONG TERM PLAN 22-23



“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”

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





Early Years Foundation Stage Aqueduct Primary School.



Our Shared Vision

We thought about the aspirations and goals we want children to aim for and how we work with each individual to overcome personal hurdles or set challenges to achieve. As a staff we came up with our own shared vision:

- To feel safe.*
- To be happy and excited to learn.*
- To celebrate everyone's successes.*
- To respect adults and other children.*
- To take risks and experiment.*
- To be encouraged to be creative and show curiosity.*
- To grow with confidence and independence.*
- To have new and memorable experiences.*
- To develop skills through exploring – socially, emotionally and physically.*
- To show positivity and resilience.*



Positivity

Happiness

kindness

Safety

Learning

Respect



Intent Curriculum

By the end of EYFS at Aqueduct Primary the children need to...

- *Have developed the Characteristics of Effective Learning (Playing and Exploring, Active Learning, Creating and Thinking Critically)*
- *Have embedded the knowledge and skills set out in the Development Matters Early Learning Goals for all 7 areas of learning.*
- *Have developed the skills to be happy and independent learners to transition successfully into Year 1.*



Implementation Pedagogy

- *A balance of adult-directed and child-led learning opportunities that are documented through observations for Learning Journeys/Class Dajo, and books for Writing and Maths.*
- *Carefully planned continuous provision that is based on our theme/topic as well as the children's interests.*
- *A classroom environment that is accessible for children with enhancements added where necessary.*
- *Interactions are highly valued and seen as learning opportunities.*
- *We use Development Matters as a guide during our planning and work towards the Early Learning Goals.*

Progress



Impact Assessment

- *EY Lead monitors effectiveness of provision through book looks and observation checks.*
- *We talk to children and use appropriate questioning to determine whether learning is embedded. We also monitor children's engagement and interactions.*
- *Children leave the EYFS at Aqueduct Primary with a secure, embedded understanding of all seven areas of the curriculum.*
- *Children leave Reception with the skills to be successful as independent learners as they transition into Year 1.*

Positivity

Happiness

kindness

Safety

Learning

Respect



Intent
Curriculum
What do the children need to know?

Implementation
Pedagogy
The vehicle in which children are taught.

Impact/
Progress

Impact
Assessment

Positivity

Happiness

kindness

Safety

Learning

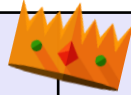
Respect



RECEPTION LONG TERM PLAN



AUTUMN 1



AUTUMN 2



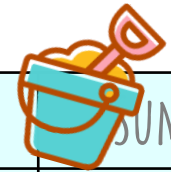
SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES
 NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION
 WELL-BEING & BEHAVIOUR FOR LEARNING

WHY ARE WE SPECIAL?
 Starting school / my new class / New Beginnings
 Superheroes
 People who help us / Careers
 Staying healthy / Food / Human body
 How have I changed?
 My family / PSED focus
 What am I good at?
 How do I make others feel?
 Being kind / staying safe

CAN YOU TELL ME A TALE?
 Traditional Tales
 Little Red Hen - Harvest
 Old favourites
 Familiar tales
 Library visits
 Gingerbread Man
 Cinderella
 The Nativity
 At the Panto
 Christmas Lists
 Letters to Father Christmas

WHY ARE ANIMALS AMAZING?
 Life cycles
 Safari
 Animals around the world
 Climates / Hibernation
 Down on the Farm
 Mini Beasts
 Animal Arts and crafts
 Night and day animals
 Animal patterns
 David Attenborough
 Happy Habitats

CAN WE GO AND EXPLORE?
 Plants & Flowers
 Weather / seasons
 Does the moon shine?
 The great outdoors
 Forest School
 Planting seeds
 Make a sculpture: Andy Goldsworthy
 Reduce, Reuse & Recycle
 Fun Science / Materials
 Around the Town
 How do I get there?
 Where in the world have you been?
 Where do we live in the UK / world?

WHAT HAPPENED BEFORE?
 Fly me to the moon!
 Vehicles past and Present
 Design your own transport!
 Who was Neil Armstrong?
 Comparison of objects now to past objects?
 Old and New transport
 Exploring and discovery – kitchen artefacts
 Technology changing over time eg microwaves phones toaster etc
 Living like a child 100 years ago.

WHY IS THERE COMMOTION IN THE OCEAN?
 Under the sea
 Off on holiday / clothes
 Where in the world shall we go?
 Send me a postcard!
 Marine life
 Fossils – Mary Anning
 Seasides in the past
 Compare: Now and then!
 Seaside art

POSSIBLE TEXTS AND 'OLD FAVOURITES'

Owl Babies
 Once there were Giants
 Stick Man
 The Smartest Giant
 The Colour Monster
 The Rainbow Fish
 Funny Bones
 The Big Book of Families
 Pete the Cat

The Jolly Postman
 Goldilocks
 Farmer Duck
 Hansel & Gretel
 The Ugly Duckling
 Christmas Story / Nativity
 Rama and Sita

The Emperors Egg
 The Very Hungry Caterpillar
 Aghh Spider!
 Tige who came to tea
 Diary of a wombat
 Elephant and the Bad Baby
 Pig in the Pond

The Tiny Seed
 Oliver's Vegetables
 Jack and the Beanstalk
 One Plastic Bag
 Jasper's Beanstalk
 Tree, Seasons come and seasons go
 A stroll through the seasons

The Snail and the Whale
 The Way back Home
 The Naughty Bus
 Mr. Gumpy's Outing
 The Train Ride
 Bob, The Man on the Moon
 Beegu
 Oi! Get off my train!

Lighthouse Keeper's Lunch
 Under the Sea Non – Fiction
 P is for Passport
 The Journey
 Zoom
 Passport to Paris
 World Atlases
 Tiddler

'WOW' MOMENTS / ENRICHMENT WEEKS

Visits from fire service/police/ ambulance/vets/Postman
 Autumn Trail
 Remembrance Day
 Nurse / Firefighter visit
 Harvest Time
 Birthdays


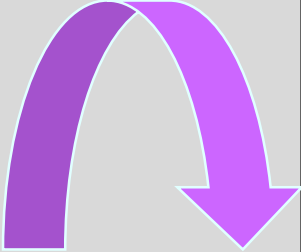
Wonderland at Christmas
 Guy Fawkes / Bonfire Night
 Christmas Time / Nativity
 Diwali
 Hannukah
 Black History Month
 Remembrance day

Animal Man Visit
 Chinese New Year
 LENT
 Story Telling Week
 Random Acts of Kindness Week
 Valentine's Day

Visit to the Church
 Local community
 Supermarket
 Walk to the park / Picnic
 Planting seeds
 Easter time
 Weather experiments

Dress up Day
 Post a letter
 Food tasting – different cultures
 Paul Klee – 'The City'
 Start of Ramadan
 Eid






Visit to Blue Planet
 Under the Sea – singing songs and sea shanties
 Fossil hunting
 Father's Day
 Heathy Eating Week
 World Environment Day

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES 	WHY ARE WE SPECIAL?	CAN YOU TELL ME A TALE?	WHY ARE ANIMALS AMAZING?	CAN WE GO AND EXPLORE?	WHAT HAPPENED BEFORE?	WHY IS THERE A COMMOTION IN THE OCEAN?
COEL  OVER ARCHING PRINCIPLES	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Aqueduct Primary School, 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</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>						

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHY ARE WE SPECIAL?	CAN YOU TELL ME A TALE?	WHY ARE ANIMALS AMAZING?	CAN WE GO AND EXPLORE?	WHAT HAPPENED BEFORE?	WHY IS THERE COMMOTION IN THE OCEAN?
OUR VALUES ASSEMBLIES / SHARING CIRCLES	<p>Positivity 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>Growth Mindset Open to challenge Positive outcomes from Covid- Key workers/ positive stories Local positives Positive messages about school improvements Team Building Positive community when diversity is viewed, valued and welcomed</p>	<p>Safety We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p> Esafety Personal safety Everyday safety- Curriculum British values- Law Anti-Bullying/Peer-on-peer abuse Reminder Speak out Stay Safe</p>	<p>Respect 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. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p> ct each other – diversity Respect different families Respect other religions & beliefs Respect our environment Respect for Monarchy, Country, law British values</p>	<p>Learning How to be an independent learner Growth Mindset Mistakes are good Creativity Accept Challenge Learning Audit- how do they learn- what sort of a learner are they?</p> <p></p>	<p>Happiness Freedom as a citizen- British values Making others happy Happy when safe/ not bullied/ have someone to talk to.</p> <p></p>	<p>Kindness Working together Being a good friend Friendship Being a Earth friend Kindness to the world</p>
These will mirror the principles and values of our school & The Avanti Way. We will 'dip in and out of each area' each term as and when we need to.	<p></p>					

We recognise that all children are unique and special.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHY ARE WE SPECIAL?	CAN YOU TELL ME A TALE?	WHY ARE ANIMALS AMAZING?	CAN WE GO AND EXPLORE?	WHAT HAPPENED BEFORE?	WHY IS THERE COMMOTION IN THE OCEAN?
LOCAL LEARNING	The Aqueduct – Our school Logo – where do we belong?	Harvest – Holy Trinity	Holy Trinity – Easter Signs and symbols Dawley Hamlets – Nature Reserve St Francis/Sir David Attenborough	Forest School Our Local community	Holy Trinity – Church – Weddings and Baptisms Steam Railway/Trains and Bus Routes Neil Armstrong	River Severn
SIGNIFICANT PEOPLE	My Family and friends People important to me	Rosa Parkes		Julia Donaldson		
HEALTHY LIFESTYLES	Fire Drill, PE & Healthy Eating, Forest School, Road safety and Looking after our teeth		Fire Drill, PE & Healthy Eating, E-Safety, Forest School		Road Safety, PE & Healthy Eating, Fire Drill, Sports Day, Recycling	
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Tiny Tracker Phonic Intervention groups	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations Data to date	Pupil progress meetings Parents evening info EYFS team meetings Tiny tracker data	Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Tiny Tracker data EOY data
PARENTAL INVOLVEMENT	Staggered Start Home visits / Parents Evening Harvest Assembly Home / School Agreement Proud Clouds Phonics workshop	Proud Clouds Nativity Maths workshop Parents Evening Book at Bedtime	Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show!	Proud Clouds Parents Evening Art workshop / Gallery Share a story	Proud Clouds Share a story Maths Morning – Look how far we have come!	Proud Clouds Share a story Parents Evening Parent’s Picnic



RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERPINNING THEME THROUGHOUT	WHY ARE WE SPECIAL?	CAN YOU TELL ME A TALE?	WHY ARE ANIMALS AMAZING?	CAN WE GO AND EXPLORE?	WHAT HAPPENED BEFORE?	WHY IS THERE COMMOTION IN THE OCEAN?
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, EYFS productions, assemblies and weekly interventions. DAILY STORY TIME	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.

Communication, Language and Literacy

Talking about themselves, hobbies, family, friends, and pets.

Who lives at my house?

Talk Boost Assessment

Stories

- Everywhere Bear
- Colour Monster
- The day the Crayons quit
- The owl babies
- The smartest Giant in town.
- The jolly Postman
- Going to the dentist
- Supertato

- talk, everyday routine interaction and songs, introduction of Makaton signs for greetings, show and tell— family tree/ memory box, sharing ideas in a whole class setting, listening games, guessing games,



Possible Trips - Autumn

Church visit - Holy Trinity

Christmas trip - Wonderland

Links to Year 1 Curriculum:

Science - Animals (including humans)

PSHE

History

Revisit and Review:

Transition activities:

- Foods we like
- Things we are confident enough to try
- Planting and growing

Personal, Social and Emotional Developments

- Making new friends
- Classroom routines
- Working with others
- Developing confidence, independence and resilience - school values
- Voting for our class councillor
- Why we are special. What are we good at?
- What do we find more difficult?
- Our values this term are Positivity and Safety
- New Beginnings
- Oral Hygiene
- Staying healthy



Computing

- Explore a mouse and a keyboard.
- Attempt to log on using class login



Mathematics

- Numberblocks
- 0-5
- Composition of numbers 0-5
- Count to 10
- Count and match to numeral.
- Seeing numbers in different ways.
- Understanding the cardinal a number is the total.
- 2D/Patterns
- Birthdays
- Measurements of ourselves
- Distances (between areas in local area)
- Positional language (tidy up)
- Ordinal language (routines)
- Sort, group and classify
- Shapes in our environment



RE and Knowledge of the world

- Celebrations we celebrate at home
- Diwali
- Harvest
- Learning about our community - school logo and meaning about 'Aqueduct'
- All about my past/experiences
- When I was born - what can I do now?
- Family tree, Creating a school timeline, Creating a birth to now individual time line, Comparing photos of ourselves and others, Seasons - Changes all around
- People who help us - Police, doctors/nurses/firefighters/dentists/vets
- Visit to Holy Trinity Church - Harvest
- Harvest with Little Learners
- Why am I special - differences?
- Rosa Parkes - Black History Month
- What does it look like in a church? Special artefacts?
- Leaders and followers (RE syllabus)
- Road safety
- Being and staying Healthy
- Exploring new environments and experiences (food, play, town centre), explore similarities and differences, creating school map.



Physical development

- Ball skills - Throwing and catching
- Fine/gross motor - write dance, ribbons, pencil grip, impact for writing.
- Funky fingers/Dough Disco
- Oral health and other healthy practices.
- House competition

Why Are We Special?

Autumn 1st Half
Term
EYFS - MTP
PLODs

(Possible Lines of Development)



Expressive Arts and Design

- Seasons - Changes in colour in the environment
- Autumn Art - Andy Goldsworthy
- Music - introducing instruments - making.
- School song
- Harvest hymns
- Colour Mixing - Experimenting
- Designing and making bridges - evaluating
- Primary and secondary colours
- Nursery Rhymes - Tommy thumb, head shoulders knees and toes, wind the bobbin up, Everyone do this - songs about me.



Websites to use for Home learning/Child Initiated

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.ictgames.co.uk>

<http://www.topmarks.co.uk/maths-games/3-5-years/counting>

<http://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>

<http://www.topmarks.co.uk/parents/>

<http://www.bbc.co.uk/cbeebies/stories/>

<http://www.bbc.co.uk/cbeebies/funandgames/>

<http://www.primaryresources.co.uk/foundation/foundation.htm>

<http://www.coxhoe.durham.sch.uk/curriculum-links/foundation-stage>



CPD Research and reading: articles, websites, twitter feeds...

How do children develop a sense of self? (theconversation.com)
How to talk to children about race—Liz Pemberton Articles - The Foundation Stage Forum (FSF) - Home of Early Years Foundation Stage (eyfs.info)
Tackling gender stereotypes EYFS Best Practice - All about... Tackling gender stereotypes | Nursery World , Articles - The Foundation Stage Forum (FSF) - Home of Early Years Foundation Stage (eyfs.info)
Embedding culture and diversity into a setting EYFS Supporting Equality and Diversity (cumbria.gov.uk)
Kathy Brodie—Cultural inclusion Children Of The World - The Importance Of Cultural Inclusion In Early Years - Teachwire

Links to resources: give brief description of resource and link

People who help us ideas for learning activities People Who Help Us - Topic support - Early Years Foundation Stage Forum (eyfs.info)
Pinterest ideas of activities 44 Best All about me activities - EYFS ideas | all about me activities, about me activities, preschool activi-ties (pinterest.co.uk)
Emotion coaching Emotion Coaching Resources for Professionals (emotioncoachinguk.com)
Different families My family - BBC Bitesize Let's talk about families - CBeebies - BBC

Key Vocabulary - Active Use Opportunities: how will children say/ write and read vocabulary

Receptive—read and hear Expressive—Say and write

Circle time discussions and games, assemblies, responding to texts/ resources, AD activities with PSED/UW focus

Tier 1—basic everyday words of talk

head, shoulders, knees, toes, eyes, ears, mouth,
nose, hands, feet, thumb, finger, please , circle,
on, off, in, [months of the year], now, next,
first, then, after, [language of resources] thank
you, happy, sad,

Tier 2— valuable and accessible words but not words that feature as every day talk words—learning these helps chn access 'academic code of language'

similar - when things share many of the same features/
characteristics, when things are almost the same
different - when things are not similar, things look/appear/sound
unlike each other, things are not the same
respect - when you care enough to think about how you may
impact others
tolerance - when you accept others who are different to
yourself
inclusivity - when you make sure everyone can join in and
participate fully
diversity - when there are differences and these are celebrated
unique - something that is one of a kind, not like anything else
excited, frustrated, learn, change



Literacy

- I will understand the 5 key concepts of print. Print has meaning, used for different purposes, read from left to right, top to bottom, names of the parts of a book, and page sequencing. (3-4)
- I will develop phonological awareness. (3-4)
- I will engage in extended conversations about stories. (3-4)
- I will use some letter knowledge for Early writing. (3-4)
- I will write some or all of my name. (3-4)
- I will write letters accurately. (3-4)
- I will read individual letter sounds. (R)
- I will blend sounds into words, so I can read short words made up of known letter-sound correspondences. (R)



Mathematics

- I will recite numbers past 5. (3-4)
- I will say a number for each item up to 5 and show finger numbers to 5. (3-4)
- I will know how many items I have counted by the last number stated. (3-4)
- I will link numerals and amounts together. (R)
- I will subitise. (R)
- I will compare numbers. (R)
- I will understand composition of numbers to 10. (R)
- I will understand one less/one more than with consecutive numbers. (R)
- I will experience shapes, patterns and positions. (R)



Expressive Arts and Design

- I will be able to sing a large repertoire of songs. (4)
- I will listen attentively, move to and talk about music, expressing their feelings and responses. (R)
- I will sing in a group or on their own, increasingly matching the pitch and following the melody. (R)
- I will develop storylines in their pretend play. (R)
- I will play instruments with increasing control to express my feelings and ideas. (R)
- I will listen with increased attention to sounds. (R)



Personal, Social and Emotional Development

- I will develop a sense of responsibility in my community. (3-4)
- I will show more confidence in new social situations. (3-4)
- I will play with one or more other children and extend play ideas. (3-4)
- I will find solutions to conflicts/rivalries.
- I will follow rules and have an understanding why we need to follow the rules. (3-4)
- I will talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3-4)
- I see myself as a valuable individual. (R)
- I will express my feelings and have an awareness of others. (R)
- I will show resilience and perseverance in the face of challenge. (R)
- I will manage my own needs. (R)



Understanding the World

- I will talk about members of my immediate family and community. (R)
- I will name and describe people who are familiar to them. (R)
- I will comment on images familiar to them from the past. (R)
- I will compare and contrast characters from stories, including figures from the past. (R)
- I will understand that some places are special to members of their community. (R)
- I will recognise that people have different beliefs and celebrate special times in different ways. (R)
- I will explore the natural world. (R)
- I will describe what they see, hear and feel whilst outside. (R)
- I will understand the effect of changing seasons on the natural world around them. (R)

Autumn Term

EYFS

Why Are We Special?

Can You Tell Me a Tale?

Communication and Language

- I will use a wider range of language and be introduced to new vocabulary. (3-4/R)
- I will understand and respond to a new part instruction. (3-4)
- I will understand 'why' questions. (3-4)
- I will be able to talk about familiar books and tell long stories. (3-4)
- I will express a point of view/debate. (3-4)
- I will use talk to organise my play with others.
- I will listen and begin to know the importance of listening. (R)
- I will develop social phrases. (R)
- I will ask questions to find out more. (R)
- I will listen to stories to build familiarity and understand. (R)
- I will retell a story using repeated phrases. (R)
- I will listen to rhymes and how they sound. (R)
- I will engage in Non-fiction books. (R)

Physical Development

- I will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (3-4)
 - I will start playing group/team games. (3-4)
 - I will collaborate with others to move big/heavy items with negotiation. (3-4)
 - I will continue to practise using one handed tools. (3-4)
 - I will show preference for a dominant hand. (3-4)
 - I will develop skills - roll, crawl, hop, jump, skip, climb, run, walk...etc. (R)
 - I will be able to move with more control and grace. (R)
 - I will build good core strength. (R)
 - I will further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. (R)
 - I will develop a style of handwriting. (R)
 - I will understand the benefits of a healthy lifestyle including oral health. (R)
 - I will develop their small motor skills so I can use a range of tools competently, safely and confidently.
- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

Communication, Language and Literacy

- Writing labels and captions
- Letters and sounds
- Letter formation
- Learning poems and rhymes
- Learning new vocabulary
- Talking about what I like
- Acting out stories and rhymes
- RWI Set 1 and 2 sounds
- Role play - Post office - Postcards/letters
- Travel agents, Market role play
- Fiction/non-fiction texts
- Story sacks from SLS - *Handa* surprise
- Invitations for tiger to come to tea.
- Menu for tea
- Shopping lists



Personal, Social and Emotional Development

- Making new friends
- Classroom routines
- Working with others
- Developing confidence, independence and resilience
- Special days, for example birthdays, Chinese New Year and why we celebrate.
- Year of the Tiger
- Mothering Sunday 27th March
- New Year/Christmas recall
- Why we are special. What are we good at?
- What do we find more difficult?
- Our values this term are are ... Respect



Mathematics

- Counting to 10, then 20 and beyond
- number rhymes
- comparing small numbers and placing on a number track
- 1 more/1 less
- Patterns
- 2D/3D shapes
- Sorting
- Writing numbers
- Using coins to pay for the daily snack/toast
- Maps - Positioning
- Doubling/halving
- Counting stick
- Weighing



Knowledge of the world

- Where in the World - Barnaby Bear
 - Holidays/Passports/Transport - maps - travel
 - Animals and their young
 - African plains
 - Using a globe - Animals around the world.
 - Weather/Seasons/climate - variations
 - Animal trails/prints
 - Sand play
 - Cultural traditions/music/African drumming
 - Chinese New Year - Celebrations/Tiger - Trying food/Chopsticks/customs
 - Pancake day/lent
 - Using Beebots (floor robots)
 - Computer pgs: drawing, labelling.
 - Logging on - using a mouse
 - Materials
 - Science - forces - using ramps with different textures/magnets
 - Science week March
 - Forest School - Patterns and change/leaves. Stick Man by Julia Donaldson.
 - Changing materials
 - Creating a waterhole for African animals
 - Transportation of water from destination to another
 - Life cycles
 - Safari
 - Animals around the world
 - Climates / Hibernation
 - Mini Beasts
 - Animal Arts and crafts
 - Night and day animals
 - David Attenborough
 - Happy Habitats
- Possible trips or experiences:
Animal Man Booked 12th January



Why are Animals Amazing?

Aqueduct Primary

Spring 1st Half

PLODs - MTP

Possible Lines of Development

Expressive Arts and Design

- Experimenting with colour mixing
- Creating a class safari scene
- Exploring backgrounds and spaces
- Role play - travel agents
- Dance - large and small body movements
- Experimenting with different sounds
- Learning new songs
- animal prints/mixing colours/textures/malleable materials/
- Painting - different forms/small world/ Making ice lollies... etc
- Music: Instruments/ stories/ Rhythms/songs/keeping the beat/ composing
- Tuff Spot - Cloud dough
- Zookeeper role play
- Music/Dance - Drums/
- Art patterns
- Camouflage patterns and art
- Lion King music with instruments



Physical development

- GYM - 1st Half
- Drawing, threading, painting
- Exploring spaces
- Balancing
- Throwing and catching
- Hoops, skipping ropes
- Practising fine motor skills
- Mark making/Letter formation
- Using equipment/movement/ ball skills
- Healthy eating/practices
- Using chopsticks
- World celebrations, each class celebrates a country... REAL African Dance/Drumming
- Healthy eating - Fruit salad - *Handa's* surprise
- Animal movements to music
- Cornflake concoctions
- Healthy lunch box for Tiger to come for tea

Literacy



- I will re-read what I have written to check that it makes sense. (R)
- I will write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (R)
- I will spell words by identifying the sounds and then writing the sound with letter/s. (R)
- I will form lower-case and capital letters correctly. (R)
- I will re-read these books to build up my confidence in word reading, my fluency and their understanding and enjoyment. (R)
- I will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (R)
- I will read a few common exception words matched to the school's phonic programme. (R)
- I will read some letter groups that each represent one sound and say sounds for them. (R)

Mathematics



- I will subitise. (R)
- I will compare length, weight and capacity. (R)
- I will automatically recall number bonds for numbers 0-10. (R)
- I will explore the composition of numbers to 10. (R)
- I will understand the relationship of consecutive numbers for more/1 less. (R)
- I compare numbers. (R)
- I will count beyond ten. (R)

Understanding the World



- I will recognise some environments that are different to the one in which they live. (R)
- I will recognise some similarities and differences between life in this country and life in other countries. (R)
- I will draw information from a simple map. (R)
- I will know that there are different countries in the world and talk about the differences I have experienced or seen in photos. (3-4)
- I will continue developing positive attitudes about the differences between people. (3-4)

Communication and Language

- I will engage in non-fiction books. (R)
- I will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (R)
- I will use new vocabulary in different contexts. (R)
- I will use talk to help work out problems and organise thinking and activities, and explain how things work and why they might happen. (R)
- I will describe some events in detail. (R)
- I will connect one idea or action to another using a range of connectives. (R)
- I will articulate my ideas and thoughts in well-formed sentences. (R)



Spring Term Cycle 1 EYFS

Why are Animals Amazing?
and
Can we go and Explore?



Personal, Social and Emotional Development

- I will think about the perspectives of others. (R)
- I will identify and moderate my own feelings socially and emotionally. (R)
- I will show resilience and perseverance in the face of challenge. (R)
- I can express my feelings. (R)

Expressive Arts and Design



- I will explore and engage in music making and dance, performing solo or in groups. (R)
- I will watch and talk about dance and performance art, expressing my feelings and responses. (R)
- I will sing in a group or on my own, increasingly matching the pitch and following the melody. (R)
- I will explore, use and refine a variety of artistic effects to express my ideas and feelings. (R)
- I will return to and build on my previous learning, refining ideas and developing my ability to represent them. (R)
- I will create collaboratively, sharing ideas, resources and skills. (R)

Physical Development

- I will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (R)
- I will develop overall body-strength, balance, co-ordination and agility. (R)
- I will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (R)
- I will combine different movements with ease and fluency. (R)
- I will 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. (R)
- I will 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. (R)

Communication, Language and Literacy

Focus stories:

Going on a bear hunt
Eddie's Garden
Whatever Next
The Tiny Seed 
Ellie's Magic Wellies
Non-fiction books
Oliver's Vegetables
Lila and the secret of the rain
The last tree
One Plastic Bag
Tree: Seasons come and seasons go.

World book day
Red Nose Day

Retelling stories
Writing instructions

Vocabulary for growing, gardening, community... etc.

Months of the year
Days of the week

Real/Nonsense words

Personal, Social and Emotional Development



Celebrations
Pancake day
Mothering Sunday
Easter
Feelings
Friendship work with Mrs Batchelor
Mindfulness/Wellbeing Wednesday



Can we go and explore?

Early Years Spring 2nd
PLODs - MTP
Possible Lines of Development

Expressive Arts and Design

Andy Goldsworthy - sculptures
Sunflowers - Van gogh
Observational art - daffodils 
Role play - Garden shop/ flower shop
Woodland camping area
Design a seed packet 
Making a fruit salad/fruit smoothie
Observational drawing of the flowers using different medium.

Mathematics



- Measures
- Shape
- Number bonds to 10
- Doubling and halving

Physical development

Muddy Monday - Forest school
Dental nurse film - BBC - Looking after our teeth.
Yoga - Cosmic Kids
Outside PE with Mr Hall - Striking the ball
Funky fingers/Fine motor skills
Daugh Disco

Knowledge of the world

Comparison of countries/us and Africa

Our community
Drawing our own community maps
Church visit - Christening

Gardening
Exploring our natural environment - Forest school.
- Microscopes and seeds
- Dissect seeds from fruit and vegetables.
Healthy/unhealthy eating

Link with Science week
Spring/ growing/Healthy diets/Looking after teeth

Seasons
Link with Science week
Lambing live

Computing - Beebots and grids
Photos of a plant diary in video form.
Stopwatches and races outside.

Sustainability - recycling - looking after our environment



Possible Line of Developments

Visit to Holy Trinity - Christening
17th March - am

Literacy



- I will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (R)
- I will re-read what they have written to check that it makes sense
- I will demonstrate understanding of what has been read to them by retelling stories and narratives using my own words and recently introduced vocabulary; (ELG)
- I will say a sound for each letter in the alphabet and at least 10 digraphs. (ELG)
- I will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)
- I will spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)
- I will write simple phrases and sentences that can be read by others (ELG)

Mathematics



- I will subitise (up to 5) (ELG)
- I will 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. (ELG)
- I will verbally count beyond 20, recognising the pattern of the counting system (ELG)
- I will compare numbers. (ELG)
- I will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG)
- I will have a deep understanding of numbers to 10.



Expressive Arts and Design



- I will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; (ELG)
- I will share my creations, explaining the process I have used; (ELG)
- I will invent, adapt and recount narratives and stories with peers and their teacher; (ELG)
- I will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music (ELG)

Communication and Language

- I will learn and use new vocabulary throughout the day (R)
- I will describe events in detail (R)
- I will articulate well-formed sentences with various connectives (R)
- I will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (R)
- I will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (R)
- I will listen attentively and respond to what I hear with relevant questions, comments and actions (ELG)
- I will hold conversation when engaged in back-and-forth exchanges with my teacher and friends. (ELG)



Personal, Social and Emotional Development

- I will show an understanding of my feelings and those of others, and begin to regulate my behaviour accordingly; (ELG)
- I will follow several ideas involving several instructions and actions. (ELG)
- I will try new activities and show independence, resilience and perseverance in the face of challenge; (ELG)
- I will manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG)
- I will work and play cooperatively and form positive relationships. (ELG)

Summer Term

EYFS

What Happened Before?

Why is there a commation in the ocean?

Understanding the World



- I will know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class; (ELG)
- I will understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)
- I will 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. (ELG)
- I will explore the natural world around them, making observations and drawing pictures of animals and plants; (ELG)
- I will know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class; (ELG)

Physical Development

- I will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (R)
- I will negotiate space and obstacles safely, with consideration for themselves and others; (ELG)
- I will demonstrate strength, balance and coordination when playing; (ELG)
- I will move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG)
- I will hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; (ELG)
- I will use a range of small tools, including scissors, paint brushes and cutlery; (ELG)
- I will begin to show accuracy and care when drawing. (ELG)

Communication, Language and Literacy

Focus stories

- The Way back Home
- The Naughty Bus
- Mr. Gumpy's Outing
- The Train Ride
- Bob, The Man on the Moon
- Beegu
- Oil Get off my train!

Discovering Passions
Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives



Personal, Social and Emotional Developments

- Value for the half term is Happiness
- Freedom as a citizen- British values
- Making others happy
- Happy when safe/ not bullied/ have someone to talk to.
- Oral hygiene/Road safety



Computing

- Explore a mouse and a keyboard.
- Navigate purplemash#
- Let's fly - Role play and Green Screen



RE and Knowledge of the world

Geography

- Comparison of seaside town/and where we live
- How do I get there?
- Where in the world have you been?
- Where do we live in the UK / world?
- Going on a trip - packing
- Food tasting different cultures
- Map work - Find treasure
- Post a letter

Science/D and T

- Space
- D and T - Making Rockets
- Rocket launching - science experiments
- Planets

History

- Vehicles past and Present
- Design your own transport!
- Neil Armstrong - first man on the moon
- Who was Neil Armstrong?
- Victorian artefacts - Technology from the past and present.



Mathematics

- Numberbonds to 10
- Counting beyond 10
- One more/one less
- Doubling/sharing
- Odd and Even
- Grouping



What Happened before ?

Summer Term 1
EYFS - MTP
PLODs

(Possible Lines of Development)

Possible Trips/visitors

- Dress up Day - V
- Victorian school day.

Individual's interest for possible lines of development...

Expressive Arts and Design

- Van Gogh - Starry night - recreate
- D and T - Junk model rockets



Websites to use for Home learning/Child Initiated

- <http://www.crickweb.co.uk/Early-Years.html>
- <http://www.ictgames.co.uk>
- <http://www.topmarks.co.uk/maths-games/3-5-years/counting>
- <http://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>
- <http://www.topmarks.co.uk/parents/>
- <http://www.bbc.co.uk/cbeebies/stories/>
- <http://www.bbc.co.uk/cbeebies/funandgames/>
- <http://www.primaryresources.co.uk/foundation/foundation.htm>
- <http://www.coxhoe.durham.sch.uk/curriculum-links/foundation-stage>



Communication, Language and Literacy

- Stories: Commotion in the Ocean, The Rainbow fish, Sharing a Shell, Puffin Pete, Pirates love underpants.
- Talking through holidays - Seaside - link to own experiences. How did you get there?
- Postcards of seaside towns they have visited.
- Write a postcard
- Non-fiction books - sealife, rockpools, seashores in the past/present.
- Message in a bottle
- Invent an island and include features to describe.
- Children's own treasures - show and tell
- Look at the names of boats - if you had a boat what would you call it?
- New language: swashbuckling, treasure, desert islands, ships, cannon, chest, map, pieces of eight, walk the plank... etc.

Personal, Social and Emotional Development

- Making friends and learning names link with Rainbow fish.
- Recipe for friendship
- Classroom routines
- Working with others - links with Sharing a snail.
- Developing confidence, independence and resilience
- Special days, for example birthdays, Christmas, Harvest and why we celebrate.
- RNLI - Staying safe by the sea
- Pirates and stealing - right and wrong
- Pirates spend a long time away from their families on the sea - how would you feel?
- Pirates did not really eat healthy and were sometimes really ill. What is a healthy lifestyle?
-

Mathematics

- Counting to 10, then 20 and beyond
- number rhymes
- comparing small numbers and placing on a number track
- Number recognition/ordering.
- Pirate numbers
- Counting sea creature features - shark teeth, octopus tentacles... etc.
- Treasure hunts - positional language
- Count treasure and match to the correct chest.
- Count shells
- Pirate Pound land
- Addition/subtraction to 20
- Doubling, halving and sharing

Knowledge of the world

- Seaside in the past
- How could you help look after the sea, Discuss pollution, litter, boats and over fishing.
- If we went under the sea what would we need?
- Floating and sinking - making cork boats - How many coins can you add before the boat sinks? Does it make a difference in salt water?
- Everyday materials - uses
- Different boats
- Rock pools - Making our own
- Treasure maps
- RE - Noah's Ark, Creation story, Nativity story, Jonah and the whale
- Watch David Attenborough's 'Blue planet' - talk about the different sea creatures in warm/cold waters.
- Sand - differences wet and dry
- Make a sensory sea bottle
- Where did pirates travel - look at the globe.

Expressive Arts and Design

- Role play - Seaside shop/travel agents/pirate ships/Fishermen
 - Sing sea shanties
 - Colour mixing/Sea Art - range of media including collage.
 - CD Fish
 - Small world - pirates, mermaids, tropical sea, Seaside tuff spot
 - Playdough sea creatures
 - Sand art in bottles.
 - Listen to the sounds pebbles and shells make.
 - Make paper plate boat portholes with a fishy view/seaside view. Add descriptions
 - Punch and Judy - Puppet shows
 - Pirate songs
 - Modelling balloon swords
- Possible trips: Sea Life Centre

Why is there Commotion in the Ocean? Summer 2nd Half EYFS

Physical development

- Multi skills linked to co-operative play/team work.
- Sea creature movements - Octopus, eels, crabs, fish and sharks.
- Walk the plank!
- What's the time Mr Shark?!
- Pirate says - climb the riggin
- Fish and magnetic rod game

Technology (Computing)

- Beebots
- Compasses
- Finding Nemo - Essex maths
- Clickweb - Fish tank game
- http://www.earlylearninghq.org.uk/pirate_game/Main.html







Initial ideas of enhancements and stimulus within the environment which links to the topic. We will follow each child's personal exploration and natural inquisitiveness, supporting and extending children's ideas and interest to provide meaningful learning experiences.



RECEPTION LONG TERM PLAN 22-23

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>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.