

## Reception Long Term Plan

This plan is fluid and will change according to the needs of the children. We aim to cover all of the skills with the class as a whole by the end of the Spring term, giving ourselves time in the Summer term to fully master the learning and to fill any gaps. However, every child is individual and will develop at their own rate. The development matters statements are a guide only and individual children will be at differing stages of these throughout the year. Interventions and quality first teaching will be used to teach new skills, practise them, address misconceptions and reinforce whole class learning. Activities are provided during independent learning time that give the children the opportunity to practise and embed skills that they are being taught that week and also apply skills learnt in previous weeks / months.

We provide opportunities for the children to develop the following characteristics so that they leave Reception as confident, independent and resilient learners:

Characteristics of Effective Teaching and Learning		
Playing and Exploring Children will be learning to:	Active Learning Children will be learning to:	Creating and Thinking Critically Children will be learning to:
Realise that their actions have an effect on the world, so they want to keep repeating them. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." Make independent choices. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.	Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult.	Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

We teach the children through their play. Over the year we build up the amount of focused teaching time as follows:

Autumn 1	Whole class daily maths (revisiting and practising taught skills/knowledge) Whole class daily maths automatic recall session Whole class daily phonics. Whole class story time Whole class poem/ rhymes/songs time
Autumn 2	Whole class daily maths (revisiting and practising taught skills/knowledge) Whole class daily maths automatic recall session Whole class daily phonics. Whole class story time. Whole class poem/ rhymes/songs time. 10-15 minute adult focused reading session three times a week for the children who can blend and segment. PE weekly
Spring 1	Whole class daily maths (revisiting and practising taught skills/knowledge) Whole class daily maths automatic recall session Whole class daily phonics. Whole class story time. Whole class poem/ rhymes/songs time. 10-15 minute adult focused reading session three times a week for the children who can blend and segment. PE weekly Whole class handwriting three times a week 10-15 minute adult focused small group work
Spring 2	Whole class daily maths (revisiting and practising taught skills/knowledge) Whole class daily maths automatic recall session Whole class daily phonics. Whole class story time. Whole class poem/ rhymes/songs time. 10-15 minute adult focused reading session three times a week for the children who can blend and segment. PE weekly Whole class handwriting three times a week 10-15 minute adult focused small group work/Whole class 5 minute write
Summer 1	Whole class daily maths (revisiting and practising taught skills/knowledge) Whole class daily maths automatic recall session Whole class daily phonics. Whole class story time. Whole class poem/ rhymes/songs time. 10-15 minute adult focused reading session three times a week PE weekly Whole class handwriting three times a week 10-15 minute adult focused small group work Whole class 5 minute write Occasional whole class focused activities at tables.
Summer 2	Whole class daily maths (revisiting and practising taught skills/knowledge) Whole class daily maths automatic recall session Whole class daily phonics. Whole class story time. Whole class poem/ rhymes/songs time. 10-15 minute adult focused reading session three times a week PE weekly Whole class handwriting three times a week 10-15 minute adult focused small group work Whole class 5 minute write Regular whole class focused activities at tables.



At the end of the year, the children are assessed against the Early Learning Goals (ELG).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Baseline assessments and revision/recapping/teaching of 3-4 year old DMs	Continue with 3-4 year old DMs and introduce reception age DMs	Continue with reception age DM's	Continue with reception age DM's with a focus on filling gaps ready for ELGs	Assess ELGs and continue working on mastering and embedding the reception age DMs
Personal. Social and Emotional Development	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own needs, eg brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own personal needs. – Personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>			
				<p>Self regulation ELG</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>- Give focussed 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</li> </ul> <p>Managing Self ELG</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p>Building Relationships ELG</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> <li>- Form positive attachments to adults and friendships with peers</li> <li>- Show sensitivity to their own and others needs</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Baseline assessments and revision/recapping/teaching of 3-4 year old DMs	Continue with 3-4 year old DMs and introduce reception age DMs	Continue with reception age DM's	Continue with reception age DM's with a focus on filling gaps ready for ELGs	Assess ELGs and continue working on mastering and embedding the reception age DMs
Communication and Language	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			
				<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p>Speaking ELG</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Baseline assessments and revision/recapping/teaching of 3-4 year old DMs	Continue with 3-4 year old DMs and introduce reception age DMs	Continue with reception age DM's	Continue with reception age DM's with a focus on filling gaps ready for ELGs	Assess ELGs and continue working on mastering and embedding the reception age DMs
Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul>			
				<p>Gross Motor Skills ELG</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrate strength, balance and coordination when playing</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p>Fine Motor Skills ELG</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>- Begin to show accuracy and care when drawing</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Baseline assessments and revision/recapping/teaching of 3-4 year old DMs	Continue with 3-4 year old DMs and introduce reception age DMs	Continue with reception age DM's	Continue with reception age DM's with a focus on filling gaps ready for ELGs	Assess ELGs and continue working on mastering and embedding the reception age DMs
Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>			
				<p>Comprehension ELG</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate – where appropriate – key events in stories</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</li> </ul> <p>Word Reading ELG</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul> <p>Writing ELG</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Baseline assessments and revision/recapping/teaching of 3-4 year old DMs	Continue with 3-4 year old DMs and introduce reception age DMs	Continue with reception age DM's	Continue with reception age DM's with a focus on filling gaps ready for ELGs	Assess ELGs and continue working on mastering and embedding the reception age DMs
Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>			
			<p>Number ELG</p> <ul style="list-style-type: none"><li>- Have a deep understanding of number to 10, including the composition of each number</li><li>- Subitise (recognise quantities without counting) up to 5</li><li>- Automatically recall (without reference to rhymes , counting or aides) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</li></ul> <p>Numerical Patterns ELG</p> <ul style="list-style-type: none"><li>- Verbally count beyond 20, recognising the pattern of the counting system</li><li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity</li><li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li></ul>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Baseline assessments and revision/recapping/teaching of 3-4 year old DMs	Continue with 3-4 year old DMs and introduce reception age DMs	Continue with reception age DM's	Continue with reception age DM's with a focus on filling gaps ready for ELGs	Assess ELGs and continue working on mastering and embedding the reception age DMs
Understanding the World	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.			
			Past and Present ELG - 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  People Culture and Communities ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religions 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  The Natural World ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants - 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		



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Baseline assessments and revision/recapping/teaching of 3-4 year old DMs	Continue with 3-4 year old DMs and introduce reception age DMs	Continue with reception age DM's	Continue with reception age DM's with a focus on filling gaps ready for ELGs	Assess ELGs and continue working on mastering and embedding the reception age DMs
Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>			
			Creating with Materials ELG <ul style="list-style-type: none"><li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li><li>- Share their creations, explaining the process they have used</li><li>- Make use of props and materials when role playing characters in narratives and stories</li></ul> Being Imaginative and Expressive ELG <ul style="list-style-type: none"><li>- Invent, adapt and recount narratives and stories with peers and their teacher</li><li>- Sing a range of well known nursery rhymes and songs</li><li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li></ul>		



We teach the RE curriculum through our every day practise as well as through weekly, more formal, structured activities and discussions that fit with our topics and events wherever possible. At Tany's Dell we follow the Essex Agreed Syllabus 2022 for RE.

	Philosophy	Human and Social Science	Theology
RE	<p>Continue to develop positive attitudes about the differences between people (3 to 4 year olds).</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Show sensitivity to their own and others' needs. (ELG)</p> <p>E1-Ask "I wonder ..." questions about</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Develop their sense of responsibility and membership of a community. (3 to 4 year olds)</p> <p>Talk about the lives of the people around them and their roles in society (ELG)</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</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. (ELG)</p>
Our Key Questions	What is right, wrong and good? What do we mean by true?	How do people celebrate? What ceremonies and festivals have you taken part in?	What is this religious story about? Why might people tell this story?