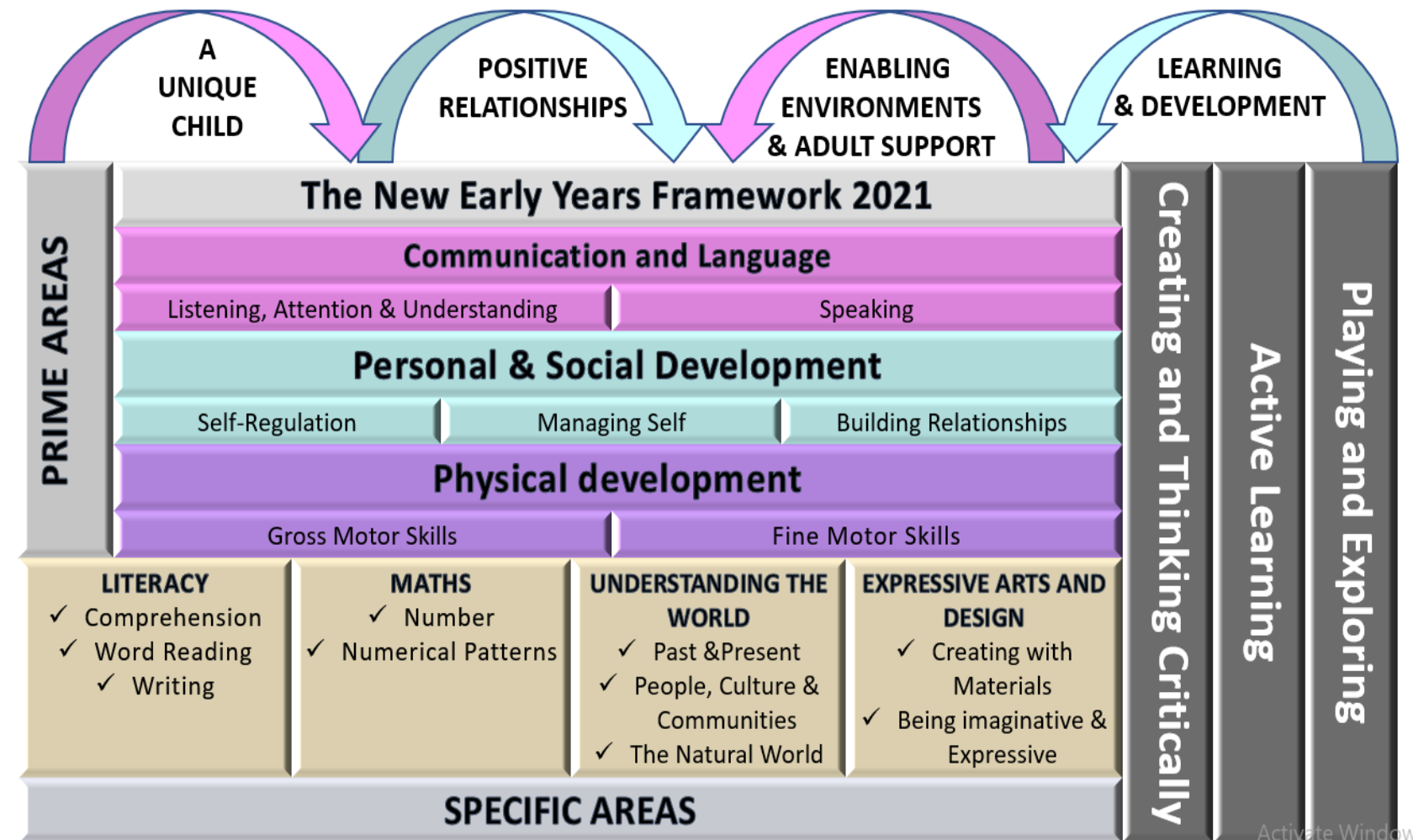










Hardwick Green Primary Academy

Reception Long Term Plan 2025-26



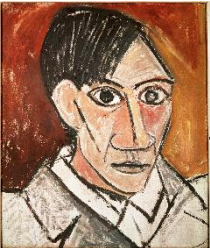






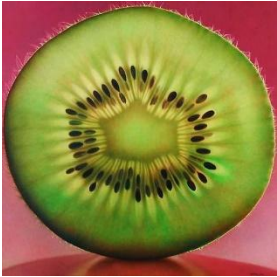

At Hardwick Green Primary Academy we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.


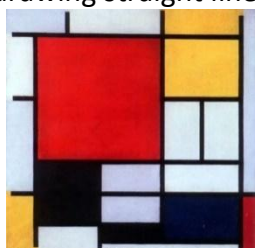
Reception LTP 25-26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching Principles	<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.</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>Play: At Hardwick Green Primary Academy we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.</p>					
Theme	Where do I belong? 	Once upon a time 	Where in the world? 	All creatures great and small 	Growing and farms 	Do you like to be beside the seaside? 
General themes (other themes may emerge from children’s interests)	<ul style="list-style-type: none"> • All about me • My family • Our community – where we live • Buildings • Human and physical features of our local environment • Our school • Emotions • Maps • Space • The world • Weather 	<ul style="list-style-type: none"> • Fairy tales • Woodland environments • Baking • Oral hygiene • Christmas 	<ul style="list-style-type: none"> • Contrasting environments • Naming aspects of different environments • Changing seasons • Africa • Antarctic • Melting ice • Weather • Travel 	<ul style="list-style-type: none"> • Animals – characteristics of animals and categories of animals • Habitats • Minibeasts • Lifecycles • Easter 	<ul style="list-style-type: none"> • Food from farms • Plants • Growing from babies to adults • Healthy eating • Maps 	<ul style="list-style-type: none"> • Seasides in the past • Seaside activities • Sea creatures • Human and physical features of the seaside • Floating and sinking
Key Texts	Here We Are by Oliver Jeffers The Smartest Giant in Town The Colour Monster The Everywhere Bear Superpoop Christopher Pumpkin	Room on the Broom The Gruffalo by Julia Donaldson The Biscuit Bear by Mini Grey Not Now Bernard Hansel and Gretel The Hairy Toe by Daniel Postgate The Nativity	Blue Penguin by Petr Horacek Lost and Found by Oliver Jeffers Anna Hibiscus Song by Atinuke The Leopard’s Drum The Magic Paintbrush The Bear	Superworm The Three Billy Goats The Giant Jam Sandwich Spinderella The story of little mole Giraffes Can’t Dance The Lion Inside Norman the slug with the silly shell	What the Ladybird Heard Little Red Hen Rosie’s Walk Jack and the beanstalk Oliver’s Vegetables Farmer Duck	Billy’s Bucket Snail and the Whale The Lighthouse Keeper’s Lunch Sharing a Shell Clean Up! Blob Fish The Pirates are Coming

Key Vocabulary	Family, household, parents, siblings, grandparents, different, diverse, seasons, Spring, Summer, Autumn, Winter, weather, country, town, community, school, Earth, planets, solar system, physical features, land, nature, equality, recycle, environment, reuse, costume, tradition Further vocabulary is also explicitly taught weekly during Maths, Drawing Club, Talk Through Stories and other sessions, detailed in weekly planning	Story, Fiction, Woodland, Environment, Baking, Temperature, Cooked, Christians, Advent,Celebration Further vocabulary is also explicitly taught weekly during Maths, Drawing Club, Talk Through Stories and other sessions, detailed in weekly planning	Antarctica, Frozen, Freezing, Melting, Winter, Weather, Seasons, Environment, Savannah, Continent, Contrast, Culture Further vocabulary is also explicitly taught weekly during Maths, Drawing Club, Talk Through Stories and other sessions, detailed in weekly planning	Mammals, Amphibians, Fish, Reptile, Birds, Insect, Minibeasts, Lifecycle, Chrysalis, Habitat, Characteristics Further vocabulary is also explicitly taught weekly during Maths, Drawing Club, Talk Through Stories and other sessions, detailed in weekly planning	Crops, Produce, Plants, Stem, Roots, Flower, Petals, Soil, Sunlight, Healthy, Farmyard, Harvest Further vocabulary is also explicitly taught weekly during Maths, Drawing Club, Talk Through Stories and other sessions, detailed in weekly planning	Rock pool, Submarines, Seashore, Beach, Coast, Lighthouse, Cliffs, Pier, Coral reef, Dock, Tide, Human features, Physical features Further vocabulary is also explicitly taught weekly during Maths, Drawing Club, Talk Through Stories and other sessions, detailed in weekly planning
Reading Skills Progression RWI	<u>Word Reading</u> Develop their phonological awareness to: <ul style="list-style-type: none">• Spot rhymes in familiar stories and poems.• Count or clap syllables in a word.• Recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Begin to read CVC words containing known letter-sound correspondences. <u>Comprehension</u> Asks questions about stories. Repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.		<u>Word Reading</u> Develop their phonological awareness to: <ul style="list-style-type: none">• Able to complete a rhyming string.• Begin to use Fred fingers to identify how many sounds are in a word.• Can supply words with the same initial sound for set 1 single sounds. Recognise all taught Set 1 sounds including some digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. <u>Comprehension</u> Answer questions about a text that has been read to them. Begin to predict what might happen next in a story. Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.		<u>Word Reading</u> Develop their phonological awareness to: <ul style="list-style-type: none">• Recognises and uses rhyme in daily conversation.• Use Fred Fingers to segment and read words.• Can identify words containing the same digraph or trigraph e.g ay-may, day, play. ELG Word Reading: <ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Comprehension</u> ELG Comprehension: <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary• Anticipate – where appropriate – key events in stories• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. ,	
RWI Talk Through Stories	A Little Bit Brave Ruby’s Worry My Monster and Me Room on the Broom	Can’t You Sleep, Little Bear? Cottonwool Colin Five Minutes’ Peace Missing Richmond	Aliens Love Underpants Gecko’s Echo I’m in Charge Lost and Found	Elmer The Koala Who Could The Lion Inside The Squirrels Who Squabbled	Handa’s Hen Sonya’s Chickens Supertato The Wonky Donkey	The Rainbow Fish Hugless Douglas The Giant Jam Sandwich Tiddler

Typical Writing progression	Letter formation Name Writing Beginning to write CVC words in line with phonic knowledge	Letter formation Name Writing CVC words	CVC words with sentence starters Captions	CVC words with sentence starters Captions Dictated sentences	CVC words with sentence starters Captions Dictated/independent sentences	Captions Dictated/independent sentences
Maths NCETM Mastering Number	Week 1-5 <ul style="list-style-type: none"> • Subitising • Counting, Cardinality and Ordinality • Composition • Comparison 	Week 6-10 <ul style="list-style-type: none"> • Counting, Cardinality and Ordinality • Comparison • Composition 	Week 11-15 <ul style="list-style-type: none"> • Subitising • Counting, Cardinality and Ordinality • Composition • Comparison 	Week 16-20 <ul style="list-style-type: none"> • Counting, Cardinality and Ordinality • Comparison • Composition • Subitising 	Week 21-25 <ul style="list-style-type: none"> • Counting, Cardinality and Ordinality • Subitising • Composition • Comparison 	Weeks 26-31 <ul style="list-style-type: none"> • Review and assess – Comparison • Review and assess- counting beyond 20 • Review and assess – patterns within numbers to 10 • Review and assess – automatic recall • Review and assess – understanding of numbers to 10 • Review and assess – subitising on a rekenrek
Maths White Rose	<p>Getting to know you (2 weeks - baseline)</p> <ul style="list-style-type: none"> • Establish maths through routines (tens frame buses, 100 days in school, calendar activities) <p>Match, Sort & Compare (2 weeks)</p> <ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts <p>Talk about measure and patterns (2 weeks)</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns 	<p>It's Me 1, 2, 3 (2 weeks)</p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 <p>Circles and triangles (1 week)</p> <ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position <p>1, 2, 3, 4, 5 (2 weeks)</p> <ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 <p>Shapes with 4 sides (1 week)</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<p>Alive in 5 (2 weeks)</p> <ul style="list-style-type: none"> • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <p>Mass and Capacity (1 week)</p> <ul style="list-style-type: none"> • Compare mass • Find a balance • Explore capacity • Compare capacity <p>Growing 6, 7, 8 (2 weeks)</p> <ul style="list-style-type: none"> • Find 6, 7 and 8 • Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising <p>Length, Height and Time (1 week)</p>	<p>Building 9 and 10 (3 weeks)</p> <ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd <p>Explore 3D shapes (2 weeks)</p> <ul style="list-style-type: none"> • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 	<p>To 20 and beyond (2 weeks)</p> <ul style="list-style-type: none"> • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns <p>How many now? (1 week)</p> <ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away? <p>Manipulate, compose and decompose (2 weeks)</p> <ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes 	<p>Sharing and grouping (2 weeks)</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles <p>Visualise, build and map (3 weeks)</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Make connections (1 week)</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships

			<ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time 			
<p>Understanding of the World</p> <p>Science</p> <p>Geography</p> <p>History</p> <p>RE</p>	<p>Talk about who lives in our family Learn about different family dynamics.</p> <p>Learn about other people in our community. (DM - <i>Talk about members of their immediate family and community</i></p> <p><i>Name and describe people who are familiar to them)</i></p> <p>Learn about how we have grown and changed since being babies</p> <p>Locate on a map and talk about our local community of Hardwick (DM - <i>Draw information from a simple map.</i>)</p> <p>Learn that the United Kingdom is made up of 4 countries.</p> <p>Discuss the human and physical features of our local environment.</p> <p>Use an iPad to take photos of nature (DM - <i>Describe what they see, hear and feel whilst outside.</i></p> <p>Explore the natural world around them.)</p> <p>Look at different environments in the world, including our own. (DM -<i>Recognise some environments that are different to the one in which they live.</i>)</p> <p>Learn about the importance of recycling to look after our planet.</p> <p>Explore the anatomy of a pumpkin and how the ingredients change when making pumpkin soup</p>	<p>Use adjectives to describe the characters in the story, comparing and contrasting them.</p> <p>(DM- <i>Compare and contrast characters from stories, including figures from the past)</i></p> <p>Draw a map of the route the mouse took in the Gruffalo (DM - <i>Draw information from a simple map.</i>)</p> <p>Explore a woodland setting like in the Gruffalo. Discuss how this environment is different to the environment we live in. (DM - <i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside</i></p> <p><i>Recognise some environments that are different from the one in which they live.)</i></p> <p>Learn the habitats of woodland animals. (DM - <i>Explore the natural world around them)</i></p> <p>Bake apple crumble and discuss the mixing and changing of ingredients.</p> <p>Follow instructions to make shortbread biscuits</p> <p>Learn the story of The Nativity (DM -<i>Recognise that people have different beliefs and celebrate special times in different ways)</i></p> <p>Learn how Christmas was celebrated in the past compared to how it is celebrated now</p>	<p>Learn about and notice the signs of Winter (DM - <i>Understand the effect of changing seasons on the natural world around them.</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside)</i></p> <p>Observe how ice melts when it warms. (DM - <i>Explore the natural world around them.</i>)</p> <p>Compare the Antarctic environment and African environment, including comparing to our own. (DM - <i>Recognise some environments that are different to the one in which they live.)</i></p> <p>Learn about the similarities and differences between life in UK and life in Africa. (DM - <i>Recognise some similarities and differences between life in this country and life in other countries)</i></p> <p>Learn about the celebration of Lunar New Year (DM – <i>Recognise that people have different beliefs and celebrate special times in different ways.)</i></p>	<p>Learn the characteristics and categories of various minibeasts and animals. (DM - <i>Explore the natural world around them)</i></p> <p>Learn the habitats of minibeasts and animals. (DM - <i>Explore the natural world around them)</i></p> <p>Search for minibeasts in the outdoor area (DM - <i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside)</i></p> <p>Learn about why bees are important for the environment (DM - <i>Explore the natural world around them)</i></p> <p>Learn about the lifecycle of a frog, hen and butterfly. (DM - <i>Explore the natural world around them)</i></p> <p>Learn about the celebration of Easter. (DM - <i>Recognise that people have different beliefs and celebrate special times in different ways)</i></p> <p>Learn about the celebration of Holi. (DM - <i>Recognise that people have different beliefs and celebrate special times in different ways)</i></p>	<p>Draw a map of the farm in What the Ladybird Heard (DM - <i>Draw information from a simple map)</i></p> <p>Learn about where food comes from</p> <p>Bake bread and explore the mixing and changing of ingredients</p> <p>Plant potatoes</p> <p>Learn about the parts of a plant and what is needed to grow a plant (DM - <i>Explore the natural world around them)</i></p> <p>Learn about making healthy food choices</p> <p>Learn about various animals which live on a farm and the characteristics of these animals (DM - <i>Explore the natural world around them)</i></p> <p>Learn about the celebration of Eid. (DM - <i>Recognise that people have different beliefs and celebrate special times in different ways)</i></p> <p>Learn about how we have grown and changed since being babies</p>	<p>Learn about the human and physical features of the seaside</p> <p>Learn about various sea creatures and their characteristics (DM - <i>Explore the natural world around them)</i></p> <p>Discuss natural resources which can be found at the seaside (DM - <i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside)</i></p> <p>Explore objects which float and sink in water DM - <i>Explore the natural world around them)</i></p> <p>Learn about seashores in the past and how they are different to now (DM - <i>Comment on images of familiar situations in the past.</i>)</p> <p>Learn about a famous pirate from the past (DM - <i>Compare and contrast characters from stories, including figures from the past)</i></p>

	<p>Learn about and notice the signs of Autumn. (DM - Understand the effect of changing seasons on the natural world around them. Explore the natural world around them.)</p> <p>Learn about the celebration of Diwali (DM – Recognise that people have different beliefs and celebrate special times in different ways.)</p> <p>Learn about how we have grown and changed since being babies</p>	<p>(DM - Comment on images of familiar situations in the past.)</p> <p>Remembrance Day</p> <p>Bonfire Night</p> <p>Learn how Christmas is celebrated in different ways around the world. (DM – Recognise that people have different beliefs and celebrate special times in different ways.)</p>				
Art Kapow	<p>Drawing: Marvellous Marks</p> <ul style="list-style-type: none"> • Mark Making with Wax Crayons • Mark Making with Felt Tips • Mark Making with Chalk • Observational Pencil Drawings • Drawing Faces • Drawing Faces in Colour • Autumn Crafts: Nature Wreaths 	<p>Painting and mixed media: Paint my world</p> <ul style="list-style-type: none"> • Finger Painting • Outdoor Painting • Painting to Music • Collage and Transient Art • Landscape Collage • Group Art • Winter Craft: Threaded snowflakes • Christmas Craft: Salt dough decs 	<p>Craft and design: Let's get crafty</p> <ul style="list-style-type: none"> • Cutting Skills • Threading Skills • Joining Materials • Paper Snakes 	<p>Sculpture and 3D: Creation station</p> <ul style="list-style-type: none"> • Spring Craft: Petal Mandala Suncatchers • Easter Craft: Egg Threading Clay • Playdough • 3D Landscape Art • Designing Animal Sculptures • Creating Animal Sculptures • Painting Animal Sculptures 	<p>Craft and design: Let's get crafty</p> <ul style="list-style-type: none"> • Flower Designs • Tissue Paper Flowers 	<p>Painting and mixed media: Paint my world</p> <ul style="list-style-type: none"> • Finger Painting • Outdoor Painting • Painting to Music • Collage and Transient Art • Landscape Collage • Summer Craft: Salt Painting
Artist focus	<p>Portraits by Pablo Picasso Drawing or painting self-portraits, colour mixing</p>  <p>“Sunflowers” by Van Gogh Observational drawing and painting, colour mixing</p>  <p>“Midnight Pumpkin” by Yayoi Kusama</p>	<p>Jackson Pollock Using different methods to make firework paintings e.g. splatting, blowing, ‘drip painting’, colour mixing, working collaboratively</p>  <p>“Squares with Concentric Circles” by Kandinsky Using shapes, colour mixing</p> 	<p>“Starry Night” by Van Gogh Oil pastels</p>  <p>Esther Mahlangu Making pictures with shapes Printing on fabric</p> 	<p>“The Snail” by Henri Matisse Collage, sticking, cutting</p> 	<p>Dennis Wojtkiewicz Still-life fruit painting, colour mixing</p> 	<p>“The Great Wave off Kanagawa” by Hokusai Oil pastels, observing shapes</p> 

	<p>Finger painting and printing different sized dots using various tools, colour mixing</p> 	<p>“Composition with Large Red Plane, Yellow, Black, Gray, and Blue” by Piet Mondrian</p> <p>Using shapes, colour mixing, drawing straight lines</p> 				
Music Kapow	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
PE Complete PE	Dance – Nursery Rhymes	Locomotion – Walking 1	Locomotion – Jumping 1	Attack v Defence – Games for Understanding	Gymnastics – High, Low, Over, Under (Gymnastics Coach)	Ball Skills – Rackets, Bats and Balls
Computing	Information Technology		Digital Literacy (Safer Internet Day)		Computer Science	
British Values Assemblies, RE & Jigsaw	<p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to being British and are shared by other democratic countries.</p>					
	<p>Mutual respect: We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> <p>Mutual Tolerance: Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Rule of law: We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p>Individual liberty: We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p>Democracy: We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>					
PSED Jigsaw	<p>Jigsaw Being in My World</p> <ul style="list-style-type: none">• I understand how it feels to belong and that we are similar and different• I can start to recognise and manage my feelings• I enjoy working with others to make school a good place to be• I understand why it is good to be kind and use gentle hands• I am starting to understand children’s rights and this means we should all be allowed to learn and play• I am learning what being responsible means	<p>Jigsaw Celebrating Difference</p> <ul style="list-style-type: none">• I can identify something I am good at and understand everyone is good at different things• I understand that being different makes us all special• I know we are all different but the same in some ways• I can tell you why I think my home is special to me• I can tell you how to be a kind friend• I know which words to use to stand up for myself when someone says or does something unkind	<p>Jigsaw Dreams and Goals</p> <ul style="list-style-type: none">• I understand that if I persevere I can tackle challenges• I can tell you about a time I didn’t give up until I achieved my goal• I can set a goal and work towards it• I can use kind words to encourage people• I understand the link between what I learn now and the job I might like to do when I’m older• I can say how I feel when I achieve a goal and know what it means to feel proud	<p>Jigsaw Healthy Me</p> <ul style="list-style-type: none">• I understand that I need to exercise to keep my body healthy• I understand how moving and resting are good for my body• I know which foods are healthy and not so healthy and can make healthy eating choices• I know how to help myself go to sleep and understand why sleep is good for me• I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	<p>Jigsaw Relationships</p> <ul style="list-style-type: none">• I can identify some of the jobs I do in my family and how I feel like I belong• I know how to make friends to stop myself from feeling lonely• I can think of ways to solve problems and stay friends• I am starting to understand the impact of unkind words• I can use Calm Me time to manage my feelings• I know how to be a good friend	<p>Jigsaw Changing Me</p> <ul style="list-style-type: none">• I can name parts of the body• I can tell you some things I can do and foods I can eat to be healthy• I understand that we all grow from babies to adults• I can express how I feel about moving to Year 1• I can talk about my worries and/or the things I am looking forward to about being in Year 1• I can share my memories of the best bits of this year in Reception

				<ul style="list-style-type: none"> I know what a stranger is and how to stay safe if a stranger approaches me 		
RE Discovery RE	Discovery RE Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Discovery RE Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Discovery RE Theme: Celebrations Key Question: How do people celebrate? Religion: Hinduism	Discovery RE Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Discovery RE Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Discovery RE Theme: Special places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Cultural Capital Opportunities (flexible to children's interests and experiences)	Immersive space – space week Cook pumpkin soup Learn about the celebration of Diwali Learn about Stevie Wonder	Bake apple crumble (Gruffalo crumble) Visit from fire service for bonfire night Trip to Hardwick Park (Cycle A)/Wynyard Woodland Park (Cycle B) Learn about the origins of Bonfire Night Learn about the origins of Halloween Learn about the reasons for and observe Remembrance Day Take part in a nativity play Learn about the celebration of Christmas	Immersive Space – Africa and Antarctica Adopt a penguin Learn about the celebration of Lunar New Year	ZooLab visit (Cycle A)/Butterfly World & Preston Park (Cycle B) InsectLore Caterpillars Learn about the celebration of Holi Learn about the celebration of Easter	Planting seeds Farm trip (Cycle B) Make vegetable soup Learn about the celebration of Eid	Seaside trip (Cycle A) Immersive space – under the sea
Events	Recycle Week World Space Week Black History Month Diwali	Outdoor Classroom Day Bonfire Night World Science Day Remembrance Day Children in Need World Nursery Rhyme Week Christmas Stay & Play Christmas Party Nativity Play Christmas Fair	Chinese New Year RSPB Big Schools Bird Watch Safer Internet Day Random Act of Kindness Week Pancake Day Valentine's Day	World Wildlife Day World Book Day Red Nose Day Holi Mother's Day Easter Stay & Play	Eid World Maths Day World Bee Day	Pride Month World Ocean's Day Healthy Eating Week Father's Day World Music Day Y1 Transition Sports Day

Early Learning Goals

Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Art & Design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</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 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 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 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 Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p>	<p>ELG: Gross Motor Skills 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 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 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. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p> <p>ELG: Word Reading 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 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 Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>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 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 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 Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

	Show sensitivity to their own and to others' needs.				<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>	
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