

Reception Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Suggested Topics/Themes	Incredible \ Me, Keeping Healthy - I Can & I Will	Autumn Bonfire Night Christmas	Once Upon a Time	It's Alive! Easter	There's No Place Like Home & Around the World	Oh I Do Like to be Beside the Seaside	
Educational Visits/ Culture Capital/Enrichment/ Stay & Play Opportunities	Stay & Play: Transition sessions – settling in Forest Schools	Visit: to Christmas Panto Stay & Play: Christmas crafts Forest Schools Visitor: Author Sean Perkins 8th Dec	Stay & Play: Visitor: Forest Schools	Class Assembly: Spring Visitor: Forest Schools	Stay & Play: Visit: Local walk around the village & and deli visit Forest Schools	Visit: to the beach Stay & Play: Forest Schools	
3 prime areas of learning and development	Personal, Social and Emotional Development	<p>SCARF – Me & My Relationships Yes I Can!</p> <p>Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p> <p>Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.</p>	<p>SCARF – Keeping Myself Safe</p> <p>Self-awareness – know what they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interest with others, take pride in themselves and their work/ achievements, share their achievements with others</p> <p>Responsibility – take care of their own belongings, take care of the belongings of others and class resource.</p>	<p>SCARF – Rights & Responsibilities</p> <p>Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.</p> <p>Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.</p> <p>Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems.</p>	<p>SCARF – Growing & Changes</p> <p>Communication – make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate</p> <p>Use language – to negotiate, co-operate, plan and organise play, resolve conflict</p> <p>Understand how others feel – show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>	<p>SCARF – Valuing Difference</p> <p>Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p> <p>Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p>	<p>SCARF - Being My Best</p> <p>Communication – listen, speak, reflect, explain, respond, recall, review</p> <p>Understand feelings – talk about how they feel, explain why they are experiencing particular feelings.</p> <p>Communication – use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.</p>

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Physical Development	<p>Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.</p> <p>Fine motor skills, manipulation and hand-eye co-ordination; dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment</p> <p>Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy</p>	<p>Pencil grip – holds writing tools and implements with a mature pencil grip.</p> <p>Spatial Awareness – awareness of own space, negotiates space, finds a space, change direction, stop.</p>	<p>Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’ and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p> <p>Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions</p>	<p>Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by ‘l’ ‘c’ ‘r’ and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>	<p>Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.</p> <p>Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick.</p> <p>Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.</p>	<p>Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.</p> <p>Language of movement – linked to body parts, and how they move; dynamics and how movements are formed; where in space they move, and whom they move with.</p> <p>Consolidate and use prior learning.</p>
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Communication and Language	<p>Throughout the year children will:</p> <ul style="list-style-type: none">• Listen – listen to others 1:1/in groups/whole class, in familiar and new situations or activities, listen to stories with enjoyment.• Attention – maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.• Respond – to others questions, when listening to stories, to instructions, responding with relevant comments.• Communication – engage in conversations with others giving attention, respond and communicate appropriately, talk about familiar events or characters in stories <ul style="list-style-type: none">• Respond to – interact with other people in a range of situations in conversations, in their play, in response to stories or questions.• Follow – instructions, requests, and ideas in a range of contexts and situations.• Respond to and answer questions – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations. <ul style="list-style-type: none">• Speaking – speak clearly, speak in sentences, use sentences that give many details.• Questioning – ask and answer questions when talking to familiar/unfamiliar people in different contexts.• Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words.• Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts.• Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events.• Reasoning – talk about and explain reasons for actions, events, activities; explain their ideas giving reasons in different contexts.• Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.• Narrative – use language of stories to imagine and recreate ideas in different contexts.
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4 specific areas of learning and development	Literacy - Reading	<p>Hold a book correctly and turn pages from front to back and recognise front and back cover.</p> <p>Respond to questions about who, what, where, when linked to text and illustrations.</p> <p>Differentiate between text and illustrations.</p> <p>Understand that print conveys meaning.</p> <p>Know that in English print is read from left to right and top to bottom.</p> <p>Helicopter Stories</p>	<p>Sequence a simple story or event.</p> <p>Use gestures and actions to act out a story, event or rhyme from text or illustrations.</p> <p>Read decodable HFWS sight words (list 1) (e.g. a an as at if in).</p> <p>Read common irregular words (tricky) from Phase 2 (e.g the to no go into).</p>	<p>Distinguish between a word, a letter and a space.</p> <p>Talk about events, settings and characters.</p> <p>Retell narratives in the correct sequence, drawing on the language patterns of stories.</p> <p>Say what a character might be thinking, saying or feeling.</p> <p>Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.)</p>	<p>Read common irregular words (tricky) from Phase 3 (e.g he she we me be was you they all are my her).</p> <p>Predict storyline (e.g. the ending and some vocabulary, aided by illustrations).</p> <p>Respond to questions about how and why something is happening.</p>	<p>Read decodable HFWS sight words (list 2) (e.g. will that this then them).</p> <p>Make predictions based on illustrations, story content and title.</p> <p>Say how they feel about stories and poems.</p>	<p>Read some common irregular words (tricky) from Phase 4 (e.g. said like have so).</p> <p>Read simple sentences</p> <p>Recognise some capital and lower case letters.</p> <p>Recall the main points in text in the correct sequence.</p> <p>Use the structure of a simple story when re-enacting and re-telling.</p> <p>Talk about the themes of simple texts, (e.g. good over evil).</p>
	Key Texts	<p>It's Okay to be Different – Todd Parr</p> <p>Colour Monster – Anna Llenas</p> <p>The Ugly Duckling - Incredible You - Nathan Reed and Rhys Brisenden</p> <p>It's Your World Now – Barry Falls</p> <p>Love Makes a Family – Sophie Beer</p> <p>The Dot – Peter Reynolds</p>	<p>Cinderella – Rachel Elliott</p> <p>Prince Cinders</p> <p>Sunshine & Snowballs – Margaret Wise Brown</p> <p>The Very Helpful Hedgehog by Rosie Wellesley</p> <p>Dream Snow – Eric Carle</p> <p>Little Robin Red Vest – Jan Fernley</p> <p>Pittan's Pumpkin – Chitra Soundar</p>	<p>Jack and The Beanstalk</p> <p>Little Red Riding Hood</p> <p>Three Little Pigs</p> <p>Billy Goats Gruff</p> <p>Hansel & Gretel</p>	<p>Oliver's Vegetables – Vivian French</p> <p>Titch – Pat Hutchins</p> <p>Wriggle and Roar – Julia Donaldson</p> <p>Oi Frog – Kez Grey</p> <p>A variety of non-fiction books.</p>	<p>Welcome to our World – Mo Butterfield</p> <p>A Ticket Around the World – Melissa Owens</p> <p>Supertato – Sue Hendra</p> <p>You Choose – Pippa Goodhart</p>	<p>What the Ladybird Heard at The Seaside – Julia Donaldson</p> <p>Mr Seahorse – Eric Carle</p> <p>Sharing a Shell – Julia Donaldson</p> <p>Commotion in the Ocean – Giles Andreae</p> <p>The Fish Who Could Wish – John Bush</p>

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	Phonics	<p>Phase 2</p> <p>Orally blend sounds to make simple words.</p> <p>Link sounds to letters, naming and sounding letters of the alphabet.</p>	<p>Phase 2</p> <p>Decode a number of regular words using Phase 2 phonemes</p> <p>Use phonic knowledge to attempt unknown words. HFW</p>	<p>Phase 3</p> <p>Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.</p> <p>Use phonic knowledge to attempt unknown words. HFW</p>	<p>Phase 3</p> <p>Use decoding to read – using build and blend strategy – towards automatically reading known words.</p> <p>Use phonic knowledge to attempt unknown words. HFW</p>	<p>Phase 4</p> <p>Use decoding to read – using build and blend strategy – towards automatically reading known words.</p> <p>Use phonic knowledge to attempt unknown words. HFW</p>	<p>Phase 4/5</p> <p>Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.</p> <p>Use phonic knowledge to attempt unknown words. HFW</p>
	Shared Reading Texts	<p>Reading Rocketeers: The Window The Farm</p>	<p>Reading Rocketeers: The Present The Show</p>	<p>Reading Rocketeers: The Basket Book 2*</p>	<p>Reading Rocketeers: Book 2*</p>	<p>Rhyming Rabbit Oxford Reading Tree</p>	<p>Rhyming Rabbit Oxford Reading Tree</p>

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Literacy - Writing	<p>Develop language skills (listening and talking) in a range of contexts.</p> <p>Show awareness that writing communicates meaning.</p> <p>Know there is a sound/symbol relationship.</p> <p>Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).</p> <p>Write left to right and top to bottom.</p>	<p>Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).</p> <p>Make marks and drawings using increasing control.</p> <p>Use some recognisable letters and own symbols.</p> <p>Beginning to use appropriate letters for initial sounds.</p> <p>Understand that thoughts can be written down.</p> <p>Spell some irregular common words (tricky) the, to, no, go, independently.</p> <p>Segment sounds in simple words.</p>	<p>Write letters and strings, sometimes in cluster like words.</p> <p>Understands that thoughts and stories can be written down.</p> <p>Use talk to organize, sequence and clarify thinking, ideas, feelings and events.</p> <p>Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell).</p> <p>Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Beginning to build words using letter sounds in their writing.</p> <p>Use writing in their play</p> <p>Have their own ideas and reasons for writing.</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Begin to use simple sentence forms.</p> <p>Begin to recognise and know there needs to be spaces between words in a simple sentence.</p> <p>Know how to form clear ascenders ('tall letters') and descenders ('tails').</p>	<p>Use familiar words in their writing.</p> <p>Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).</p> <p>Write a simple phrase with finger spaces that can be read back by themselves.</p> <p>Form some capital letters correctly, including the initial letter of their name.</p>	<p>Show awareness of the different audience for writing.</p> <p>Can talk about the features of their own writing.</p> <p>Write a simple narrative.</p> <p>Recognise and know that full stops are at the end of a sentence.</p> <p>Recognise and know that a sentence starts with a capital letter.</p> <p>Write simple sentences using finger spaces that can be read by themselves and others.</p> <p>Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).</p>
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Mathematics	<p>Use one to one correspondence when counting.</p> <p>Understand the last number said is the number in the set.</p> <p>Make a group of 10 objects.</p> <p>Understand and use conservation of number. Use the word 'zero' to represent 'none'.</p> <p>Use everyday language to talk about shapes in the environment.</p> <p>Build and make models with 3D shapes.</p> <p>Create patterns and pictures with 2D shapes.</p> <p>Name common 2D (circle, triangle, square, rectangle, oblong).</p> <p>Talk about significant times of the day, (e.g. home time, lunch time, snack time, bed time, etc).</p>	<p>Identify one more and one less than a given number.</p> <p>Understand and use ordinal numbers.</p> <p>Can share a whole item into two equal parts.</p> <p>Understand that halving means sharing into two equal parts.</p> <p>Rote count back from a given number between 1 and 20.</p> <p>Know what number comes before, or after a given number</p> <p>Name common 3D shapes (sphere, cube, cuboid, cone).</p> <p>Talk about using mathematical language (straight, curved, sides, flat, solid).</p> <p>Sort shapes according to their own criteria. Know that shapes can appear in different ways and be different sizes.</p>	<p>Identify two more and two less than a given number.</p> <p>Recognise numerals 1-5, 6-10, 0, 11-15, 16-20.</p> <p>Match numerals to sets of objects. Understand more, less, fewer.</p> <p>Compare two sets of different items saying which set is more, less, fewer.</p> <p>Arrange a group of items between 10 and 20 into 1 group of 10 plus another group.</p> <p>Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19.</p> <p>Sequence two or three familiar events and describe the sequence</p> <p>Know the names of the days of the week.</p> <p>Say names of days of the week in order</p> <p>Understand the measurement of volume/capacity (empty/nearly full)</p> <p>Compare two of the same container holding different amounts.</p>	<p>Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities.</p> <p>Understand the concept of addition by practically combining sets of objects.</p> <p>Add two single digit numbers totalling up to 10 using practical equipment.</p> <p>Understand the concept of subtraction by practically removing one amount from within another</p> <p>Subtract a single digit number from a number up to 10, using practical equipment.</p> <p>Compare and order three or more sets of objects.</p> <p>Understand the measurement of weight (heavy/light).</p> <p>Compare two objects of different weights.</p> <p>Understand and use language of comparison, (e.g. heavier/lighter).</p> <p>Understand the concept of conservation of weight.</p> <p>Use uniform non-standard units to measure weight.</p>	<p>Say a number between two given numbers.</p> <p>Add two single digit numbers totalling more than 10 using practical equipment.</p> <p>Can state without counting (subitise) quantities within 5.</p> <p>Make a sensible guess of quantities within 10.</p> <p>Partition a set of objects in different ways using the terminology part/part-whole.</p> <p>Understand that 'teen' numbers are a group of 10 plus another number.</p> <p>Understand 20 is the same as two groups of 10.</p> <p>Understand that measures of distance can have different names including length, width, height.</p> <p>Compare two objects of different length.</p> <p>Compare two objects of different width.</p> <p>Compare two objects of different height.</p> <p>Understand and use</p>	<p>Count in 10s, 5s, 2s.</p> <p>Relate subtraction to addition in practical situations.</p> <p>Understand the relationship between doubling and halving</p> <p>Know doubles of numbers and corresponding halves.</p> <p>Subtract a single digit number from a number greater than 10, using practical equipment</p> <p>Understand that we need to pay for goods.</p> <p>Talk about things they want to spend their money on.</p> <p>Talk about different ways we can pay for things.</p> <p>Recognise that there are different coins.</p> <p>Recognise 1p coin.</p> <p>Use 1p coins to pay for items</p>
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Understanding the world

Understanding the world						
Cultures & Beliefs	<p>Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, and make suggestions, choices and decisions, either verbally or nonverbally.</p> <p>Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p>Describe – themselves, friends, family, other people, significant places, events, objects or artefacts.</p> <p>Research – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</p> <p>Observe – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.</p> <p>Vocabulary – language of tolerance, respect and co-operation</p>					
	Christian Value: Thankfulness	Christian Value: Compassion	Christian Value: Endurance	Christian Value: Hope	Christian Value: Friendship	Christian Value: Service
	Religion Focus: Christianity	Religion Focus: Buddhism	Religion Focus: Judaism	Religion Focus: Christianity	Region Focus: Hinduism	Religion Focus: Islam
Festivals & Celebrations	Harvest, Ramadan & Eid Celebrations	Bonfire Night, Diwali, Christmas, Halloween, Eid	Chinese New Year, Shrove Tuesday, Valentine's day,	Lent, Easter. St David's day, Mother's day, St. Patricks day, Holi, Buddhist new year	Trinity Sunday Father's Day	
Historical Development	Communication – talk about key events, in own lives, about family, friends, other people including significant people.	Observe – show an interest in significant events and experiences in the lives of others, including friends and family members. Remembrance Day	Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.	Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers.	Vocabulary – language of time when talking about past/present events in their own lives.	Describe – features of objects, people, places at different times, make comparisons.

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Working Scientifically	<p>Questioning: shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.</p> <p>Explain: talk about why things happen/occur; talk about how things work.</p>	<p>Compare/sort/group/identify/classify: notice similarities, notice differences; talk about similarities and/or differences.</p>	<p>Test: make suggestions, show resilience, work with others.</p>	<p>Equipment and measures: use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).</p> <p>Vocabulary: use simple vocabulary to name and describe objects, materials, living things and habitats.</p>	<p>Research: talk to people (visits/visitors/ family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).</p>	<p>Explore/Observe: look closely at/notice. Describe: talk about what they notice/observe; talk about changes they notice and changes over time.</p> <p>Record: draw pictures, take photographs, make models or scrapbooks.</p>
Geographical Development				<p>Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</p>	<p>Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</p> <p>Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places</p> <p>Mapping: know about features of different places, recognise and talk about the features in familiar/other places.</p>	<p>Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people.</p>

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Expressive Arts and Design	<p>Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments.</p> <p>Safety – handle and use equipment appropriately and safely.</p> <p>Experiment - explore media and materials freely and in different ways.</p>	<p>Physical skill – manipulate and control a range of tools and equipment for different purposes.</p> <p>Explore - experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Represent Ideas – initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props.</p>	<p>Make – make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.</p> <p>Design – talk about ideas, choose resources, tools and techniques with a purpose in mind.</p> <p>Respond – to different stimuli using gestures, actions, talk, movement and performance.</p> <p>Recreate – familiar experiences, familiar activities and familiar stories.</p>	<p>Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.</p> <p>Tools and equipment – use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation.</p> <p>Communication – communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.</p>	<p>Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.</p> <p>Evaluate – talk about what they like/dislike about their models/constructions, say why, and how they would change them.</p> <p>Expression – of feelings, ideas, thoughts and emotions in response to different media and materials.</p>	<p>Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</p> <p>Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</p>
Artist	Picasso Taro Chiezo	Andy Goldsworthy Da Vinci	Dhali Banksy	Van Gogh Richard Serra	Monet Anthony Gormley	Leonid Afremov Lowry
Music	<p>Throughout the year children will:</p> <p>Singing – familiar songs, chants, activities which develop the voice as a sound maker. · Making Music – using voice, objects, home-made and real musical instruments and a range of ICT.</p> <p>We use the Charanga scheme of work.</p>					
Citizenship & British Values	British Values – Respect, Diversity	British Values – Responsibility, Kindness	British Values – Effort, Honesty,	British Values – Loyalty, Forgiveness, Determination	British Values – Team Work	British Values - Courage

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<p>Key Vocabulary</p>	<p>Senses: sight, hear, touch, hear, taste. Families: baby, toddler, inspiring, child, adult, teenager, grandfather, grandmother, cousin, aunty, uncle, step-father, step-mother. Feelings: happy, sad, anxious, lonely, angry, worried, pleased, excited, surprised, embarrassed. Empathy, tolerance, kindness, understanding.</p>	<p>Fungus, acorns, trees, leaves, autumnal, red, green, yellow, orange, chestnut, changing, crunchy, pumpkins, squirrels, hedgehogs, badgers, foxes, owls, birds, migration, deer, rabbits, moles, mice, habitats, Guy Fawkes, bonfire, pop, sparkle, bang, fizz, whiz flicker, zoom, houses of parliament, gunpowder, plot, loud, quiet, sun, rain, hail, wind, bluster, whirling, rainbows, cold, mild, whistling. Days of the week, months of the year, spring, summer, autumn, winter, God, Jesus, Mary, Joseph, stable, cattle, manger, shepherds, wise, wreath, crackers, stocking, bells, fairy lights, sleigh, reindeer, candle.</p>	<p>Once upon a time Long ago Faraway Happily ever after Castle, forest, palace, cottage, woods, Wish, curse, storytelling, moral, magic, promise, spell, marriage, cackled, Queen, king, princess, prince, villain, ogre, hero, wizard, witch, handsome, charming, wicked, giant, beautiful, grumpy, angry, gloomy.</p>	<p>Roots, stem, leaf, grow, soil, sunlight, seed, nutrients, fertilise, seedling, flower, fruit, bulb, trunk, branch, sprouting, bark, watering can, trowel, planters, spade, rake, daffodil, tulip, roses, daisy, dandelion, blossom, living things. Life cycle, butterfly, bees, caterpillars, sheep, pigs, horses, foals, piglets, duckling, duck, chicks, hens, cockerel, goat, kid, lambs, calf, frogs, frog spawn, tadpoles, baby, young, adult, hatch, birth, habitat, nest, burrow, alive, living things, Sun, rain, rainbow, crisp, flowers, cool, blooming, flowering, blossoming, bright, sunlit, greenery, fragrant, grassy, colourful, mild, fresh, changing. Red, yellow, blue, green, pink, purple, indigo, violet, pewter, grey, gold, silver, bronze, turquoise, lavender, fuchsia, lilac, ebony, scarlet, coral, mint, sage, lime, plum, amber, mustard navy, light, dark, bright, cool..</p>	<p>Map, globe, world, country, city, town, village, street, cul-de-sac, local, abroad, earth, Aeroplane, car, boat, travel, bus, train, tram, walk, distance, Hot, cold, dry, climate, humid, UK, Great Britain, island, England, Ireland, Scotland, Wales, France, Africa, China, America, Poland, House, flat, bungalow, caravan, language, weather, travel, transport, culture,</p>	<p>Water, waves, blue, vast, shallow, deep, tide, horizon, lifeguard, lagoon, spray, surfboard, ocean, coral, razor shell, plants, seaweed. Sand, sandcastle, sun, shell, bucket, spade, bay, coast, dune, hat, sun cream, pier, shore, sunbathe, sunburn, Seagull, crab, jellyfish, fish, shrimp, tadpole, starfish, shark, dolphin, whale, mussels, prawns, seal, puffin. Ice-cream, ice-lolly, deckchair, pony ride, sun lounger, Punch and Judy, beach ball, volley ball, amusements, flip flops, donkey rides, beach hut, Frisbee.</p>
<p>Role Play</p>	<p>Doctors Health food cafe</p>	<p>Camp fire/fire safety Christmas tree</p>	<p>Story settings</p>	<p>Garden centre Potting shed Farm</p>	<p>Local Area eg. Debz Deli Travel Agents or tourist information Aeroplane</p>	<p>Beach Seaside shop</p>