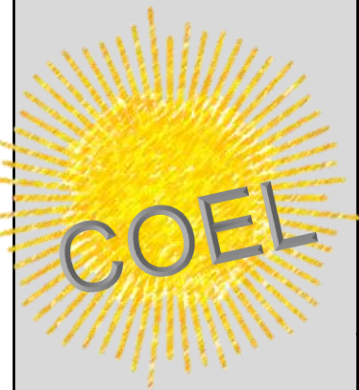





EYFS LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY!	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
 	<p style="text-align: center;">Characteristics of Effective Learning</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>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. We must be aware of children who need greater support than others.</p> <p><i>OUR EYFS VISION AT ALL SAINTS RANTON</i></p> <p>We will make a positive difference to every child’s life. We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential.</p> <p>Our intent is to give children time to develop their thinking and learning through their own interests in an enabling environment supported by skilled staff. This means that the children are highly motivated to learn. They are supported to develop key aspects such as reasoning, evaluation, creativity, enquiry, problem solving and information processing. This will help both now in their own explorations and application of knowledge but also throughout their education. Our intent is that our teaching enables us to meet the children’s individual needs and interests at any point in time.</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>					



EYES LONG TERM PLAN 25-26

OUR WORSHIP THEMES	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Community Coming together to grow in faith and show each other the love of God.	Hope The confident expectation of what God has promised and its strength in his faithfulness	Joy Lasting emotion that comes from the choice to trust that God will fulfil his promises	Dignity We are made in the image of God, his importance and significance.	Peace Sitting in comfort knowing that God is next to your side	Wisdom The power of judging wisely and following the right course of action.
	OUR SCHOOL VISION					
	At All Saints, we embrace Jesus' parable of the 'Prodigal son' as a representation of our vision of:					
	BEGINNING, BECOMING, BELONGING, BELIEVING					
	We strive to flourish together as we BEGIN our journey towards BECOMING wise, hopeful, dignified and peaceful individuals. We BELIEVE that Jesus' parable of the 'Prodigal Son' represents our vision. We know that our children must make their own decisions and learn from them. We are always here to help our children and they know that they are surrounded by love. They BELONG to our school community and God's family, who forgives them and shares in their joy.					



AUTUMN 1



AUTUMN 2



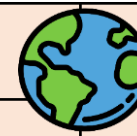
SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

NB: *THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS*

ME & MY FAMILY! / AUTUMN

Starting school / my new class
/ New Beginnings
Rules & Routines
My family / My home
PSED focus:
relationships/feelings
What am I good at?
Harvest

CELEBRATIONS!

Bonfire night celebrations
Diwali
Autumn changing season
The Nativity
Christmas Lists
Letters to Father Christmas
Christmas around the world
My body – healthy living,
eating, dental

POLE TO POLE / WINTER

Arctic
New Year Resolutions
Chinese New Year
Valentine's Day
Compare and contrast
polar regions
Compare different
environments around
the world – animals,
food

GROWING / SPRING!

Pancake Day
Lent
Easter Story
Easter Garden
Growing & Changing
Spring/Seasonal Changes
Observations of plants
Plants & Flowers
Where do we live in the UK
/ world?
Ranton
Compare & contrast – how
have I changed?

AMAZING ANIMALS! / SUMMER

What do we need to
grow?
Humans/animals/plants
Caring for living things
Life cycles –
frog/butterfly/plant
Minibeast habitats

OUR WORLD!

Where in the world shall
we go?
Send me a postcard!
Seasides in the past
Compare: Now and then!
Reduce, Reuse & Recycle
Hot places/Global warming
Looking after our
environment
Sun safety
Our senses

HIGH QUALITY TEXTS

SEE SEPARATE READING LIST

The Cave
The Diddle That Dumbled
Tyrannosaurus Drip

Mixed
Billy's Bucket
The Christmas Pine
The Christmas Story

Rapunzel
Je M'habille et....
Je Te Croque
Oi Frog
Chinese New Year Story

A Little Bit Brave
Lost and Found
The Odd Egg
The Darkest Dark

Are You a Snail?
Hundred Decker Bus
Little Red Riding Hood

Jack and the Beanstalk
Tiddler
The Fox and the Hen

'WOW' MOMENTS / ENRICHMENT

Messy Play Day
Autumn Walk
Harvest Festival
Bread making
Roald Dahl Day
World Mental Health Day
Recycle Week

Bonfire Night
Diwali
Children in Need
Advent/decorating day
Gingerbread making
Remembrance day
World Nursery Rhyme Week
Christmas Time / Nativity/Santa

Children's Mental Health
Valentines day
Chinese New Year
Pancake Day
Winter walk
Ice experiments
CNY - Food tasting
Police/Fire visit

World Book Day
Ramadan
British Science Week
Holi
Comic Relief
Spring walk around village
Mother's Day
World Book Day
Easter bonnet parade
Planting
Baby photos

EID
Earth Day
Children's Gardening
Week
Sunflower seeds
Pets from home
Church visit
Dental visit
UNICEF

Map work - Find the
Treasure
Father's Day
Summer fair
Zoo trip
Teddy Bear picnic
Beach Day

MINI ADVENTURE

Dinosaurs

Birthdays

Occupations

Space

Mini Beasts

Transport



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH	AMAZING ANIMALS!	OUR WORLD!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
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 groups, drawing club.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Expand vocabulary: Drawing club Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")</p>	<p>Tell me a story! What are your passions / goals / dreams? Tell me a story - retelling stories we have covered Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Ask's how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, and songs.</p>	<p>Explain to me! Tell me a story - retelling stories Articulate understanding (can talk about previous learning) I can listen to and engage in and talk about selected stories I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more I show understanding from what others have said and can respond appropriately</p>	<p>Can you recount an event? I can learn and recite, stories, prayers, rhymes poems and songs I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: planting, life cycle</p>	<p>Tell me about differences? I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year (class timeline)</p>
DAILY STORY TIME USING HIGH QUALITY TEXTS						



NURSERY LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH	AMAZING ANIMALS!	OUR WORLD!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
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 groups, drawing club.	<p>Rhyme of the week Settling in activities Making friends Show an interest in the lives of other people</p> <ul style="list-style-type: none"> - I can respond to my name and change my activity when encouraged - I can use everyday words to talk about people I know - I can follow simple instructions with visuals - I can listen and respond to adults and peers <p>Key vocab: colours, nursery areas, adult names, rules & routines</p>	<p>Rhyme of the week</p> <ul style="list-style-type: none"> - I can follow two-step simple instructions with visuals - I can concentrate for slightly longer periods - I can join in with a small group - I can remember and join in with stories and rhymes <p>Key vocab: celebrations, describing words, food/ingredients</p>	<p>Rhyme of the week Sign of the week Settling in activities</p> <ul style="list-style-type: none"> - I can speak in 2/3/4 word sentences - I can understand more simple questions and answer appropriately - I can express desires, feelings and needs - I can begin to hold two-way conversations with adults and peers <p>Key vocab: seasonal language, revisit colour, light & dark</p>	<p>Rhyme of the week Sign of the week</p> <ul style="list-style-type: none"> - I can begin to understand and ask why and how questions - I can remember and use new words - I can engage in imaginary role-play sometimes building stories around objects and toys <p>Key vocab: Seasonal changes, planting/growing,</p>	<p>Rhyme of the week Settling in activities</p> <ul style="list-style-type: none"> - I can explain my own thinking/ideas - I can describe the story settings and characters - I can join in with the repeated lines and refrains - I can use language as a powerful means of widening contacts and sharing feelings <p>Key vocab: life cycle, seasonal changes, animals and habitats</p>	<p>Rhyme of the week Sign</p> <ul style="list-style-type: none"> - I can communicate effectively with my peers and adults - I can follow three-step simple instructions, sometimes without visuals - I can anticipate key events in stories - I can take turns in small groups - I can ask simple questions and wait for a response <p>Key vocab: emotions, positional language/prepositions. revisit colour.</p>
DAILY STORY TIME USING HIGH QUALITY TEXTS						



	RECEPTION LEARNING PLAN YEAR 1					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS/ KAPOW	Safe Regulation – My Feelings What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, Know actions/ words can hurt others feelings. Class rules: Behavioural expectations in the class/boundaries set Class rules Big Question: Why are some stories Special?	Building Relationships – Special Relationships I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on Oral hygiene: teeth cleaning Handwashing Healthy foods Big Question: What does Christmas mean to you?	Managing Self – Taking on Challenges Looking after my special people: I know caring relationships Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Big Question: Who is special to me & why?	Self Regulation- Listening to & Following Instructions What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe Big Question: Is Easter just one day?	Building Relationships – My Family & Friends Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies) Big Question: What is special about our world?	Managing Self – My wellbeing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Getting bigger Big Question: Who can you trust? Transition into Year 1 Year 1 readiness
	Early learning Goals: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.					



NURSERY LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<ul style="list-style-type: none"> - To separate from main carer and learn to adapt to the Nursery environment. - To select and use activities and resources, with some support if needed. - To wash hands after using the toilet. - I can distract myself when I am upset - To know that they can approach adults in Nursery when needed. 	<ul style="list-style-type: none"> - To learn about daily routines and classroom rules. - To be aware of behavioural expectations in the Nursery. - To select and use activities and resources, with some support if needed. - To show an awareness of the importance of oral health. - I can express my own feelings - I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings - I can demonstrate friendly behavior and form good relationships with adults and peers 	<ul style="list-style-type: none"> - To learn how to share resources and play in a group. - To learn to look after resources within the class. - To listen to, and follow rules set. - To take turns whilst playing and waiting patiently to have a go. - To know how to adapt behaviour to suit classroom routines. - To show confidence in asking adults for support. - To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. 	<ul style="list-style-type: none"> - To show independence in accessing and exploring the environment. - To independently put on coats and use the toilet. - To listen to, and follow rules set. - To learn to look after resources within the class. - To be aware of the different areas in the Nursery and how to explore them safely. - To approach an adult if they need support. 	<ul style="list-style-type: none"> - To be able to initiate play with peers and keep play going by giving ideas. - To become more outgoing with unfamiliar people. - - To show more confidence in new social situations. - To begin to find solutions to conflicts. - To show an awareness of how others may be feeling. - To know that to play nicely it's important to share and take turns. - To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. - To know that it is OK to engage with others, even in a different environment. - To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. 	<p>To gain enough confidence to talk to adults and peers To begin to be assertive towards others where necessary.</p> <ul style="list-style-type: none"> - To know how to talk politely and develop an understanding of what is appropriate. To know that it is OK to challenge others, but they must remember to always be kind. - To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. <p>Transition into Reception Reception readiness</p>



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
PHYSICAL DEVELOPMENT FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES GROSS MOTOR GET SET 4 PE COSMIC KIDS	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
	Introduction to PE: Unit 1 Fundamentals: Unit 1 Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	Dance: Unit 1 Introduction to PE: Unit 2 Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	Gymnastics: Unit 1 Fundamentals: Unit 2 Balance Core muscle strength Jumping and landing Awareness of space	Games: Unit 1 Dance: Unit 2 Follow the rules of a game Use a racket I can join in with a game	Ball skills: Unit 1 Gymnastics: Unit 2 Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Ball skills: Unit 2 Games: Unit 2 Running skills Agility Sports day
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Development Matters: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



NURSERY LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
<p>PHYSICAL DEVELOPMENT</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>						
	<p>-I can hold a pencil (fisted/digital pronate grip) to make marks</p> <p>-I am beginning to do up my own large buttons</p> <p>-I can turn the pages in a book</p>	<p>- I can fit the pieces of a puzzle together</p> <p>- -I can pick up tiny objects using a fine pincer grasp</p> <p>- I can use one-handed tools and equipment, e.g. make snips in paper with child scissors</p>	<p>- I can use tweezers</p> <p>- I can use tools effectively in playdough (eg: cutters/rollers)</p> <p>-I can take off and put on my own shoes (not laces)</p> <p>I am beginning to do up my own zip</p>	<p>-I can show increasing control over tools like pencils and crayons.</p> <p>-I can use tools for mark making with control.</p> <p>-I can grip using five fingers or preferably two fingers and thumb for control.</p>	<p>- I can use a 4 finger grip to hold my pencil</p> <p>- I can use pincers, tweezers and threading equipment with increasing control and confidence</p>	<p>- I can use scissors effectively to cut straight lines in paper</p> <p>- I am beginning to use 3 fingers (tripod grip) to hold my pencil</p>
	<p>Introduction to PE: Unit 1</p> <p>Fundamentals: Unit 1</p> <p>Balance</p> <p>Different ways of moving</p> <p>Negotiate space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p>	<p>Dance: Unit 1</p> <p>Introduction to PE: Unit 2</p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p> <p>I can perform teacher led warm ups</p>	<p>Gymnastics: Unit 1</p> <p>Fundamentals: Unit 2</p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p>	<p>Games: Unit 1</p> <p>Dance: Unit 2</p> <p>Follow the rules of a game</p> <p>Use a racket</p> <p>I can join in with a game</p>	<p>Ball skills: Unit 1</p> <p>Gymnastics: Unit 2</p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p>	<p>Ball skills: Unit 2</p> <p>Games: Unit 2</p> <p>Running skills</p> <p>Agility</p> <p>Sports day</p>
	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Development Matters:</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

FINE MOTOR

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

GROSS MOTOR

COSMIC KIDS



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING WORD READING Children will be working in year groups for Monster Phonics. Scaffolding & support will be provided for those that need it.	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	Phonic Sounds Phase 2: Monster Phonics (see phonics progression plan) I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	Phonic Sounds Phase 2&3: Monster Phonics (see phonics progression plan) I can Link most sounds to letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word I can read some Phase 2 and Phase 3 words including some tricky words	Phonic Sounds Phase 3: Monster Phonics (see phonics progression plan) I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I can check what I read makes sense and sounds right	Phonic Sounds Phase 3: Monster Phonics (see phonics progression plan) I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	Phonic Sounds Phase 3&4: Monster Phonics (see phonics progression) I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	Phonic Sounds Phase 2,3&4: Monster Phonics (see phonics progression plan) End of term assessments Transition work with Year 1 staff



NURSERY LONG TERM PLAN 25-26

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GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING WORD READING Children will be working in year groups for Monster Phonics. Scaffolding & support will be provided for those that need it.	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)					
	<ul style="list-style-type: none"> - I can fill in missing words from well-known rhymes - I can show a preference for a book or a song or a rhyme. 	<ul style="list-style-type: none"> - I can identify myself in a story and show enjoyment for stories about familiar people - I can hold a book, turn the pages and indicate an understanding of pictures and print. 	<ul style="list-style-type: none"> - I am beginning to be aware of the way stories are structured. - I show interest in illustrations and print in books and print in the environment. 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can make suggestions about what might happen next in a story 	<ul style="list-style-type: none"> - I can talk about events and characters in a book - I can suggest how a story might end 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I can tell a story to friends
	Aspects 1-6 Monster Phonics (see phonics planning grid) Aspect 1 – Environmental Aspect 2 – Instrumental Aspect 3 – Body Percussion Aspect 4 – Rhythm & Rhyme Aspect 6 – Voice Sounds - I can join in with rhymes and stories	Aspects 1-6&Aspect 7 Monster Phonics (see phonics planning grid) Aspect 7 – Oral Blending & Segmenting - I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. - I can notice and repeat sounds	Aspect 7 & Pre Phase 2 Monster Phonics (see phonics planning grid) - I can understand that print has meaning - I can hold a book the right way up and turn pages by myself	Pre Phase 2 Monster Phonics (see phonics planning grid) - I know that print can have different purposes - I know the names of the different parts of a book	Pre Phase 2 Monster Phonics (see phonics planning grid) - I know that we read English text from left to right and from top to bottom - I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.	Pre Phase 2 Monster Phonics (see phonics planning grid) - I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother



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WRITING	<p>Texts as a Stimulus: The Diddle That Dummed Tyrannosaurus Drip</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels.</p> <p>Writing for a purpose in role play PHASE WORDS</p>	<p>Texts as a Stimulus: Mixed Billy's Bucket The Christmas Pine Non Fiction Text: The Christmas Story</p> <p>Name writing, labelling, drawing club writing, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>PHASE WORDS</p>	<p>Texts as a Stimulus: Rapunzel Je M'habille et....Je Te Croque Oi Frog Chinese New Year Story Non Fiction Text: Antarctica</p> <p>Rhyming words/sentences Instructions Captions Writing recipes, lists. PHASE WORDS</p>	<p>Texts as a Stimulus: A Little Bit Brave Lost and Found The Odd Egg The Darkest Dark Non Fiction Text: The Easter Story</p> <p>Creating own stories, writing captions and labels, writing simple sentences. Writing short sentences to accompany Labels and captions – life cycles Character descriptions. Order the Easter story</p> <p>PHASE WORDS</p>	<p>Texts as a Stimulus: Are You a Snail? Hundred Decker Bus Little Red Riding Hood Non Fiction Text: Minibeasts facts book</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>Texts as a Stimulus: Jack and the Beanstalk Tiddler The Fox and the Hen Non Fiction Text: Blue Planet David Attenborough</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character descriptions</p>

DRAWING CLUB USED AS
STIMULUS ACROSS THE
YEAR



NURSERY LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
<p>WRITING</p> <p>DRAWING CLUB USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p>	<ul style="list-style-type: none">- I can randomly scribble on the page, sometimes with both hands.- I can begin to balance when sitting.- I can make connections between my actions and the marks being made.	<ul style="list-style-type: none">- I can control the marks on the page.- I can use a range of tools to make marks and show an interest in my own marks and others marks.	<ul style="list-style-type: none">- I can make connections between my actions and the marks being made.- I ascribe meaning to my marks	<ul style="list-style-type: none">- I can distinguish between the different marks I make.- I can tell an adult what my marks mean- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.- I can copy shapes, letter and pictures	<ul style="list-style-type: none">- I can identify sounds from my own name in other words.- I can write some or all of my name.	<ul style="list-style-type: none">- I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.- I can write some letters accurately



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

ME AND MY
FAMILY

CELEBRATIONS!

POLE TO POLE!

GROWTH

AMAZING
ANIMALS

OUR WORLD!

MATHS

*“Without
mathematics,
there’s nothing
you can do.
Everything
around you is
mathematics.
Everything
around you is
numbers.” –
Shakuntala
Devi*

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.

Subitising

Children know how to subitise within 3. Children know how to identify sub-groups in larger arrangements. Children know how to create their own patterns for numbers within 4. Children know how to practise using their fingers to represent quantities which they can subitise. Children know how to subitise in a range of contexts, including temporal patterns made by sounds.

Cardinality, ordinality and counting

Children know how to count in a sequence and relate this to cardinality, seeing that the last number spoken gives the number in the entire set. Children know how to count in a sequence, including through rhyme and song. Children know how to use 1:1 correspondence, including by coordinating movement and counting. Children know that anything can be counted, including actions and sounds. Children know a range of strategies which support accurate counting.

Composition

Children know that all numbers can be made of 1s. Children know how to compose their own collections within 4.

Subitising

Children know how to subitise within 5, perceptually and conceptually, depending on the arrangements.

Cardinality, ordinality and counting

Children know about the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Children know how to count beyond 5, recognise numerals, relating to these to quantities they can subitise and count.

Composition

Children know the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Children know the composition of numbers within 5.

Subitising

Children know how to subitise within 3. Children know how to identify sub-groups in larger arrangements. Children know how to create their own patterns for numbers within 4. Children know how to practise using their fingers to represent quantities which they can subitise. Children know how to subitise in a range of contexts, including temporal patterns made by sounds.

Cardinality, ordinality and counting

Children know how to count in a sequence and relate this to cardinality, seeing that the last number spoken gives the number in the entire set. Children know how to count in a sequence, including through rhyme and song. Children know how to use 1:1 correspondence, including by coordinating movement and counting. Children know that anything can be counted, including actions and sounds. Children know a range of strategies which support accurate counting.

Composition

Children know that all numbers can be made of 1s. Children know how to compose their own collections within 4.

Subitising

Children know what a symmetrical pattern looks like, in which each side is a familiar pattern, linking this to ‘doubles’.

Cardinality, ordinality and counting

Children know how to consolidate their understanding of cardinality, working with larger numbers within 10. Children know and become more familiar with the counting pattern beyond 20.

Composition

Children know the composition of odd and even numbers, looking at the ‘shape’ of these numbers. Children know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills. Children know which 3D shapes roll and which shapes stack. Children know how to link even numbers to doubles. Children know the composition of numbers within 10.

Subitising

Children know familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns using subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. Children are encouraged to identify when it is appropriate to count and when groups can be subitised.

Cardinality, ordinality and counting

Children know how to verbally count to 20 and beyond, including counting from different starting numbers. Children know how to count with more confidence and accuracy in both verbal and object counting.

Composition

Children know the composition of 10.

Subitising

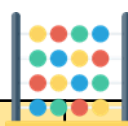
In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.

Cardinality, ordinality and counting

In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.

Composition

In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.



RECEPTION LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH	AMAZING ANIMALS	OUR WORLD!
<p>MATHS</p> <p>ADULT LED INPUTS & ENHANCED PROVISION (PLAY)</p> <p>Children will be working in year groups for Mastering Number. Shape is supported by White Rose. Scaffolding & support will be provided for those that need it.</p>	<p>Comparison Children know that sets can be compared according to a range of attributes, including by their numerosity Children know and use the language of comparison, including 'more than' and 'fewer than' Children know how to compare sets 'just by looking</p> <p>Patterns & Connection Children know how to talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Children know how to extend and create ABAB patterns – stick, leaf, stick, leaf. Children know how to correct an error in a repeating pattern.</p> <p>Shape, Space, Measure & Spatial reasoning Children know how to match objects which are the same Children know how to explain when something is the odd one out or the same. Children know and apply language: tall, long, short, big, little, large and small. Children know how to compare and order objects by size. Children know how to copy, continue and create their own repeating patterns. Including shapes, colours, sizes actions and sounds.</p>	<p>Comparison Children know how to compare sets using a variety of strategies, including 'just by looking', by subitising and by matching Children know how to compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p>Shape, Space, Measure & Spatial reasoning Children know how to make comparisons between objects relating to size, length, weight and capacity. Children know how to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Children will know that circles have one curved side and triangles have 3 straight sides. Children will begin to know and use positional language to describe how items are positioned in relation to other items. Children will know that squares and rectangles have 4 straight sides and 4 corners. Children will know and use time language: day, night, morning, afternoon, before, after, today, tomorrow. Children will know how to measure time in simple ways e.g. counting a number of sleeps to an important event or using sand timers to measure duration of events.</p>	<p>Comparison Children know that sets can be compared according to a range of attributes, including by their numerosity Children know and use the language of comparison, including 'more than' and 'fewer than' Children know how to compare sets 'just by looking</p> <p>Shape, Space, Measure & Spatial reasoning Children know how to match objects which are the same Children know how to explain when something is the odd one out or the same. Children know and apply language: tall, long, short, big, little, large and small. Children know how to compare and order objects by size. Children know how to copy, continue and create their own repeating patterns. Including shapes, colours, sizes actions and sounds.</p>	<p>Comparison Children know that sets can be compared according to a range of attributes, including by their numerosity Children know and use the language of comparison, including 'more than' and 'fewer than' Children know how to compare sets 'just by looking</p> <p>Shape, Space, Measure & Spatial reasoning Children know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills. Children know which 3D shapes roll and which shapes stack Children know some 3D shape names such as: cuboid, cone, pyramid, prism, sphere, cylinder and cube. Children know how to create complex patterns such as: ABB, AAB, AABBB.</p>	<p>Comparison Children know how to order sets of objects, linking this to their understanding of the ordinal number system.</p> <p>Shape, Space, Measure & Spatial reasoning Children know how to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Children know how to rotate shapes to fill a given space when completing jigsaws and shape puzzles. Children know how to match arrangements of shapes using positional language to describe where the shapes are in relation to one another. Children know how to complete tangram outlines by rotating shapes to fit into spaces. Children know how to match shapes with coloured pictures and progress to pictures with the outline only. Focusing on shape rather than colour. Children know how to design their own pictures using pattern/shape blocks. Children know that shapes can be combined and separated to make new shapes.</p>	<p>Comparison In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts with different numbers.</p> <p>Shape, Space, Measure & Spatial reasoning Children know that places and models can be replicated. Children know how to replicate simple constructions, models, real places and place sin stories. Children know how to use positional language to describe where objects are in relation to other items. Children know that there is a relationship between numbers and shapes such as Cuisenaire rods, Numicon and multi-link cubes. Children know that they can make maps and plans to represent places and use these to see where things are in relation to other things. Children know how to create their own maps to represent models they build, familiar places and places in stories.</p>



NURSERY LONG TERM PLAN 25-26

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GENERAL THEMES	ME AND MY FAMILY	CELEBRATIONS!	POLE TO POLE!	GROWTH	AMAZING ANIMALS	OUR WORLD!
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</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.					
	<ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes - I can match and sort objects based on colour, size, shape 	<ul style="list-style-type: none"> - I can recite some number names past 5 - I can have conversations about numbers - I can say when two small groups have the same number - I can sort objects using one simple criteria - I can share play toys with a friend when asked - I can share play toys with a friend when asked - I can recognise numerals and match quantities to 1 & 2 - I can subitise and count to 1 & 2 - I can explore and describe AB and ABC patterns 	<ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes - I can bring one or two objects to and adult when asked - I can extend a simple ABABAB pattern - I can experiment with my own symbols, marks and numerals - I can recognise numerals and match quantities to 3, 4, 5 - I can recognize triangles, squares and rectangles 	<ul style="list-style-type: none"> - I can create a simple ABABAB pattern - I can use number names to ten - I am beginning to could small quantities accurately - I can show understanding of simple comparisons - more - I can give one more object when asked - I can identify the shape of everyday objects - I can subitise 5 on a 5 frame - I recognize and count objects to 6 - I can explore and compare height, length, mass and capacity 	<ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes - I can correct a simple pattern - I can show understanding of simple comparisons - less - I can take one object away when asked - I can use informal language such as ‘stripy’ ‘pointy’ when sorting objects - I know that the last number reached when counting objects is how many in total - I have fast recognition of three objects - I can compare quantities - I can sequence routines & stories - I can recognize 2D and 3D shapes 	<ul style="list-style-type: none"> - I can recite some number names in sequence - I can show interest in and join in with number rhymes - I have an understanding of the composition of numbers to 5 - I can use number line to find the number that comes before or after a number to 5



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY!	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
RE / FESTIVALS	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. I can show an interest in different occupations and ways of life I can draw a simple map Set up 'Our class timeline display I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Christmas story I can compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can talk about why things happen: making bread I can recognise and describe special times or events for family or friends <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) Google earth I understand the effects of changing seasons on the world around me <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Similarities and differences between countries/environments – African schools Maps of our journey to school/looking features of local environment, maps of local area comparing places how are they similar/different? I can describe special events (Easter) Growth & Change Environment: care can concern I can tell you what a plant needs to grow I can understand the key features of of a plant and animal <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Growth & Change: life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects Materials: Floating / Sinking – boat building Metallic / non-metallic objects <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Seasides long ago –compare and contrast past and present Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure) <p>REFELCTION TIME DAILY</p>
	<p>- I enjoy joining in with family customs and routines</p> <p>Which people are special and why? Being special: where do we belong?</p> <p>Belonging to their family Being part of the All Saints Ranton family</p> <p>Which stories are special and why? Diwali</p>	<p>- I can remember and talk about significant events in my own experience</p> <p>What times are special and why?</p> <p>Which stories are special and why?</p> <p>Christmas</p>	<p>- In pretend play I can imitate everyday actions and events from my own family and cultural background</p> <p>What times are special and why?</p> <p>Chinese new year</p>	<p>I can recognise similarities and differences</p> <p>What times are special and why?</p> <p>Which stories are special and why?</p> <p>Easter</p> <p>What places are special and why?</p> <p>Church at Easter</p>	<p>I know that I have similarities and differences that connect me to and distinguish me from others</p> <p>What is special about our world?</p> <p>Growth and change of animals</p>	<p>I can develop my sense of responsibility and membership of a community</p> <p>What is special about our world?</p> <p>- Summer Solace</p>

RE / FESTIVALS

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups.

Children will have opportunity to develop their emerging moral and cultural awareness



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL
THEMES

ME AND MY FAMILY!

CELEBRATIONS!

POLE TO POLE!

GROWTH!

AMAZING ANIMALS!

OUR WORLD!

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.

SCIENCE

- o To talk about the changes they observe in their environment – Seasons link.
- o To know that some animals are nocturnal.
- o To be able to differentiate between nocturnal and diurnal animals.
- o I can discuss daily weather/ seasons.
- o To try and understand that things change over time.

- o To use senses to explore the world around them.
- o To know the names of different body parts.
- o To be able to talk about their body parts and what the function is of each part.
- o To draw silhouettes and orally label body parts
- o To know that some foods are unhealthy.
- o To identify and sort healthy/unhealthy foods.
- o To know the names of common fruits and vegetables.
- o To identify and group a range of fruits and vegetables.

- o I can talk about features of my own immediate environment and how environments may vary from one another
- o Sort information using Venn Diagrams.
- o I can make observations and express their views of the environment.

- o To know that humans and other animals can grow.
- o To show understand that things change over time.

- o Talking about the life cycle of plants and animals and what they need to survive.
- o Exploring a range of habitats, looking at why the animal lives like that.
- o To select appropriate materials according to their properties.
- o To name and identify a range of different materials and to know how they are used in familiar environments.
- o To explore and record properties of different materials such as materials which will float and which will sink.

- o Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- o Explore the natural world around them, making observations and drawing pictures of animals and plants
- o Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter..

GEOGRAPHY

- o To talk about the changes they observe in their environment – Seasons link.
- o To recognise and talk about my environment.
- o To know school is in Ranton, Stafford.
- o I can talk about some features of the areas where I live.

- o To know that there are many countries around the world.
- o To know that people in other countries may speak different languages
- o To know that people around the world have different religions.
- o I can talk about features of my own immediate environment and how environments may vary from one another

- Exploring maps of the world
- o To know that adults do a variety of jobs.
- o To know that the emergency services exist and what they do.
- o To identify members of the community who help us.
- o To be able to say how members of the community help them.
- o To be able to say what the reasons and results are of people helping us.

- o I can explain why geographic changes occur.
- o To begin to understand that things change over time.
- o To find Ranton and where we live on maps.
- o To know we live in England.
- o To draw maps of our environment.
- o To talk about climates that are good for growing plants.

- o To recognise that different countries have different animals.
- o To talk about climates of different environments.
- o To know what some animals are suited to certain environments.
- o I can make observations and express their views of the environment.

- o Making treasure maps to direct friends to a 'goal'.
- Exploring maps of the world
- o 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..
- o Talk about the lives of the people around them and their roles in society.

HISTORY

- o To be able to recount changes within living memory.
- o To know that they have a family unit that can/will change over time.
- o To name members of their family.
- o To know that dinosaurs no longer exist.
- o To know what they ate and where they lived.

- o To talk about a special event in their life.
- o Answer basic questions about the past.
- o To identify who they are, that they are an individual.

- o Know that their own experiences differ to those of others.
- o Talk, draw or write about aspects of the past.
- o To identify and talk about a time when someone has helped them.

- o To talk about how they have changed since they were a baby.
- o Identify some similarities and differences between now and the past.

- o Understand key features of events.
- o Identify some similarities and differences between ways of life in different periods
- o To begin to understand that things happened a really long time ago.

- o Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- o *Understand the past through settings, characters and events encountered in books read in class and storytelling.



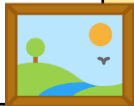
NURSERY LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY!	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups. Children will have opportunity to develop their emerging moral and cultural awareness.	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.					
	<ul style="list-style-type: none"> - I enjoy joining in with family customs and routines <p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the All Saints Ranton family</p> <p>Which stories are special and why? Diwali</p>	<ul style="list-style-type: none"> - I can remember and talk about significant events in my own experience <p>What times are special and why?</p> <p>Which stories are special and why?</p> <p>Christmas</p>	<ul style="list-style-type: none"> - In pretend play I can imitate everyday actions and events from my own family and cultural background <p>What times are special and why?</p> <p>Chinese new year</p>	<p>I can recognise similarities and differences</p> <p>What times are special and why?</p> <p>Which stories are special and why?</p> <p>Easter</p> <p>What places are special and why?</p> <p>Church at Easter</p>	<p>I know that I have similarities and differences that connect me to and distinguish me from others</p> <p>What is special about our world?</p> <p>Growth and change of animals</p>	<p>I can develop my sense of responsibility and membership of a community</p> <p>What is special about our world?</p> <ul style="list-style-type: none"> - Sumer Solace
	<ul style="list-style-type: none"> - I am interested in photographs of myself and familiar people and objects - I am curious about people and show interest in stories about myself and my family - I can talk about what I was like when I was a baby 	<ul style="list-style-type: none"> - I show interest in different occupations (Eg: fire fighters/nurse/police officers) - I enjoy celebrating my birthday and that of others - I can make observations about my immediate environment - I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. 	<ul style="list-style-type: none"> - I can begin to make sense of my own life-story and family's history - I can identify where things belong in my environment where my bottle/coat/painting goes 	<ul style="list-style-type: none"> - I can talk about environments in stories - I can talk about places I have visited (e.g.: the park/ASDA) - I can follow positional language instructions - I am beginning to notice changes in my environment 	<ul style="list-style-type: none"> - I can see my new friends have similarities and differences that connect them to, and distinguish them from, others - I can talk about places in and around school - 	<ul style="list-style-type: none"> - I can use simple positional language - I am beginning to talk about and describe changes in my environment



NURSERY LONG TERM PLAN 25-26

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY!	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
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.					
SCIENCE	<ul style="list-style-type: none"> To be able to talk about their body parts and what the function is of each part. 	<ul style="list-style-type: none"> To draw silhouettes and orally label body parts. To know the names of common fruits and vegetables. To be able to categorise animals by their characteristics. 	<ul style="list-style-type: none"> To know similarities and differences between modes of transport. 	<ul style="list-style-type: none"> To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. To use senses to explore the world around them. 	<ul style="list-style-type: none"> To know that different creatures live in different places based on their characteristics To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. To talk about the life cycle of a plant and animals. To know that every living being has a life cycle and they change in shape and size as they grow. Make comparisons between habitats of farm animals and wild animals. Make own habitats To explore materials which will float/sink. 	<ul style="list-style-type: none"> To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for.
GEOGRAPHY	<ul style="list-style-type: none"> To talk about features of their own environment, such as the weather. 	<ul style="list-style-type: none"> To know that there are different countries in the world 	<ul style="list-style-type: none"> To learn about different modes of transportation and who operates them, how they travel to school, local area. To explore the different jobs that people in our families do. How do these people help us? 	<ul style="list-style-type: none"> To use senses to explore the world around them. To talk about what they see using new vocabulary with independence. Talk about where food comes from. 	<ul style="list-style-type: none"> To know that there are different countries in the world and talk about the differences they have experienced or seen in photos, Wild animals live in forests/jungles/safari and sometimes zoo's or aquariums. 	<ul style="list-style-type: none"> To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.
HISTORY	<ul style="list-style-type: none"> To be able to identify similarities and differences between themselves and peers. To make self-portraits. Children to begin to talk about significant events in their life. To know about family structures and be able to talk about who is part of their family. 	<ul style="list-style-type: none"> To know that everyone has a birthday and they are usually celebrated in a similar manner Children to begin to talk about significant events in their life . To learn about the different stories related to Autumn festivals. 	<ul style="list-style-type: none"> To talk about things they can do. 	<ul style="list-style-type: none"> To talk about stories from the past, Easter story. 	<ul style="list-style-type: none"> To be able to identify changes since they were a baby to now. 	<ul style="list-style-type: none"> To recognize changes in their environment, based on seasons.



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2



SUMMER 1

SUMMER 2

GENERAL THEMES

ME AND MY FAMILY!

CELEBRATIONS!

POLE TO POLE!

GROWTH!

AMAZING ANIMALS!

OUR WORLD!

EXPRESSIVE ARTS
AND DESIGN

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, modelling, following music patterns with instruments, singing songs.

lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform.

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.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

- I can explore different materials freely, in order to develop my ideas about how to use them and what to make.
- I can use various construction materials
- I can manipulate play dough (roll, knead)

- I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)
- I can recognise and name colours.

- I can join different materials and explore different textures.
- I can draw identifiable pictures
- I can use a variety of tools to apply paint with increasing control

- I can talk about what I am creating
- I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'

- I can draw a person with identifiable features
- I can develop my own ideas and then decide which materials to use to express them.

- I have been exposed to a different range of artists
- I can show interest and describe the texture of things

DT/ART/ACCESS ART

- o To give meaning to the marks that are made.
- o For children to be able to safely construct with a purpose and evaluate their designs.
- o Leaf rubbings
- o Create art using natural materials.
- o To know how different colours and materials can be used to create things.

How can we explore colour?
Wax crayon rubbings

- o Uses simple tools and techniques competently and appropriately.
- o To design a Rangoli pattern.
- o Constructs with a purpose in mind, using a variety of resources.
- o To know that certain art types belong to different cultures
- o To learn the names of different tools and techniques that can be used to create Art.
- o To experiment with creating different things and to be able to talk about their uses.
- o To experiment with colour mixing.

How can we explore colour?
How can we use our bodies to make art?

- o To use role play to show how 'People who Help Us'.
- o To use resources to create own props.
- o To understand that pictures can be created by making observations or by using imagination.
- o To use paints, pastels and other resources to create observational drawings.
- o For children to be able to safely construct with a purpose and evaluate their designs.

How can we explore colour?
How can we build worlds?
Prop making for toys?

- o To draw a range of plants and fruits.
- o To use a range of resources to create own props to aid role play.
- o To plan, carry out and evaluate and change where necessary.
- o Manipulates materials to achieve a planned effect.
- o To identify and select resources and tools to achieve a particular outcome.

How can we build explore materials & marks?
Collage Streets

- o To use what they have learnt about media and materials in an original way and be able to explain their choices.
- o To use what they have learnt about media and materials in an original way and be able to explain their choices.
- o To know the different uses and purposes of a range of media and materials.
- o For children to be able to safely construct with a purpose and evaluate their designs.

How can we explore 3D materials?
Clay Play

- o They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- o To describe ways of safely using and exploring a variety of materials.
- o Selects tools and techniques needed to shape, assemble and join materials they are using.

How can we build worlds?
Insect hotels

MUSIC
KAPOW

- o To remember the words to a range of songs
 - o To explore the different sounds of a range of instruments. To learn a range of songs
- Exploring Sound**

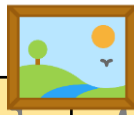
- o To show awareness of how to use musical instruments appropriately.
- Celebration Music**

- o To effectively use instruments to tap a simple beat.
- Music & Movement**

- o To effectively use instruments to tap a simple beat.
 - o To be able to play instruments along to a simple beat.
- Musical Stories**


- o To move along to the beat of a familiar song.
- Transport**

- o Sing a range of rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
- Big Band**



NURSERY LONG TERM PLAN 25-26










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY FAMILY!	CELEBRATIONS!	POLE TO POLE!	GROWTH!	AMAZING ANIMALS!	OUR WORLD!
EXPRESSIVE ARTS AND DESIGN <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, modelling, following music patterns with instruments, singing songs.</i> <i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform.</i>	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment.. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing Family drawing Feelings: acting out emotions Acting out stories Rubbings of leaves/plants I can combine media to make a collage	Use different textures and materials to make firework pictures, Firework dances. Explore how colour can be changed Christmas decorations, cards, songs/poems Props, puppets & story bags will encourage children to retell, invent and adapt stories. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Music: Christmas Songs	I can produce a piece of artwork using an artists style as a stimulus Exploration of other countries – dressing up in different costumes Making lanterns, Chinese writing, Chinese music and composition I can recognise, create and describe pattern.	Make different textures; make patterns using different colours Mother's Day crafts Encourage children to create their own music. Easter crafts printing, patterns on Easter eggs Natural art, observational drawings	Collage Drawing Life cycles, Observational drawings Provide children with a range of materials for children to construct with. papier mache I can use various construction materials: making a bridge for the Billy Goats Gruff	Water pictures, collage, shading by adding black or white, Colour mixing outdoor painting Father's Day Crafts Making models from recycled materials: link to keeping our sea clean Using clay to make a snail
DT/ART/ACCESS ART 	<ul style="list-style-type: none"> Uses various construction materials. 	<ul style="list-style-type: none"> To use different colours and materials to make Rangoli Patterns To make salt dough Diva's. To make Christmas cards and decorations for friends and family using a range of media. 	<ul style="list-style-type: none"> To begin to act out different scenarios using props to enhance imaginative play. To use scissors effectively. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 	<ul style="list-style-type: none"> To learn about different textures and talk about them. Feely bag activities with different objects to feel and describe. To engage in role play by making stick puppets Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> To use puppets and props to act out different traditional stories. To make masks for role play. To create closed shapes with continuous lines which represent objects that can be spoken about or identified. To show different emotions in pictures clearly. 	<ul style="list-style-type: none"> To construct with bricks and blocks to make an enclosure. Explore different materials freely, using them with a purpose. Beginning to be interested in and describe the texture of things.
MUSIC	<ul style="list-style-type: none"> Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. 	<ul style="list-style-type: none"> Sing familiar Nursery Rhymes and Christmas songs 	<ul style="list-style-type: none"> Sing familiar songs or make up own songs. To play instruments with increasing control. 	<ul style="list-style-type: none"> Sing familiar Nursery Rhymes. 	<ul style="list-style-type: none"> Sing familiar songs in the correct tone and changing melody if appropriate. 	<ul style="list-style-type: none"> Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. Listen to music, create movements to the beats.



RECEPTION LONG TERM PLAN 25-26

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>