

FOUNDATION STAGE CURRICULUM
RECEPTION CLASS
PLANNING OVERVIEW

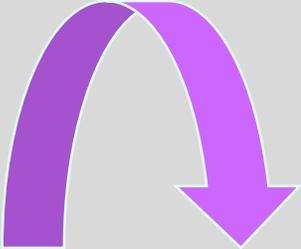
2021-2022



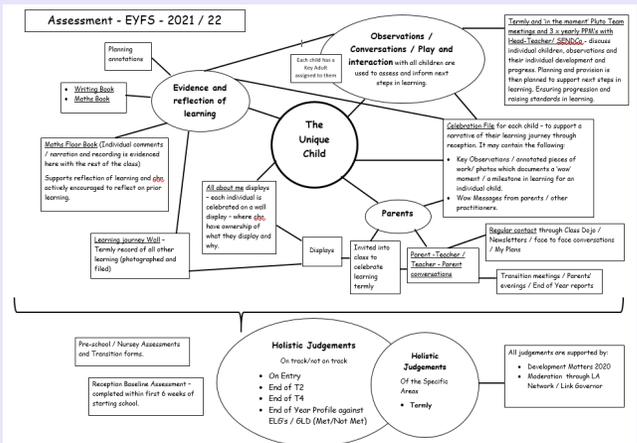
RECEPTION CLASS LONG TERM PLANNING OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES <i>THESE THEMES MAY BE ADAPTED TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	BRITAIN IS GREAT		FANTASTIC JOURNEYS		OUR WONDERFUL WORLD	
	WHO AM I? All about me – sharing of shoe boxes My name? What I look like Similarities / differences What do I like/dislike? Favourites How do I feel? Senses My home Harvest Signs of Autumn	WHO ARE WE? Who are Pluto Class? NRCP? Team work / games What can we achieve together? Collaborative work such as art work / poetry / story recitals / Nativity. Traditional tales: Three Little Pigs / Goldilocks Christmas / Nativity	WHAT IF I WENT ON A JOURNEY? Maps / directions – beebots Local walks Local bus journey – visit the library/church Road Safety Cold weather / places to journey to - Arctic/ Antarctic - animals	WHO COULD I MEET? Who lives along our road? – Doctors / builders / fair workers Signs of Spring / changing seasons Easter Oral hygiene Visit from dentist	WHAT MIGHT I GROW INTO? Butterfly life cycle / tadpoles Healthy eating / lifestyles / food tasting Growing plants from seed – observing and identifying change Sun Safety	WHAT MIGHT I FIND UNDER MY FEET ... ? Dinosaurs Fossils Seaside / beach / the sea Looking after our planet - plastic pollution Water safety
STORIES TO SHARE PIE CORBETT READING SPINE QUALITY TEXTS FOR WRITING	Elmer You Choose Funnybones Not now Bernard Ouch! Zog If I had a dinosaur Owl Babies Farmer Duck Owl Babies Giraffes who can't dance Little Lumpty	The Jolly Christmas Postman The Colour Monster Sharing a shell Mog's Christmas Supertato series Six Dinner Sid On the way home Goodnight Moon Supertato Oliver's Vegetables Goldilocks Three little pigs	Lost and Found – Oliver Jeffers Tiddler Oliver and Patch Peace at last Gruffalo Handa's Surprise Mr Gumpy's Outing Rosie's Walk Whatever Next? Augustus and his Smile The Tiny Seed The snail and a whale	Burglar Bill Mog and the Vee Ee Tee A Squash and a Squeeze The cow that laid an egg Mrs Armitage on Wheels Shhh! Stickman Jack and the Beanstalk Non fiction – Lots- Marc Martin	The Bad Tempered Ladybird Christopher Nibble Kitchen Disco The Hungry Caterpillar Tad - Faction The lonely wasp	The Dog who could Dig Tiny Whale a Fishy Tale Tyrannosaurus Drip The girl and the dinosaur Octopants Superworm Doug the bug that went boing Norman slug with the silly shell I don't like snakes - faction
'WOW' MOMENTS AND CELEBRATIONS/ WHOLE SCHOOL ENRICHMENT EVENTS	Celebration: Children share their learning and environment at the end of term Tea Party. Chn invited to wear clothes that show us who they are. Roald Dahl Day Hello Yellow Day 8 th Oct Harvest Time Halloween	Wow: Class collaborative art work Celebration: Story Recital of Tradition Tale to parents Remembrance Day Bonfire Night Christmas Time Nativity Diwali Hannukah Children in Need	Wow: Local Walk Celebration: Family orienteering challenge Chinese New Year Pancake Day/Lent Valentine's Day Internet Safety Day	Wow: PSCO visit – read a story Celebration: Poetry Recital Easter Time Mother's Day Queen's Birthday Science Week World Book Day	Wow: Trip to Butterfly House / Slimbridge WWT Celebration: Art Gallery of our observational drawings. May Day	Wow: Digging for fossils Celebration: Tea Party with parents Queen's Jubilee Father's Day Transition to Year 1 Sports Day

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 <p>OVERARCHING PRINCIPLES</p>	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>At North Road, children will predominantly learn through play and are actively encouraged to lead their own learning through their interests, set their own goals and solve problems. As teachers, we scaffold and support their learning through provision of exciting and enticing environments that allow the children to explore and investigate, supporting them to develop and learn new skills, build on knowledge and foster positive relationships with their peers.</p>					

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ASSESSMENT	<p>Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.</p>  <p style="text-align: right;">See Appendix A</p>					
	Analyse Nursery Assessments National Baseline data In-house – On entry data on entry / Baseline analysis	EYFS team meetings Phonic Assessment On going assessments Parents evening info In house moderation Autumn Assessment Data Pupil progress meetings	On going assessments GLD Projections for EOY Domino Alliance moderation EYFS team meetings	On going assessments Parents evening info Phonic Assessment EYFS team meetings In house moderation Spring Assessment Data Pupil progress meetings	On going assessments Domino Alliance moderation EYFS team meetings	On going assessments EYFS team meetings EOY Data Pupil progress meetings

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OUR SCHOOL VALUES CELEBRATION -VALUES TREE, DOJOS AND ASSEMBLIES	Respect Of ourselves, each other and our things	Perseverance We keep trying, we find new ways to succeed.	Pride In ourselves, our work and our class, our school, our community	Responsibility Completing tasks to the best of our ability, being safe, being honest	Positivity The power of 'Yet'	Ambition Setting own goals and solving challenges.
	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.		Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.	Rule of law We all know that we have rules 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.	Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.	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.
BRITISH VALUES	Although we have value focused terms, our school values and British values are all embedded within the curriculum and are all actively promoted throughout.					
PARENTAL INVOLVEMENT	Optional Home visits Home / School Agreement Wow messages End of Term Tea Party Harvest Assembly Phonics workshop to inc Reading and Letter Formation	Wow messages Maths workshop Parents Evening Nativity Christmas Craft Afternoon	Wow messages Share a story / Stay and Read Ted the travel bear	Wow messages Parents Evening Easter Assembly	Wow messages Share a story	Wow messages Father's Den Building Afternoon Maths Morning – Look how far we have come!



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COMMUNICATION AND LANGUAGE <small>Celebrate multilingualism</small>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
DAILY STORY TIME	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me! - shoe box Model talk routines through the day. Register / Snack Time etc..</p> <p>Snack Time altogether to promote conversation, sharing of likes /dislikes and interests. Things we have in common.</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Ted the travelling bear Introduce Helicopter stories</p>	<p>Talk it through! Using language well Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Model explaining what happened.</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF - REGULATION	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration.</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>

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PHYSICAL DEVELOPMENT	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 .					
FINE MOTOR	<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Threading, cutting, weaving, Manipulate objects -playdough Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Daily Dough Disco Threading, cutting, weaving, Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials. Develop dominant hand Teach and model correct letter formation Encourage children to draw freely.</p>	<p>Funky Finger activities Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / Cutting with Scissors Start to draw pictures that are recognisable</p>	<p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Cut along a straight line with scissors / Draw a cross Build things with smaller linking blocks, such as Lego</p>	<p>Develop pencil grip and letter formation Use one hand consistently for fine motor tasks Copy a square Begin to draw diagonal lines, like in a triangle / Colour inside the lines of a picture/ Start to cut along a curved line, like a circle Use tools safely to prepare food Form letters correctly Begin to introduce risers to explore cursive font handwriting. – Year 1 preparation</p>	
GROSS MOTOR	<p>Daily core stability exercises Cooperation games i.e. parachute games. Climbing – outdoor equipment Go-karts/scooters/trikes Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Daily core stability exercises Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, 3 wheeled and two wheeled scooters.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance Risk taking</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p>
2 X WEEKLY PE SESSIONS: TEACHER	<p>Revise and refine the fundamental movement skills they have already acquired: - crawling - walking - jumping - running</p>	<p>Developing gross motor skills and core muscle to support fine motor skill development - Dance, - Crawling, - Balancing / yoga allow time to be still and quiet</p>	<p>Obstacle courses In the hall or outdoor area that demand a range of movements – Jumping, crawling, balancing, climbing, Use planks, tunnels,</p>	<p>Gymnastics In the Hall with benches, climbing frame, mats, trampet, - climbing - rolling</p>	<p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options. Travel in different ways, negotiation space coordination,</p>	<p>Athletics - Running - Relay - Obstacles - Throwing - Egg and spoon</p>
SPORTS COACH	<p>Revise and refine the fundamental movement skills they have already acquired: - hopping - skipping - carrying things up and down on different levels (slopes, hills and steps).</p>	<p>Provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons.</p>	<p>Gymnastics Develop coordination, agility and core strength Balance, Bounce, Slide, Roll Climb</p>	<p>Dance Develop strength, balance and coordination. - Spin - Rock - Tilt Add in balances and other skills learnt in gymnastics</p>	<p>Changing the speed, direction and level of travelling Athletics practise - Running - Relay - Obstacles - Throwing - Egg and spoon</p>	<p>Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.</p>

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LITERACY	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)					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will have weekly access to the school library	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Actions to retell the story / Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAS. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	. Stories from other cultures and traditions Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Information leaflets about animals in the garden/plants and growing Timeline of how plants grow	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
WORD READING Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Chn are taught to read using non cursive font but chn are exposed to cursive and a range of fonts/prints through texts, displays and adults/peers handwriting.	All Aboard Phonics Programme Start phase 2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Rhyming.	All Aboard Phonics Programme Phase 2 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'no', help children identify the sound/part that is tricky to read.	All Aboard Phonics Programme Phase 3 Reading: Rhyming strings, Help children to become familiar with different print / fonts- reading digraphs, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	All Aboard Phonics Programme Phase 3 Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Note correspondences between letters and sounds that are unusual (tricky words)	All Aboard Phonics Programme Phase 4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	All Aboard Phonics Programme Securing Phase 4 Phase 5 Vowel phonemes as appropriate Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition to Year 1

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WRITING	<p>Quality Texts: Owl Babies Giraffes who can't dance Little Lumpty</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple words Use initial sounds to label characters / images. Silly soup. Names Labels. Lists, Diagrams, Messages</p>	<p>Quality Texts: Supertato Oliver's Vegetables Goldilocks Three little pigs</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Writing CVC words, Labels using CVC.</p> <p>Retelling stories / instructions for porridge / house building.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Guided write a sentence</p>	<p>Quality Texts: Augustus and his Smile The Tiny Seed The snail and a whale</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Begin to write captions</p> <p>Guided writing based around developing quality sentences in a meaningful context.</p> <p>Beginning to use finger spaces. Form lower-case and capital letters correctly.</p> <p>writing simple sentences.</p> <p>Securing spelling of Phase 2 HFW/ Tricky</p>	<p>Quality Texts: Stickman Jack and the Beanstalk Non fiction-Lots – Marc Martin</p> <p>Securing use of finger spaces and full stops.</p> <p>Form lower-case and capital letters correctly. Creating own story maps, writing captions and labels.</p> <p>Writing sentences to accompany story maps.</p> <p>Writing more than one sentence to build stamina - character descriptions / Easter Story.</p>	<p>Quality Texts: Hungry Caterpillar Tad - Faction The lonely wasp</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words and securing spelling of of Phase 3 HFW/Tricky</p> <p>Writing recipes, lists.</p> <p>Non fiction – information sentences / facts</p> <p>Develop story writing through B, M & E.</p>	<p>Quality Texts: Superworm Doug the bug that went boing Norman slug with the silly shell I don't like snakes – faction</p> <p>Story writing, writing sentences securing use of full stops, capital letters and finger spaces</p> <p>using a range of tricky words / HFW that are spelt correctly.</p> <p>Innovation of familiar texts - using familiar texts as a model for writing own stories.</p> <p>B, M & E.</p>
<p>Taught through whole class and group teaching.</p> <p>Modelled and shared writing strategies used.</p> <p>Chn are immersed in early opportunities for mark making and activities which promote physical development.</p> <p>Continuous provision supports the developmental stages of the chn and opportunities to mark make / write are actively promoted in all areas of the environment.</p> <p>We teach non cursive letter formation.</p> <p>Only ask children to write captions and sentences when they have sufficient knowledge of letter-sound correspondences.</p>						

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MATHS	<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. 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>					
<p><i>Taught through Direct Teaching and adult led 1:1 /group teaching as well as stories.</i></p> <p><i>Continuous provision supports practice of concepts and problem solving.</i></p> <p><i>Use of Number Talk inc correct mathematical vocab and stem sentences (see whole school calc policy) used throughout the year to develop reasoning and not confined to mathematical sessions.</i></p> <p><i>Learning recorded through Class floor book and individual maths books (used as and when appropriate for ind chn)</i></p>	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives – five frames / numicon. Number recognition. 2D Shapes.</p> <p>Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 5 •Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p>Numbers within 10 Count up to ten objects. •One more or one fewer •Order numbers 1 – 10 •Conservation of numbers within 10</p> <p>Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately</p> <p>Calendar and time Days of the week, seasons •Sequence daily events</p>	<p>Numbers within 10 continued Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less</p> <p>Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer Place value of 'teen' numbers – one ten and ones</p>	<p>Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p>Numbers within 20 Count up to 20 objects •Represent, order and explore numbers to 20 •One more or fewer</p> <p>Doubling and halving Doubling and halving & the relationship between them Doubles and halves facts</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p>Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p>Money Coin recognition and values •Combinations to total 20p •Change from 10p</p> <p>Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p>Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p>

RECEPTION CLASS LONG TERM PLANNING OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO COULD I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND...?
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
I WONDER... STARTERS TO MODEL AND PROMPT CHILD LED SCIENTIFIC INVESTIGATIONS	<p>Identifying their family. Commenting on photos of their family.</p> <p>Take opportunities to learn about countries / cultures of the children within the class. Learn how to say hello or good morning in another language and explore the customs of those families.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Discuss ages and birthday celebrations / celebrations / festivals celebrated within their household.</p> <p>Begin to observe seasonal changes - Autumn</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to support.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Observe signs of Autumn / changes in daylight</p> <p>Investigate light / dark</p> <p>Observe firework night / remembrance Day / other celebrations / festivals within the children's homes / community</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Take a bus journey to the local library.</p> <p>Look at transport and road safety – Crossing Patrol</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Similarities and differences.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Provide opportunities for children to incorporate their understanding of the seasons and weather in their play.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Maps– Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found and why.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p>	<p>Take children to places of worship and places of local importance to the community.</p> <p>Invite visitors such as: local PCSO's in to talk about what they do within our community. local dentist to support understanding of oral hygiene.</p> <p>Explore parents jobs/careers to explore aspirations.</p> <p>Whole school Science week – develop scientific enquiry skills.</p> <p>Learn about Easter, the story and how we celebrate it.</p> <p>Investigate chocolate! Solid / liquid / solid</p>	<p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Explore and observe life cycles - Butterfly – have caterpillars in class to observe. / Tadpoles.</p> <p>Plant cress / beans / flowers to explore and observe plants as they grow from seed.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Explore how we can look after the animals / plants we have been growing and those that are in the wider community – explore the effects of littering and pollution.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Link to the Jurassic Coast and the seaside. Where is this?</p> <p>Explore and discover animals and plants we find near the sea.</p> <p>Materials: Floating / Sinking – boat building.</p> <p>Learn about plastic pollution and the effects on our natural world.</p> <p>Begin to identify materials and sort objects by properties (hard / soft/ shiny etc..)</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO AM I?	WHO ARE WE?	WHAT IF I WENT ON A JOURNEY?	WHO COULD I MEET?	WHAT MIGHT I GROW INTO?	WHAT MIGHT I FIND...?
UNDERSTANDING THE WORLD CONTINUED	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
COMPUTING	<ul style="list-style-type: none"> Internet Safety – Think you know Website (Lessons 1 – 3) Using class ipad to take photos Using the interactive whiteboard 		Internet Safety – Think You Know Website (Lessons 6 -&7) Beebots		<ul style="list-style-type: none"> Smartie the penguin – Story 1 Turning laptop on/ off safely Develop keyboard skills /awareness to locate letters and numbers to log on and off. 	
RE – (SACRE)	<p>Which stories are special and why?</p> <p>What is your favourite story? What do you like about it and why?</p> <p>Do you know any Bible stories? What stories are special to Christians?</p> <p>David and Goliath</p>	<p>Which people are special and why?</p> <p>Who is special to you and why?</p> <p>Why are some people special?</p> <p>What is a good friend like? How did Jesus make some very special friends?</p>	<p>What places are special and why?</p> <p>Where is special to me? Where is a special place for Christians to go? What makes a church special? (Visit?) Where is a special place for Muslims to go? How are holy buildings similar or different?</p>	<p>What times are special and why?</p> <p>What special times have you had? What do other people celebrate? What happens at Easter?</p>	<p>Where do we belong?</p> <p>What makes us feel special? What makes Christians feel special to God?</p> <p>What groups do we belong to? How do we know we belong to a group? How is a baby welcomed by God?</p>	<p>What is special about our world?</p> <p>What is special about our world?</p> <p>What are our favourite things about nature? What do you think is special about the world? What story do Christian’s tell about how the world was created?</p>
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>						

RECEPTION CLASS LONG TERM PLANNING OVERVIEW

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EXPRESSIVE ARTS AND DESIGN	<p>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> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>						
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Mark making with a variety of tools/ natural materials</p> <p>Indoor / outdoor role play opportunities - home</p>	<p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Indoor / outdoor opportunities – home / celebrations ...</p> <p>Colour mixing</p> <p>Making sounds / exploring pulse, rhythm and pitch</p> <p>Loose parts</p>	<p>select the tools and techniques needed to assemble materials</p> <p>Teach children different techniques for joining materials.</p> <p>Develop 3d / sculpture and joining to create models of homes/ buildings / objects in our natural world.</p> <p>Create story stones for class texts</p> <p>Snow / ice art – idea of temporary work</p> <p>Loose parts</p>	<p>Make different textures; make patterns using different colours</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Outdoor Role play – builders yard</p> <p>Workbench with real tools</p> <p>Puppets to retell stories / create own</p> <p>Respond to different styles of music</p> <p>Loose parts</p> <p>Dance – rhythm / narrative play</p>	<p>Encourage children to create, share and perform their own music.</p> <p>Outdoor Role play – stage</p> <p>symmetrical butterflies</p> <p>Exploring natural found materials to produce artwork/ representations / weaving</p> <p>Flowers – deconstruct to reconstruct.</p> <p>Revisit colour mixing through natural materials / mud kitchen</p> <p>Dance / Movements – plants / animals</p> <p>Loose parts</p>	<p>Father's Day Crafts</p> <p>Explore shadows</p> <p>Explore recording music / performances</p> <p>Revisit printing / fossil prints</p> <p>Use of found objects to recycle / re purpose into musical instruments / pieces of artwork.</p> <p>Loose parts</p>	
		<p>Tradition Nursery Rhymes</p> <p>Dingle Dangle Scarecrow / Head Shoulders Knees and Toes I hear thunder / There's a worm at the bottom of my garden</p>		<p>Rhyming Poems</p>		<p>Nonsense poems</p>	
		<p>Drawing – Pablo Picasso "Portrait of Igor Stravinsky,"</p> <p>Enjoy using a variety of media. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Painting - Willem de Kooning</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>3D/Sculpture - Louise Bourgeois</p> <p>Enjoy a range of malleable media such as playdough, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Textiles - Genevieve Griffiths</p> <p>Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple stitch work. Show experience in simple weaving: paper, twigs. Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Printing - Max Ernest</p> <p>Enjoy taking rubbings: leaf, bark, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture</p>	<p>Collage - Lisa Morales</p> <p>Show experience in fabric collage: layering fabric. Select and sort different materials and papers. Select papers / materials for effect.</p>
INC MUSIC – MUSICAL DEVELOPMENT MATTERS / CHARANGA							
DANCE							
ROLE PLAY							
POETRY							
ART/ARTIST STUDY							

RECEPTION CLASS LONG TERM PLANNING OVERVIEW

EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Assessment - EYFS - 2021 / 22

