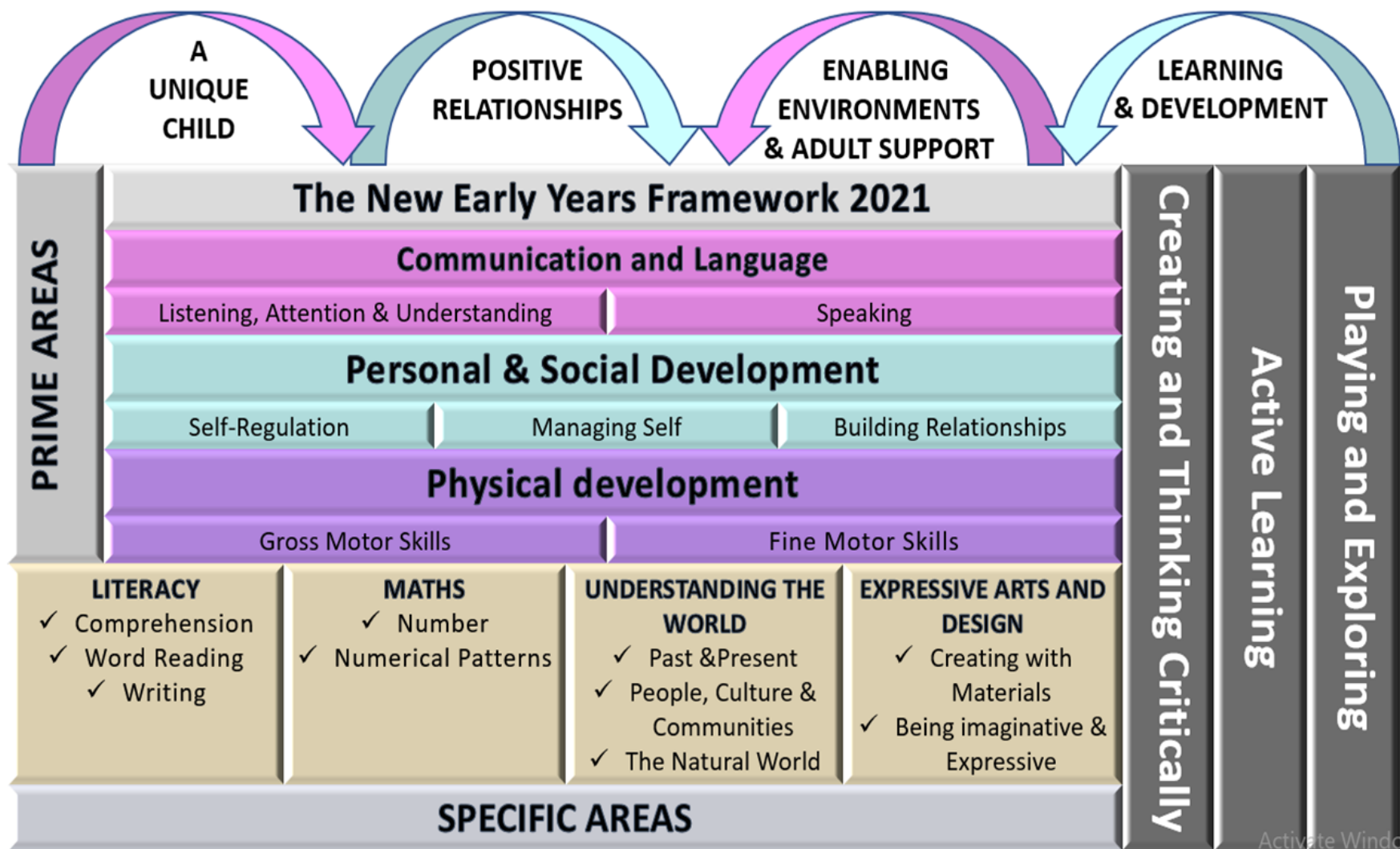
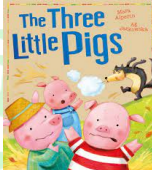
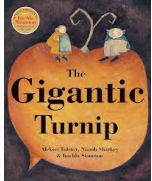
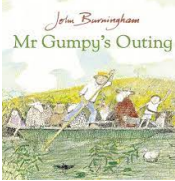


Reception Long-Term Plan



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>General Themes</i>	All about me	Traditional Tales	Space	Minibeasts	Growing	Animals
<i>Main Texts</i>	<p>Things I like by Anthony Brown</p>  <p>Colour Monster by Anna Lenas</p>  <p>So Much by Trish Cooke</p>  <p>Non-fiction: Senses</p>	<p>The Gingerbread Man</p>  <p>The 3 Little Pigs</p>  <p>The Little Red Hen</p>  <p>Non-fiction: Recipe books</p>	<p>Q Pootle 5 by Nick Butterworth</p>  <p>Whatever Next by Jill Murphy</p>  <p>Beegu by Alexis Deacon</p>  <p>Non-fiction: My Very First Space book - Usborne The man on the moon Originals Explorers: Space eBook</p>	<p>The very lazy ladybird</p>  <p>The very greedy bee</p>  <p>Non-fiction: Why do we need bees? The Ladybird Peep Inside: Bug Homes</p>	<p>Jack and the Beanstalk</p>  <p>The Gigantic Turnip by Aleksei</p>  <p>The Tiny Seed by Eric Carle</p>  <p>Non-fiction: A seed in Need My first how things grow</p>	<p>Handa's Surprise by Eileen Browne</p>  <p>Mr Gumpy's Outing by John Burningham</p>  <p>Dear Zoo by Rod Campbell</p>  <p>Non-Fiction: African Savanna Animals All About Kenya</p>

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<i>'Old Favourites' And 'Read at 3' texts</i>	My mum My dad Two Homes by Claire Masurel All Kinds of People Sulwe Amazing Grace My Hair Ruby's Worry	Goldilocks and the Three Bears Little Red Riding Hood The Three Billy Goats gruff Hansel and Gretel The Tale of Tom Thumb The Princess and the Pea Rapunzel	How to catch a star Rocketmole The way back home Mole's star Goodnight Spaceman Perfectly Norman	The Bad Tempered Ladybird Snail Trail The Bugliest Bug The Giant Jam Sandwich Superworm Norman the Slug with a Silly Shell	Wildflower Sam Plants a Sunflower	Rumble in the Jungle There's a Tiger in the Garden Monkey Puzzle The Gruffalo A Squash and a Squeeze Rosies Walk My Dad is a Grizzly Bear
<i>Celebrations</i>	Harvest festival	Diwali Christmas Guy Fawkes Remembrance	Chinese new year Pancake day	Pancake day Holi Mother's Day Ramadan Easter	Eid	Father's Day
<i>'Wow' Moments and Enrichment</i>		Library Bakery Visit Parent to talk about Diwali Post a letter home	Walk to the bus stop and train station	Ladybird Experience Zoo lab minibeasts	Odds Farm Visit Health and Fitness Week	Firemen Visit School Library Visit Create and present and art gallery
<i>100 Club Experiences</i>	Run a mile	Run a mile Invite our community into school Celebrate religious events Learn to cross the road safely	Run a mile Have a picnic	Run a mile	Run a mile Grow something from a seed Observe living things grow	Run a mile Learn to cross the road safely Be a recycling hero Invite our community into school Support a charity
<i>Pillars</i>	<p>Head: High expectations. Challenge, independence, resilience, learning from our mistakes, communication.</p> <p>Heart: Kind and considerate. Kindness, tolerance, respect, belonging, responsibility.</p> <p>Hands: Engaged in learning. Exploring, creating, experiencing, risk-taking, resourceful.</p> <p>Health: Healthy and happy. Self-belief, healthy mind, healthy lifestyle, excellent behaviour, staying safe.</p>					

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<p><i>Characteristics of Effective Learning</i></p>	<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><i>Assessment Opportunities</i></p>	<p>Baseline Assessment and observations Phonics assessment Miscues for HA phonics Fine Motor assessment Baseline analysis and focus group set up</p>	<p>Ongoing observation assessments Language Link assessments Phonics assessment PF moderation Maths assessments End of Autumn Data</p>	<p>Ongoing observation assessments Pupil progress meetings Phonics assessment</p>	<p>Ongoing observation assessments Phonics assessment Maths assessments End of Spring Data</p>	<p>Ongoing observation assessments Phonics assessment Pupil progress meetings</p>	<p>Ongoing observation assessments Phonics assessment Maths assessments End of Year Data</p>
<p><i>Parental Involvement</i></p>	<p>Stay and Play Show and Shine Parent meetings Google classroom home learning Stay and Read Reading/Phonics workshop</p>	<p>Stay and Play Show and Shine Google classroom home learning Stay and Read Christmas Carols CL workshop</p>	<p>Stay and Play Show and Shine Parent meetings Google classroom home learning Stay and Read Writing/fine motor workshop</p>	<p>Stay and Play Show and Shine Google classroom home learning Stay and Read Maths workshop</p>	<p>Stay and Play Show and Shine Google classroom home learning Stay and Read Picnic Sports day UW workshop</p>	<p>Stay and Play Parent meetings Google classroom home learning Stay and Read Invite to Art Gallery/end of year performance</p>

Reception Long-Term Plan

Communication and Language

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.

*Listening,
Attention and
Understanding*

Speaking

All aspects of Communication and Language are developed throughout daily classroom practice, continuous provision and high quality interactions. Key vocabulary for each topic is planned and shared during daily group discussions and lesson inputs, sharing circles, PSHE sessions, daily story time, story dramatisations, Helicopter stories, singing and phonics activities. Observations, next steps, and target setting support the development of individuals. Intervention groups such as Language Link, Neli, box clever and Little Talkers and Attention Hillingdon are used to support children who are not making expected progress.

*Communication
and Language
Objectives
(Development
Matters and
linked to MTP)*

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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<i>Jigsaw Scheme</i>	Being Me in My World	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<i>Building Relationships</i>	Being at School 'Getting to know you' circle games Discuss family/baby photos	Making Friends Begin to work collaboratively with others	Begin to learn how to deal with conflict within friendship groups	Work collaboratively with peers	My Family and Me Make Friends (2 lessons) Being the Best Friends that we can be	Celebration
<i>Managing Self</i>	Who...Me?! Gentle Hands Our rights Our Responsibilities Managing own personal hygiene	What am I good at? I'm Special, I'm Me! Families Houses and Homes Understand and follow school wide rules	Challenge Never Give Up	Everybody's Body We like to Move it, move it! Food, Glorious Food Sweet Dreams Keeping Clean Stranger Danger		My Body Respecting my body Growing up
<i>Self Regulation</i>	How am I feeling today? Class rules and routines. Name and understand feelings	Standing up for yourself Sharing and turn taking rules. Understand the feelings of others	Obstacles and Support Setting a Goal Flight to the Future Footprint Awards	Respond appropriately to the needs of others	Falling out and Bullying (2 lessons)	Fun and Fears (2 lessons)
<i>Personal, Social and Emotional Objectives (MTP)</i>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 					

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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p><i>Gross Motor Skills</i></p>	<p>Daily Run. Cooperation games i.e. parachute games. Climbing – outdoor equipment and obstacle courses. Help individual children to develop good personal hygiene - hand washing and toileting.</p>	<p>Daily Run. Ball skills-throwing and catching. Dance and balance related activities e.g. learning dance routines, balance bikes, shuffle boards</p>	<p>Daily Run. Ball skills-aiming, dribbling, pushing, throwing & catching, patting, or kicking. Dance - moving to music. Gymnastics and yoga for balance. Use large gym equipment for climbing, balance and jumping Team games</p>	<p>Daily Run. Balance- children moving with confidence Moving freely to music and following repetitive sequences Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.</p>	<p>Daily Run. Obstacle activities Children moving over, under, through and around equipment. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Team games Use large gym equipment for climbing, balance and jumping</p>	<p>Daily Run. Races/ team games. Develop skill and accuracy through balance, movement and coordination Children to learn simple sequences of movement to music</p>
<p><i>Fine Motor Skills</i></p>	<p>Threading, tweezers, playdough - dough disco. Draw lines and circles using gross motor movements. Tracing, Pencil grip Holding a pencil/</p>	<p>Threading, scissors skills, weaving, playdough - dough disco. Structured activities: guide them in what to draw, write or copy. Teach and</p>	<p>Threading, cutting, tweezers, small object balance, playdough - dough disco. Begin to form letters correctly. Handles tools with</p>	<p>Threading, cutting, weaving, pegs, playdough dough disco. Begin to hold a pencil with a tripod grip. Teach and model correct letter</p>	<p>Threading, cutting, tweezers, playdough dough disco. Cut along straight line using scissors Begin to cut along a curved line with scissors.</p>	<p>Threading, cutting, weaving, playdough dough disco. Follow/copy instructions to draw a picture. Use smaller objects to build, eg</p>

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	<p>paintbrush beyond a whole hand grasp. Follow and create patterns using tools. Using a knife and fork Tidying up Doing up zips/ buttons</p>	<p>model correct letter formation Drawing/tracing using anticlockwise movements Using a knife and fork</p>	<p>increasing control. Hold small items Do buttons up on clothes Using scissors to cut out shapes and pictures. Developing correct pressure on paper with pencil.</p>	<p>formation. Begin to draw pictures that are recognisable. Using scissors to cut out shapes and pictures.</p>	<p>Hold a pencil with a tripod grip</p>	<p>lego/cubes/duplo Form most letters correctly. Cut along a curved line with scissors</p>
<p><i>Physical Development Objectives MTP</i></p>	<p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i></p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, coordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 					
<p><i>Literacy</i></p> <p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i></p>						
<p><i>Themes</i></p>	All about me	Traditional Tales	Space	Minibeasts	Growth	Animals
<p><i>Word Reading</i></p>	Reading and writing names	Red Words Phonic Sounds: RWI	Red Words Phonic Sounds: RWI	Red Words Phonic Sounds: RWI	Red Words Phonic Sounds: RWI	Red Words Phonic Sounds: RWI

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	<p>Phase 1 phonics games Red Words Phonic Sounds: RWI Set 1 whole class.</p> <p>Reading: Guided and individual reading weekly. Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p>	<p>Differentiated groups</p> <p>Reading: Guided and individual reading weekly. Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting sounds in words. Show children how to touch each letter as they say each sound. For common exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Differentiated groups</p> <p>Reading: Guided and individual reading weekly. Rhyming strings, identifying characters and settings. Help children to become familiar with digraphs, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing digraphs: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Differentiated groups</p> <p>Reading: Guided and individual reading weekly. Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know.</p>	<p>Differentiated groups:</p> <p>Reading: Guided and individual reading weekly. Non-fiction texts, Internal blending, naming letters of the alphabet. Distinguishing capital letters and lowercase letters.</p>	<p>Differentiated groups</p> <p>Reading: Guided and individual reading weekly. Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
<i>Comprehension</i>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Sequencing familiar stories through the use of pictures.</p>	<p>Retell stories related to events through acting/role play. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books and predicts what might</p>	<p>Can draw pictures of characters/ events / settings in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions</p>	<p>Making up stories with themselves as the main character – helicopter stories. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Continue to predict</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Show an awareness of alliteration and rhyme.</p>	<p>Stories from other cultures and traditions. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Can explain the main</p>

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	<p>Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print - reading from left to right, top to bottom.</p>	<p>happen next.</p> <p>Introduce poems.</p> <p>Understand the five key concepts about print - reading from left to right, top to bottom, author and title, print carrying meaning.</p>	<p>and reactions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>	<p>story events and justify why.</p> <p>Introduce features of non-fiction texts</p> <p>Understand the five key concepts about print - reading from left to right, top to bottom, author and title, print carrying meaning.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Introduce acting out a storyline in small world and role play.</p> <p>Understand the five key concepts about print - reading from left to right, top to bottom, author and title, blurb, illustrator, print carrying meaning.</p>	<p>events of a story -</p> <p>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Understand the five key concepts about print - Print can have different purposes, name the different parts of a book - fiction and nonfiction. .</p>
<i>Writing</i>	<p><i>Texts as a stimulus:</i></p> <p>'I Like' - draw and label themselves, name writing, mark making</p> <p><i>Skills:</i></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing names, use initial sounds to write</p>	<p><i>Texts as a stimulus:</i></p> <p>The Gingerbread man - lists (ingredients), caption writing</p> <p>The Three Little Pigs - Sequence the story</p> <p>Speech bubbles</p> <p><i>Skills:</i></p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing</p>	<p><i>Texts as a stimulus:</i></p> <p>Whatever Next - story retell</p> <p><i>Skills:</i></p> <p>CVC words / simple sentence writing using high frequency words , labels and simple captions</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC, CVCC,</p>	<p><i>Texts as a stimulus:</i></p> <p>The very lazy ladybird - description of ladybird, where is the ladybird?</p> <p>The very greedy bee- Retell, Zoolab experience</p> <p><i>Skills:</i></p> <p>Creating own story maps, writing captions and labels,</p>	<p><i>Texts as a stimulus:</i></p> <p>How to plant a seed instruction writing, Naming the parts of a plant label writing.</p> <p>Jack and the beanstalk - character descriptions, story retell</p> <p><i>Skills:</i></p> <p>Writing sentences to retell the story in their own words,</p>	<p><i>Texts as a stimulus:</i></p> <p>Animal and homes descriptions, Writing their own version of Handa's Surprise, Writing a Dear Zoo letter</p> <p><i>Skills:</i></p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning</p>

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	labels, captions and lists, name writing.	area, instructions. Sequence the story Write CVC words Write a simple caption	CCVC words. Story retell	writing simple sentences. Writing short sentences to accompany story maps. Writing two or more sentences	change story settings and characters. 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.	to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing their own story.
Literacy Objectives	<p><i>Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.</i></p>					
<p>Mathematics</p> <p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>						

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<i>Number</i>	Unit 1: Numbers to 5	Unit 5: Number bonds within 5 Unit 7: Numbers to 10 Unit 9: Addition to 10	Unit 11: Number bonds to 10 Unit 12: Subtraction	Subitising		Number bonds to 5 Number bonds to 10
<i>Numerical Pattern</i>	Unit 2: Comparing groups within 5 Unit 4: Change within 5 (one more/one less)	Change within 5 (one more/one less) Unit 8: Comparing numbers within 10		Unit 14: Counting on and counting back Unit 15: Numbers to 20 Unit 16: Numerical Patterns (halving/doubling/odds and evens)	Unit 19: Sorting into 2 groups Halving	Doubling/ Odds and Evens One more/one less
<i>Shape, Space and Measure</i>	Unit 3: Shape (3D and 2D shapes)	Unit 6: Space	Unit 10: Measure (Length, height and weight) Unit 13: Exploring Patterns	Exploring Patterns	Unit 17: Shape (composing and decomposing shapes) Unit 18: Measure (volume and capacity) Unit 20: Time (my day)	Shapes (2D and 3D) Measure Positional language (Space)
<i>Mathematics Objectives</i>	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. 					

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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Themes	All about me	Traditional Tales	Space	Minibeasts	Growth	Animals
Celebrations	Throughout the year children are encouraged to bring in photos of celebrations they take part in at home. Children to share and discuss with their class. Add photos to Learning Journey scrap book.					
<i>Each class to create a Learning Journey Scrap Book. This will include photos and work linked to events, celebrations, experiences.</i>	Harvest festival	Diwali Christmas Guy Fawkes	Chinese new year Pancake day	Holi Mother's Day Ramadan Easter Eid	Eid	Father's Day
Science Scheme	All About Me Parts of the body and senses. Colour Mixing colours	Traditional Tales Materials, experiments - making a raft for the GBM and homes for the 3LPs	Materials Identify and sorting materials	Minibeasts and Growing Observing habitats and identifying insects and minibeasts Keeping Healthy Personal hygiene	Minibeasts and Growing Plants People Who Help Us	Animals Identifying animals and their environment

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<p><i>People, Culture and Communities</i></p>	<p>Ourselves - 5 senses Photos of children with family Local police man</p>	<p>Post a letter to a story character How is Christmas celebrated differently around the world? - Introduce map Visit to a bakery - how are traditional tales different in other countries? - Share different cultures versions of famous fairy tales</p>	<p>Discuss the different ways children get to school. Visit from dentist. Walk to bridge to see boats. Walk to bus stop and train station to see trains and buses.</p>	<p>Children talk about what is different between them and their friends Visit from religious members of the community - what places are special and why?</p>	<p>Dentist, police and firefighter visits</p>	<p>Homes - comparing home from Kenya/Handa's Surprise and homes in West Drayton</p>
<p><i>Past and Present</i></p>	<p>Talking about self and family and past events, can recognise similarities and differences between themselves and others. What did school look like in the past? What does it look like now?</p>	<p>Toys at Christmas - how have they changed? How phones have changed over time</p>	<p>First man on the moon How rockets have changed over time</p>		<p>Pictures of children as babies compared to pictures of them now Compare fire engines through time</p>	
<p><i>The Natural World</i></p> <p><i>Classes to discuss the weather as part of the daily routine</i></p>	<p>Seasons - weather (at the end of the day)</p>	<p>Features of Autumn Owls to visit the school Discussing nocturnal animals</p>	<p>Features of Winter Planets</p>	<p>Life cycles Ladybird rearing kit from InsectLore Build a bug hotel Features of Spring Naming and describing features of plants and minibeasts</p>	<p>grow cress Grow grass seeds and place them in different conditions.</p>	<p>Features of Summer Children to comment on and describe what they have seen Discuss what rubbish can do to our environment and animals, learn about recycling.</p>

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Understanding the World Objectives	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
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Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Themes	All about me	Traditional Tales	Space	Minibeasts	Growth	Animals
<i>Children will create art based on a painting/artist stimulus</i> https://www.tate.org.uk/kids/explore/who-is	Wassily Kandinsky - Squares with concentric circles Alma Thomas - art and Black History Month	Alexey Kljatov - Snowflake art	Yayoi Kusama - dot art	Tracy McGuinness-Kelly - minibeasts https://www.accessart.org.uk/the-minibeast-project/	Gustav Klimt - tree of life	Bonita Ely - art using recycled materials
<i>Music Get Set for Music</i>	Nursery Rhymes	Traditional Tales	Space	Minibeasts	Walking in the Jungle	Whatever the weather
<i>Creating with Materials</i>	Self portraits using paint. Looking at photos of faces. Junk modelling homes How to use tools - tape, glue, scissors	Salt dough modelling gingerbread men Rangoli Patterns Firework art How to join materials create large models and pictures Experiment with paints,	Design and make boats Junk modelling trains Designing rockets/spaceships	Children to create their own minibeasts using paint	Observational drawings- seed to plant. Using foil/metallics and experiment with texture to create representations	Junk modelling using recycled fabrics and loose parts. Making a rainbow Spiral art Create artwork for

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	Explore colour and mark making tools	watercolours, powder paint, and loose parts.			Discuss what they have used and why	the end of year art gallery
<p><i>Being Imaginative and Expressive</i></p> <p><i>Music stimulus to link to celebrations throughout the year</i></p>	<p>Carmen Overture - Bizet</p> <p>Makaton 'good to be me' song</p> <p>Joining in with familiar rhymes and songs</p> <p>Move freely to music</p> <p>Explore how sounds can be changed</p>	<p>Listen and respond to Vivaldi - The Four Seasons Autumn</p> <p>And Tchaikovsky The Nutcracker (create art and movement)</p> <p>Learning and singing Christmas related songs for a performance, begin to match pitch</p> <p>Use story maps and props to retell stories</p>	<p>Listen and respond to Vivaldi - The Four Seasons Winter (create art and movement)</p> <p>In the hall of the mountain king by Peer Gynt</p> <p>Watch and talk about a Chinese New Year dance/ performance.</p> <p>Begin to create simple sequences of movement to music</p> <p>Listen and respond to Vivaldi - The Four Seasons Winter (create art and movement)</p> <p>In the hall of the mountain king by Peer Gynt</p> <p>Watch and talk about a Chinese New Year dance/ performance.</p> <p>Begin to create simple sequences of movement to music</p>	<p>Listen and respond to Vivaldi - The Four Seasons Spring (create art and movement)</p> <p>Respond to music using gestures, movement and art</p> <p>Develop storylines in play</p>	<p>Listen and respond to Flight of the bumble bee- Saint Saens and Yiri by Coco</p> <p>Comparing pieces of music- fast and slow, happy and sad etc.</p> <p>Learn a traditional African song and dance. Explore costumes from other cultures and dressing up to tell stories.</p> <p>Sing and perform well known songs</p>	<p>Listen and respond to Vivaldi - The Four Seasons Summer (create art and movement)</p> <p>What a wonderful World - end of year performance</p> <p>Develop storylines in play</p>
<i>Expressive Art</i>	<p>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and</p>					

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<p><i>and Design Objectives</i></p>	<p>developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups</p>					
<p><i>Early Learning Goals</i></p>						
<p><i>Communication and Language</i></p>	<p><i>Personal, Social and Emotional Development</i></p>	<p><i>Physical Development</i></p>	<p><i>Literacy</i></p>	<p><i>Mathematics</i></p>	<p><i>Understanding the World</i></p>	<p><i>Expressive Art and Design</i></p>
<p>ELG: Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might</p>	<p>ELG: Self-Regulation 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.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 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 Work and play cooperatively and</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; 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 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. 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 Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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 Invent, adapt and recount narratives and stories with peers and their teacher. 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>

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<p>happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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>take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.</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: 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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