

Reception Curriculum Long Term Plan 2021 – 2022

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><u>General themes</u> <i>These themes may be adapted at various points to allow for children's interests</i></p>	What makes me super?	Can we go into the woods today?	Where did characters live once upon a time?	How does your garden grow?	Where can we travel to?	What can we see under the sea?
<p><u>High quality texts</u></p>	<p>Classic: Owl babies Rhyme & Repletion: Bear Hunt Cultural Capital: Mixed Well-Being: My Monster & Me Traditional Tales: The Princess & The Pea Non-Fiction: Hello Mrs Bear</p> <p>Themed texts – My Mum & Dad make me laugh Only one you The wonderful things you will be It was a cold dark night</p>	<p>Classic: Whatever Next Rhyme & Repletion: The Gruffalo Cultural Capital: My pet star Well-Being: Blue Traditional Tales: Little Red Riding Hood Non-Fiction: Busy people fighter</p> <p>Themed texts – Stick man The Gruffalo We're going on a bear hunt</p>	<p>Classic: Where the wild things are Rhyme & Repletion: Farmer Duck Cultural Capital: The smeds and the smoos Well-Being: Sully and the seahorse Traditional Tales: Goldilocks & the three bears Non-Fiction: Busy people astronaut</p> <p>Themed texts – Little Red Riding Hood Goldilocks & the three bears Three Little Pigs Gingerbread Man</p>	<p>Classic: Mog the forgetful cat Rhyme & Repletion: Giraffes can't dance Cultural Capital: Julian is a mermaid Well-Being: Ish Traditional Tales: The elves & the shoemaker Non-Fiction: Hello Mrs Elephant</p> <p>Themed texts – The Very Hungry Caterpillar Oliver's vegetables Supertato Mad about minibeasts Twist & hop minibeast bop</p>	<p>Classic: Peace at last Rhyme & Repletion: Room on the broom Cultural Capital: Ramadan Moon Well-Being: Arlo the lion who couldn't sleep Traditional Tales: The Gingerbread Man Non-Fiction: Busy people police officer</p> <p>Themed texts – Non-Fiction texts <i>(Children's interest)</i></p>	<p>Classic: The very hungry caterpillar Rhyme & Repletion: Oi frog Cultural Capital: Welcome to our world Well-Being: The worrysaurus Traditional Tales: The Three Billy Goats Gruff Non-Fiction: What are the stars?</p> <p>Themed texts – Rainbow fish Commotion in the ocean Somebody swallowed Stanley</p>

<p><u>WOW moments/enrichment opportunities</u></p>	<p>Emergency services visit – Fire, police, ambulance, optician, dentist. Stay & play for parents Autumn local walk Visit to the park Secret reader day</p>	<p>Lowry theatre visit Christmas time/Nativity/Santa Care home visit</p>	<p>Fairy-tale day Stay & play for parents Winter walk</p>	<p>Farm trip Church visit Spring walk Shop visit Butterflies/caterpillars in Tadpole/frogs in</p>	<p>Imam/ Mosque visit Stay & play for parents</p>	<p>Sea life centre trip Summer walk Teddy bear’s picnic</p>
<p><u>Characteristic s of effective learning</u></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 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 and resilience. 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><u>Overarching principles</u></p>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. 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. 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: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting supports Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play that is guided by adults.</p>					

Communication and language

C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, talking baskets and fab 5.

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.

<ul style="list-style-type: none"> -Understand how to listen and why listening is important -Engage in story times -Beginning to maintains attention for short periods of time -Follow a simple instruction -Understand why questions -Use talk to organise play 	<ul style="list-style-type: none"> -Listen carefully in both familiar & new situations -Engage in story times -Maintain attentions in whole class situations -Ask questions to find out more -Follow instructions with 2 parts, in a familiar situation. -Start a conversation with peers and familiar adults. -Develop social phrases -How and why questions 	<ul style="list-style-type: none"> -Listen attentively in a range of situations, with independence. -Maintain attention for longer periods of time -Continue a conversation for many turns. -Consider the listener and take turns. -Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. -Who, why, when, where, how 	<ul style="list-style-type: none"> -Maintain attention in different contexts. -Use talk to help work out problems. -Ask questions to check understanding. -Articulate their own ideas well. -Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary -Who, why, when, where, how 	<ul style="list-style-type: none"> -Listen and understand instructions while busy with another task. -Maintain concentration of a task, whilst listening. -Understand who, why, when, where and how questions. -Express ideas about feelings and experiences. -Articulate their ideas and thoughts in well-formed sentences. -Use language to reason. 	<ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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<p>Communication friendly spaces Floor books Fab 5 Learn new vocabulary Use new vocabulary throughout the day</p>	<p>Engage in story times Sing a large repertoire of songs. Learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding. Use a wide range of vocabulary</p>
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Personal social and emotional development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy

	<p>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</p>				
<ul style="list-style-type: none"> -Being an individual -Build relationships -Form positive friendships -Confident to share own needs and wants -Plays with one or more children -Belonging -Managing own needs -Golden rules 	<ul style="list-style-type: none"> -Developing friendships -Solving conflict -Building upon play ideas, with peers -Healthy choices -Belonging in the community -Awareness of own family & others -Emotions and feelings -Following rules -Understands resilience -Consequences of actions -Choices during play 	<ul style="list-style-type: none"> -Consideration of others -Imitating adults behaviours -Building confidence -Remembering rules -Resilience and challenge -Perseverance -Empathy 	<ul style="list-style-type: none"> -Overall healthy bodies -Making healthy choices -Develops self-esteem -Outgoing -Taking risk -Trying new things -Express needs -Asks for help -Safety 	<ul style="list-style-type: none"> -Safety -Good choices -Increased awareness towards rules -Consequences -Describing positive self 	<ul style="list-style-type: none"> - 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. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peer - Show sensitivity to their own and to others' needs.
<p>PSHE: Family and Relationships</p>	<p>PSHE: Family and Relationships & Health and Wellbeing</p>		<p>PSHE: Health and Wellbeing & Safety and the changing body</p>	<p>PSHE: Safety and the changing body & Citizenship (British Values)</p>	<p>PSHE: Economic wellbeing & Citizenship (British Values)</p>
<p>Big question British values PSHE Circle times</p>		<p>Self-regulation Promoting independence Challenge & resilience</p>			
<p><u>Physical development</u></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>Gross Motor:</p> <ul style="list-style-type: none"> -Climbing steps and stairs, keeping safe. -Uses large muscle movements. -Understand 'team' games -Developing balance -Understanding spatial awareness -Engage in ball activities -Understand effects of their body changes (tired, hungry, etc) -Able to wash & dry hands and understand why -Developing independence when dressing <p>Fine Motor:</p> <ul style="list-style-type: none"> -Uses some one-handed tools -Has a dominant hand -Uses a comfortable pencil grip -Developing a tripod grasp -Handles small tools safely -Developing finger strength 	<p>Gross Motor:</p> <ul style="list-style-type: none"> -Use peers as support for moving -Develops a good posture -Balancing skills -Gains confidence to use large equipment -Develops body strength -Able to balance on one foot -Understanding spatial awareness -Able to jump off an object safely -Understands how to reduce risks of physical activity -Developing independence when dressing -Explain some effects of their body changes <p>Fine Motor:</p> <ul style="list-style-type: none"> -Uses the correct pencil grip -Manipulates small tools -Beginning to form letters -Developing foundations of handwriting styles -Can cut without support -Builds simple jigsaws 	<p>Gross Motor:</p> <ul style="list-style-type: none"> -Able to dress with independence -Developing and refining ball skills -Can negotiate space successfully -Understands and explains safety, during physical activity. -Describes the effects of physical activity, on their body. <p>Fine Motor:</p> <ul style="list-style-type: none"> -Develops own handwriting style -Uses tools competently and confidently -Holds pencil correctly to form letters -Uses tools to effect changes to materials -Develops appropriate letter sizing, when writing -Can cut with increased control 	<p>Gross Motor:</p> <ul style="list-style-type: none"> -Combines movement -Names some parts of the body -Understands a healthy lifestyle -Can identify healthy foods -Understands the importance of exercise <p>Fine Motor:</p> <ul style="list-style-type: none"> -Develops own handwriting style. -Can cut independently, with increased control. -Able to use smaller tools with increased independence. 	<p>Gross Motor:</p> <ul style="list-style-type: none"> -Develop and refine ball skills, with independence -Able to move in different ways -Travels with confidence -Understands safety measures, without adult support -Refine fundamental movement skills <p>Fine Motor:</p> <ul style="list-style-type: none"> -Applies the foundations of a handwriting style, when independently writing. 	<p>Gross Motor:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases -Use a range of small tools, including scissors, paint brushes and cutlery. -Begin to show accuracy and care when drawing
	<p>KEY PE: Awareness</p>	<p>KEY PE: Gymnastics</p>	<p>KEY PE: Send & Receive</p>	<p>KEY PE: Agility, Balance & Co-ordination</p>	<p>KEY PE: Agility, Balance & Co-ordination</p>	<p>KEY PE: Parachute</p>
	<p>Develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>			<p>Develop overall body-strength, balance, co-ordination, and agility.</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 spoon.		Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
<p><u>Literacy</u></p>	<p>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).</p>		
<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> -Asks questions about stories. -Answer simple ‘who, what, where, when’ questions. -Repeat and understand words and phrases from familiar stories. -Repeat and understand 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. -Requests favourite stories and poems for example during Vote for a story. <p style="text-align: center;"><u>Word reading</u></p> <ul style="list-style-type: none"> -Develop their phonological awareness to: -Spot rhymes in familiar stories and poems. -Count or clap syllables in a word. -Understand alliteration. -Understand rhyme and identify a rhyming string. -Orally blend and segment. -Talk about the different phonemes that make up words -Recognise words with the same initial sound. -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. -Read CVC words containing known letter-sound correspondences – with some support. 	<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> -Answer ‘how and why’ questions about a text that has been read to them. -Understand inference when reading. -Begin to predict what might happen next in a story. -Talk about the characters/story when reading themselves. -Seeks familiar texts or stories to re-read in the book area. -Requests favourite stories and poems for example during vote for a story. <p style="text-align: center;"><u>Word reading</u></p> <ul style="list-style-type: none"> -Develop their phonological awareness to: -Identify letter sounds taught. -Find all or most Phase Two sounds from a display, when given the sound. -Find Phase 3 sounds from a display, when given the sound (as they are taught) – Letters & Sounds. -Blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes. -Be able to segment and make a phonemically plausible attempt at spelling words consisting of Phase Two and Phase Three graphemes). -Read HF and tricky words matched to Letters & Sounds. -Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p style="text-align: center;"><u>Comprehension</u></p> <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. <p style="text-align: center;"><u>Word reading</u></p> <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. <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> -Write recognisable letters, most of which are correctly formed -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be read by others. -Phonics (Phase 3/Phase 4 secure) 	

	<ul style="list-style-type: none"> -Read English text from left to right and from top to bottom -Understand the names of the different parts of a book <li style="padding-left: 40px;">Read short captions. -Read HF and tricky words matched to Letters & Sounds. <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> -Makes marks and gives meaning to their marks. <li style="padding-left: 40px;">-Write some of their name. <li style="padding-left: 40px;">-Forms some letters correctly (phase 2) <li style="padding-left: 40px;">-Begin to write initial sounds. -Use some of their print and letter knowledge in early writing, such as a pretend shopping list. <li style="padding-left: 40px;">-Use a range of small tools competently and confidently. E.g. – pencils, scissors, etc. <li style="padding-left: 40px;">-Begin to write CVC words (with support). -Begin to write short, simple captions (with support). -Begins to use finger spaces and full stops in their writing. -Begins to write HF and tricky words (matched to Letters and Sounds) <li style="padding-left: 40px;">-Uses tripod grip (supported) <li style="padding-left: 40px;">-Phonics (Phase 2 secure) 	<ul style="list-style-type: none"> -Blend sounds into words, including containing digraphs, so that they can read short words made up of known letter– sound correspondences. <li style="padding-left: 40px;">-Read longer captions and sentences. -Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> -Write full name independently. -Begins to form lowercase letter and capital letters correctly. -Spells words by identifying the sounds and then writing these sounds. <li style="padding-left: 40px;">-Write CVC words independently. -Writes words matching phonics scheme (Letters and Sounds – phase 3 digraphs) -Write HF and tricky words (matched to Letters and Sounds) -Write short sentences with words with known sound-letter correspondence, using a full stop. -Begins to use finger spaces, full stops and capital letters in their writing. <li style="padding-left: 40px;">-Uses tripod grip. -Develop the foundations of a handwriting style. <li style="padding-left: 40px;">--Phonics (Phase 2/Phase 3 secure) 			
<p>Maths (WRM)</p>	<p>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.</p> <p>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.</p>				
<ul style="list-style-type: none"> -Daily routines -Counting principles <li style="padding-left: 20px;">-Match & sort <li style="padding-left: 20px;">-Compare amounts 	<ul style="list-style-type: none"> -Represent, compare and composition of numbers 1, 2, 3. <li style="padding-left: 20px;">-Positional language <li style="padding-left: 40px;">-2D shape 	<ul style="list-style-type: none"> <li style="text-align: center;">-Zero - Represent, compare and composition of numbers 4 & 5 <li style="padding-left: 40px;">-Mass/capacity 	<ul style="list-style-type: none"> <li style="text-align: center;">-9 and 10 -Comparing numbers to 10 <li style="padding-left: 20px;">-Number bonds to 10 <li style="padding-left: 40px;">-3D shape 	<ul style="list-style-type: none"> -Building numbers beyond 10 -Counting patterns -Spatial reasoning <li style="padding-left: 20px;">-Adding more 	<ul style="list-style-type: none"> <li style="text-align: center;">-Doubles -Sharing and grouping <li style="padding-left: 20px;">-Odd and Even <li style="padding-left: 20px;">-Spatial reasoning

	-Compare; size, mass, capacity -Patterns	-More/less -Numbers to 5	-Numbers 6,7,8 -Comparing 2 amounts -Time	-Patterns	-Taking away	-Deepening understanding -Patterns
<u>Understanding the world</u>	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.					
	<u>Past & Present</u> -Identifying family/family tree -Showing interest in familiar people -People who help us/occupations <u>People, Culture & Communities</u> <i>-RE: Being special: where do we belong?</i> -Our community <u>The Natural World</u> -Autumn walk -Our community -Senses -Showing care/concern	<u>People, Culture & Communities</u> -Christmas -Diwali -Maps <u>The Natural World</u> -Winter walk -Weather -Senses	<u>Past & Present</u> -Roles in society <u>People, Culture & Communities</u> -Chinese New Year -Settings <u>The Natural World</u> -Weather	<u>Past & Present</u> -Occupations <u>People, Culture & Communities</u> <i>-RE: Why is the word God so important to Christians?</i> -Easter -Observing our environment <u>The Natural World</u> -Spring walk -Habitats -Minibeasts -Planting & growing -Change	<u>Past & Present</u> -Transport -Occupations <u>People, Culture & Communities</u> <i>-RE: What places are special and why?</i> -Eid -Similarities and differences between our country and another -World map <u>The Natural World</u> -Settings	<u>Past & Present</u> -Under the sea <u>People, Culture & Communities</u> -Environments -Observations <u>The Natural World</u> -Settings -Recycling -Summer walk
Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them Understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials.						
<u>Expressive Art & Design</u>	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.

<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> -Colour mixing -Painting -Drawing -Junk modelling -Self portraits -Creative area -Leaf printing -Family tree -Hedgehog bread <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> -Join in with songs, rhymes and poems -Build imaginative stories -Develop confidence 	<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> -Sewing -Painting -Christmas creations -Role play (cave) -Role play (Santa's grotto) -Textures -Winter collage -Diva lamps (clay) <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> -Retelling stories (Bear Hunt, Gruffalo) - Build imaginative stories -Poetry -Talent show <p><i>Music: Nativity</i></p>	<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> -Testing materials (textures) -Role Play (The Three Little Pigs, Goldilocks' & The Three Bears, The Gingerbread Man, Little Red Riding Hood). -Chinese dragons -Baking cakes -Testing materials <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> -Retell traditional tales -Build imaginative stories -Goldilocks song -Nursery rhymes 	<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> -Spring collage -Easter bonnets -Stain glass windows -Clay minibeast -Observational drawing -Gingerbread biscuits -Minibeast pebbles -Life cycle crafts -Weaving -Mother's day cards (22.3.21) <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> -Performing --Poetry <p><i>Music: Our World</i></p>	<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> -Eid creations -Settings -Art linking to countries chosen <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> -Role play (travel agents, airport) 	<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> -Under the sea collage -Rainbow fish CD -Painting -Salt dough sea creatures -Role Play (under the sea) -Printing -Father's day cards (19.6.21) <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> -Performing -Poetry -Retelling stories -Talking about events throughout Reception year -Transition/confidence -Talent show <p><i>Music: Big Bear Funk</i></p>
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Explore, use, and refine a variety of artistic effects to express their ideas and feelings
 Explore and engage in music making and dance, performing solo or in groups.
 Singing – well known nursery rhymes, familiar songs and chants.

Technology

Our aim at Ladybridge is to ensure children are well equipped with technology skills to ensure they can access computing in Year 1. We want our children to have the basic, age appropriate, technology skills to be successful in their everyday lives. We want our children to be safe online and know to ask for help if they are unsure.

	-Internet safety day -2 Paint a picture (Continuous Provision) - Awesome Autumn Garlands Galore, Barefoot. (Computational Thinking)	-Introduce mini-mash on Ipads (continuous provision)	-Winter Warmers Feed the Birds, Barefoot. (Computational thinking)	-Busy Bodies, Look how we grow, Barefoot. (Computational thinking)	-Summer Fun Journeys, Barefoot. (Computational thinking) - Mini-Mash (toys in the past).	-Mini-Mash (under the sea). -2 Create a story
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ELG
For the end of the year (Best fit judgement - Met or not met)

<u>C&L</u>	<p><u>ELG: Listening, Attention and Understanding</u> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>ELG: Speaking</u> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<u>PSED</u>	<p><u>ELG: Self-Regulation</u> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>ELG: Managing Self</u> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG: Building Relationships</u> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
<u>PD</u>	<p><u>ELG: Gross Motor Skills</u> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
<u>Literacy</u>	<p><u>ELG: Comprehension</u></p>

	<p>Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>ELG: Word Reading</u></p> <p>Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>ELG: Writing</u></p> <p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>
<u>Maths</u>	<p><u>ELG: Number</u></p> <p>Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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><u>ELG: Numerical Patterns</u></p> <p>Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<u>UTW</u>	<p><u>ELG: Past and Present</u></p> <p>Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>ELG: People, Culture and Communities</u></p> <p>Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>ELG: The Natural World</u></p> <p>Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<u>EA&D</u>	<p><u>ELG: Creating with Materials</u></p> <p>Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG: Being Imaginative and Expressive</u></p> <p>Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>