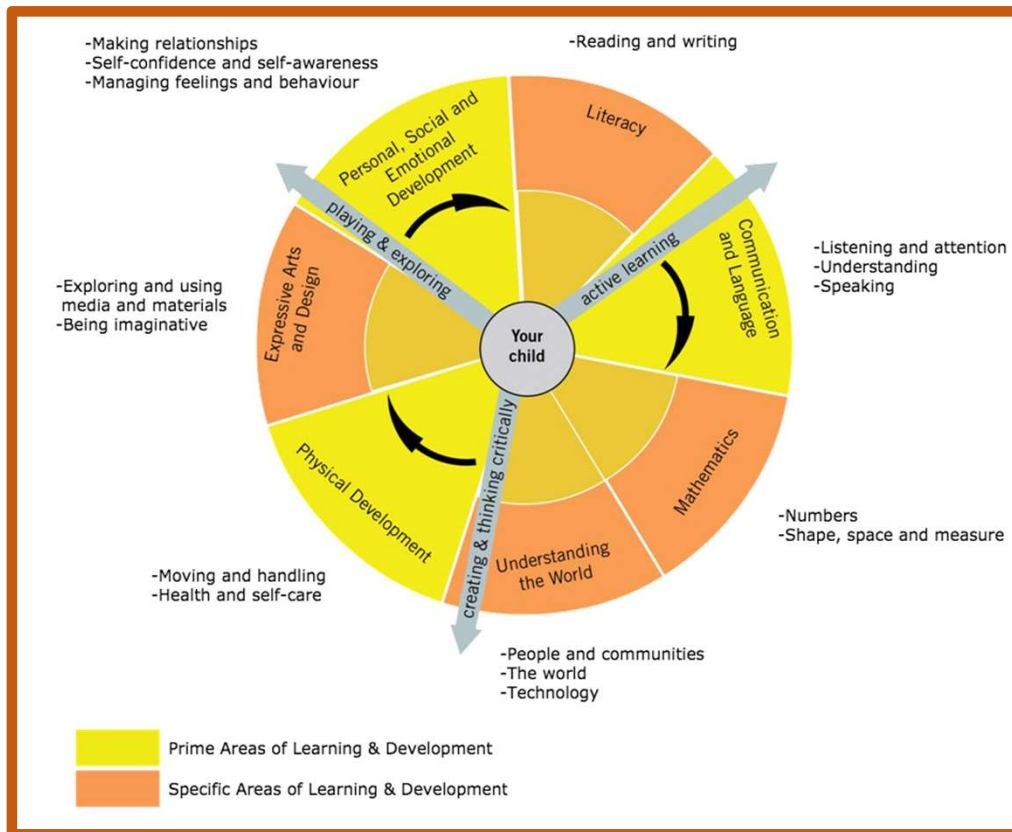


RECEPTION LONG TERM PLAN



Vision Statement

HAPPINESS is at the heart of Beeches Infant School. We create a relaxed environment in which each individual child is happy.

We believe everything follows from happiness. Children are more receptive learners when they're happy; they're more caring and respectful when they're happy; and they're much more likely to fulfil their potential when they're happy.

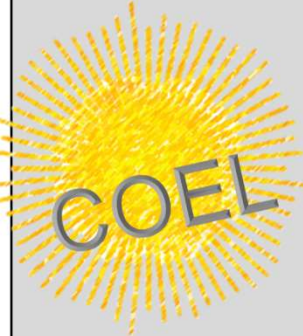

Of course, we'll challenge them through our inspirational teaching. At BI we promote responsibility and independence whilst offering opportunity and support.

We strive for our children to be the best they can be.

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>ALL ABOUT ME!</p> <p>Starting school / my new class / New Beginnings / My family / PSED focus / relationships/feelings / What am I good at? / Animals and their babies/caring for pets/wildlife/caring for the environment.</p> 	<p>LETS CELEBRATE!</p> <p>Bonfire night celebrations / Diwali – learning from families in the community / Christmas Lists / Letters to Father Christmas / Christmas enterprise / Nativity Performance</p> 	<p>TELL A STORY</p> <p>Safer Internet Day / Chinese New Year / Trip to Play Village / Materials, floating & sinking (GBM)</p> 	<p>ONCE UPON A TIME</p> <p>Comparing environments/world book day/design experiment – materials for houses/Easter focus</p> 	<p>INTO THE GARDEN</p> <p>What lives in our outdoor area? / Life cycles / Trip to Sandwell Valley – pond and land minibeasts</p> 	<p>CHANGES</p> <p>What is Year One like? / Healthy Schools – healthy body and mind / Life cycles / Transition visits to Year One and time with new class-teacher</p> 
<p>HIGH QUALITY TEXTS</p>	<p>Goldilocks and the Three Bears / Dear Zoo / Leaf Man / Non fiction books about Autumn / Non fiction books about pets and the zoo / Owl Babies</p> <p>Key Author Focus: Nick Sharratt</p>	<p>Sparks in the Sky / Non-fiction texts about Diwali / Dinosaur Roar / Non fiction texts about dinosaurs / The Christmas Story / Dear Santa</p> <p>Key Author Focus: Nick Sharratt</p>	<p>We're Going on a Bear Hunt / The Gruffalo / Chinese New Year / Clever Sticks / Safer Internet Day / The Gingerbread Man</p> <p>Key Author Focus: Julia Donaldson</p>	<p>The Little Red Hen / World Book Day / The Three Little Pigs / Easter</p> <p>Key Author Focus: Julia Donaldson</p>	<p>Non fiction books about minibeasts / The Very Hungry Caterpillar</p> <p>Key Author Focus: Eric Carle</p>	<p>Aarrghhh Spider / Superworm / Oliver's Fruit Salad / Oliver's Vegetables / Leaving Mrs Ellis</p> <p>Key Author Focus: Eric Carle</p>
<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>Autumn walk / Remembrance Day / Pets pictures / Pictures of themselves as babies / Shared reading from the Head-Teacher</p>	<p>Guy Fawkes / Bonfire Night/Diwali celebrations/ Christmas Time / Nativity/Santa/Trip to the Theatre/Enterprise activities</p>	<p>Chinese New Year / Safer Internet Day / UNICEF lessons on safety / Sensory walks (Bear Hunt) / Dragon dances and making dragons / Comparing New Year in different cultures</p>	<p>Mother's Day / World Book Day - March / Easter bonnet parade/egg rolling/decorating / Planting and learning about the life cycle of wheat / Learning live – for parents</p>	<p>Visit to Sandwell Valley – pond and land minibeasts / Caterpillars in Classroom / UNICEF lessons on food / Comparison of traditional tales / Experiment - Gingerbread Man</p>	<p>Fruit and vegetable faces/fruit kebabs / Healthy Schools Week / Air pollution lessons / Sports Day / Transition / Letters to new class-teacher</p>

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TELL A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES
 	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<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><i>PLAY: Beeches Infant School value the importance of play. We set up the environment with a balance of adult-led and child-initiated activities both within the indoor and outdoor environment. We value that we gain accurate assessments of children’s knowledge and skills when they are confidently engaged in play. This provides staff with what the children know and how to move the children on. At Beeches Infant School we use OWLET to move children’s play on:</i></p> <p>O – observe the children whilst playing W – wait (do not rush into the play) L – listen (what do the children know) E – explore their thinking (comment/engage in conversation with them – open ended questions) T – teach them something new to further their knowledge and skills</p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>						

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	TELL ME A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES
COMMUNICATION AND LANGUAGE	<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>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, Happy mind Programme, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, NELI and Wellcomm	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: NELI, word of the week, Wellcomm intervention Model talk routines through the day. For example, arriving in school: "Good morning, how are you?") Use new vocabulary independently in play.</p>	<p>Wow words! Develop vocabulary: Word of the week NELI/Wellcomm interventions Talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Wow words to describe different celebrations. Nativity performance. Use new vocabulary independently in play.</p>	<p>Tell me a story! Develop vocabulary: Word of the week NELI/Wellcomm interventions Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Use new vocabulary independently in play.</p>	<p>Explain to me! Develop vocabulary: Word of the week NELI/Wellcomm interventions Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more I can talk about similarities and differences between things in the past and now Use new vocabulary independently in play. I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p>	<p>Can you recount an event? Develop vocabulary: Word of the week NELI/Wellcomm interventions I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: trip, life cycles I can listen to and engage in and talk about selected non-fiction Use new vocabulary independently in play. I can connect one idea or action to another using a range of connectives.</p>	<p>Tell me differences? Talk Boost Develop vocabulary: Word of the week NELI/Wellcomm interventions I can learn and recite, poems and songs: Rhyme of the week I can talk about the experiences I have had at different points in the school year (transition) Use new vocabulary independently in play. I can connect one idea or action to another using a range of connectives.</p>
DAILY STORY TIME USING HIGH QUALITY TEXTS						
CHILDREN ENGAGED IN FOCUS BOOKS. CHILDREN ENCOURAGED TO TALK ABOUT STORIES TO BUILD FAMILIARITY AND UNDERSTANDING.						



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TELL A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES!

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 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**.

MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<u>First Steps to Rights</u> Unit 1 Introducing basic rights (Family, food, water home, play) Article 27, 24, 31 Needs and wants Class Charters	<u>First Steps to Rights</u> Unit 8 – Diversity We’re the same, we’re different Same and different families Me and my special people Article 2	<u>First Steps to Rights</u> Unit 3 – Homes My home, your home Homes look different but are special places Article 27	<u>First Steps to Rights</u> Unit 4 – Food What do you eat? Nutrition and diversity Unit 5 – Water What’s missing? The importance of clean water What’s safe to go in my body? Article 24	<u>First Steps to Rights</u> Unit 6 – Play Let’s play Recognise similarities and differences Unit 7 – co-operation Fitting together Article 15, 31	<u>First Steps to Rights</u> Unit 9 – Safety Am I safe? Keeping myself safe Safe indoors and outdoors Article 19, 32, 36
	PATHS Unit 1 Creating a positive classroom environment, giving compliments I’m special you’re special Unit 2 Basic feelings: Happy and sad sun and rain self-registration Class rules: Behavioural expectations in the class/boundaries set Basic hygiene Handwashing	PATHS: UNIT 3, 4 Basic feelings Angry, scared Who can help me? self-regulation Who is in my family? Are all families the same? I know what it means to be respectful and to be treated with respect Independence: putting own coats and wellies on	PATHS: UNIT 5 Sharing, caring, friendship Looking after my special people: I know that caring relationships are at the heart of happy families Keeping myself safe Safe indoors and outdoors Manage school day, lining up, queueing, meal times Listening to my feelings Keeping safe online People who help to keep me safe SMART rules Online safety	PATHS: UNIT 6 Basic problem solving Making choices Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Healthy eating: Fruit kebabs/making a fruit smoothie Oral hygiene: teeth cleaning	PATHS: UNIT 7 Feelings Naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques Importance of exercise Being kind to living creatures Taking care of animals(frogs/butterflies) Road safety/ walk to school week being a safe pedestrian.	PATHS: UNIT 8, 9 Advanced feelings and review Know that some actions and words can hurt others feelings Bouncing back when things go wrong: resilience Know and talk about the different factors that support their overall health and wellbeing: eg regular physical activity, healthy eating, sensible amounts of ‘screen time’ having a good sleep routine, Transition into Year 1 Year 1 readiness

Early learning Goals: 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.

- * Controlling own feelings and behaviours
- *Applying personalised strategies to return to a state of calm
- *Being able to curb impulsive behaviours
- *Being able to concentrate on a task
- *Being able to ignore distractions
- *Behaving in ways that are pro-social
- *Planning
- *Thinking before acting
- *Delaying gratification
- * Persisting in the face of difficulty.



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S CELEBRATE	TELL ME A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES
PHYSICAL DEVELOPMENT FINE MOTOR Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES AND DISCO DOUGH	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 .					
	Threading, cutting, weaving, playdough, pegs, tweezers. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, pegs, tweezers. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials Show preference for dominant hand Teach and model correct letter formation.	Threading, cutting, weaving, playdough, pegs, tweezers. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, pegs, tweezers. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, pegs, tweezers. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, playdough, Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller blocks
	The Reception Year – Fine Motor 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. Develop the foundations of a handwriting style which is fast, accurate and efficient					
	Baseline assessments Body Management Unit Focus Explore balancing and managing own body. Able to stretch, reach and extend, in a variety of ways and positions. Able to control body and perform specific movements on command.	Speed Agility Travel Unit Focus Change directions at speed through both choice and instruction. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.	Dance Unit Focus Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.	Manipulation & Coordination Unit Focus Send and receive a variety of objects with different body parts. Work with others to control objects in space. Co-ordinate body parts in a variety of activities and in different ways..	Manipulation & Coordination Unit Focus Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation with rope.	Speed Agility Travel Unit Focus Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly powerfully, etc.. Relate body movements to music and percussion beats.
GROSS MOTOR DAILY CONTINUOUS PROVISION TO DEVELOP GROSS MOTOR SKILL - OUTDOOR CLIMBING/BALANCING EQUIPMENT - BIKES, SCOOTERS, PRAMS - BATS, BALLS, HOOPS, BEANBAGS	The Reception Year – Gross Motor 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.. 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. Further develop the skills they need to manage the school day successfully: lining up and queueing, mealtimes.					



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GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TELL ME A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES
LITERACY	<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>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>I can show a preference for a book, song or rhyme.</p> <p>I can talk about the meaning of the print in the text.</p> <p>I can make up a sensible story based on images in a picture book.</p> <p>I am beginning to use new words learnt from texts in my own play.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p> <p>I am beginning to use new words learnt from texts in my own play.</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p> <p>I am beginning to use new words learnt from texts in my own play.</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p> <p>I am beginning to use new words learnt from texts in my own play.</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading.</p> <p>I am beginning to use new words learnt from texts in my own play.</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>I am beginning to use new words learnt from texts in my own play.</p>

Children will be exposed to a phonics session every day. The TA for the class will target those working below expectations. The CT will differentiate the phonics lesson three different ways.

Guided reading is planned for every day. Each group reads twice a week with an adult and then they are exposed to three independent reading activities across the week.

Intervention lessons in the afternoon will support those not on track.

Reading books are sent out twice a week (according to child's reading level) and additional books are provided on Bug Club to support parental engagement



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TELL ME A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES
WORD READING	<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>Children will be exposed to a phonics session every day. The TA for the class will target those working below expectations. The CT will differentiate the phonics lesson three different ways.</p> <p>Guided reading is planned for every day. Each group reads twice a week with an adult and then they are exposed to three independent reading activities across the week. Intervention lessons in the afternoon will support those not on track.</p> <p>Reading books are sent out twice a week (according to child's reading level) and additional books are provided on Bug Club to support parental engagement.</p>	<p>Phonic Sounds: Whole class (differentiated three ways/TA takes out children 'not on track')</p> <p>I can handle books correctly and follow print left to right, top to bottom, hold the book the right way around</p> <p>I know the book has page numbers to communicate sequence</p> <p>I can name different parts of the book</p> <p>I can locate the title I can segment and blend words orally</p> <p>I can recognise words that rhyme</p> <p>I can clap syllables in a word.</p> <p>Baseline assessments - NFER and internal words wording/sound recognition</p>	<p>Phonic Sounds: Whole class (differentiated three ways/TA takes out children 'not on track')</p> <p>I can recognise words with the same initial sound, such as money and mother</p> <p>I can link most sounds to letters</p> <p>I am beginning to blend and segment in order to read VC and CVC words</p> <p>I am beginning to match spoken word to written word (1 to 1 correspondence)</p> <p>I can read some Phase 2 words including some tricky words</p> <p>I can re-read some familiar books</p>	<p>Phonic Sounds: Whole class (differentiated three ways/TA takes out children 'not on track')</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some tricky words (Phase 2/3)</p> <p>I can read all words containing Phase 2 sounds</p> <p>I can link all sounds to letters</p> <p>I can solve simple words and sentences by blending sounds and I check what I read makes sense and sounds right (Phase 2/3)</p> <p>I can re-read books showing increased accuracy and fluency</p> <p>I am beginning to read some letter groups that each represent one sound and say sounds for them.</p>	<p>Phonic Sounds: Whole class (differentiated three ways/TA takes out children 'not on track')</p> <p>I can use phonic knowledge to read and decode regular words (Phase 3)</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Phase 3 tricky words and decodable words/sentences)</p> <p>I can re-read books showing increased accuracy and fluency</p> <p>I can read with 1-1 correspondence</p> <p>I can solve simple words and sentences by blending sounds and I check what I read makes sense and sounds right (Phase 3)</p>	<p>Phonic Sounds: Whole class (differentiated three ways/TA takes out children 'not on track')</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Phase 3/4 tricky words and decodable words/sentences)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words (and sentences) consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TELL ME A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES
WRITING	<p>Texts as a Stimulus: Goldilocks and the Three Bears Dear Zoo Leaf Man Non fiction books on Autumn and pets/zoo Owl Babies Fine motor baseline assessment Mark making, giving meaning to marks and labelling. Name writing, family picture, occupation (drawing and labelling) Shopping lists, Writing initial sounds and simple captions to label characters / images. Writing for a purpose in role play</p>	<p>Texts as a Stimulus: Sparks in the Sky Dinosaur Roar Non fiction - dinosaurs Diwali The Christmas Story Christmas Week Rangoli patterns, splatter mark making – labelling. Draw and label a dinosaur picture. Class book of dinosaur opposites e.g. dinosaur big, dinosaur small (draw and label/caption), dinosaur fact file. Sequence and caption the Christmas story. Christmas card design and writing. Name writing. Letters to Santa. Writing tricky words (Phase 2) Writing initial sounds, and attempting VC and CVC words.</p>	<p>Texts as a Stimulus: We're Going on a Bear Hunt Safer Internet Day The Gruffalo Chinese New Year Story map for the bear hunt, speech bubbles (characters from the story). Change the story using new vocabulary. Character description (The Gruffalo). Draw and describe a dragon. Labels animals/wishing tree writing for Chinese New Year. Recipe instructions – Gruffalo Crumble Writing tricky words (Phase 2/3) Writing VC, CVC words and beginning to write digraph words.</p>	<p>Texts as a Stimulus: Little Red Hen World Book Day The Three Little Pigs Easter Write favourite part of the story (LRH). Sequence and label the story. Change the story based on language acquisition. Story map of the story. Begin writing a sentence/caption/label to describe beginning, middle and end of stories. Chalk out the story after roleplay. Speech bubbles for characters. Easter cards Writing tricky words (Phase 3) Writing CVC words (Phase 2 and 3) and beginning to write short phrases.</p>	<p>Texts as a Stimulus: The Gingerbread Man Non fiction books on minibeasts The Very Hungry Caterpillar Short sentences based on the text. Sequence and write sentences about the story. Writing for a purpose – roleplay. Speech bubbles for characters. Change an aspect of the story through writing. Story maps. Non-fiction writing fact files. Shopping lists. Writing tricky words (Phase 3/4) Writing words with digraphs and trigraphs (Phase 3 and 4) and writing in sentences.</p>	<p>Texts as a Stimulus: Oliver's Vegetables Oliver's Fruit Salad Aarrghh Spider! Superworm Leaving Mrs Ellis Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description. Letter to new class-teacher Writing tricky words (Phase 4) Writing CVCC, CCVC words, polysyllabic words (Phase 4) and writing in sentences</p>
TFW USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS						
<p>Birth to Three: Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.</p> <p>Three-Four Years: 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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p> <p>The Reception Year: Form lower-case and capital letters correctly. Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>ELG: Writing: 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>						

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LET'S CELEBRATE	TELL ME A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i>	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.					
	White Rose Hub: Getting To Know You Teacher assessments and National Baseline Assessment Counting songs/rhymes Just Like Me Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	White Rose Hub: It's Me 123! Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles Spatial awareness Light and Dark The number 4 The number 5 One more/one less Comparing shapes Night and day/Time	White Rose Hub: Alive in 5! Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Growing 6,7,8 Learning about 6,7 and 8 Pairs and combining groups Length and height Time	White Rose Hub: Building 9 and 10 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Pattern Consolidation Respond to what they need more support with	White Rose Hub: To 20 and Beyond Building numbers beyond 10 Counting patterns/spatial reasoning First Then Now Adding more Taking away Making new shapes	White Rose Hub: Find My Pattern Doubling Sharing and grouping Odd and Even Spatial reasoning On the Move Deepening understanding Patterns
	The Reception Year - Count objects actions and sounds - Subitise - Link the numeral with it's cardinal value - Compare numbers - Understand the 'one more than/one less than link between numbers - Continue copy and create repeating patterns			Continue to build on Autumn term knowledge and skills - Count beyond 10 - Automatically recall number bonds for numbers 0-10. - Compare length, weight and capacity.		Continue to build on Spring term knowledge and skills - Select rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.



RECEPTION LONG TERM PLAN


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	TELL ME A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES
COMPUTING	<p><u>Using iPads/programmable toys:</u> Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <ul style="list-style-type: none"> interact with simulation software (Purple Mash) use a package to produce a picture on screen (use the viewfinder) understand that 'output' is the result of a trigger (pressing the play button) control a programmable toy talk about how everyday technology is controlled <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><u>Using iPads/programmable toys:</u> To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p>Turn on and off a camera.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><u>Using cameras, videos and recording materials:</u> Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><u>Using the internet:</u> Identify how technology is used to share information (Google Maps)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><u>Using a laptop:</u> Know how to switch computers on and off correctly.</p> <p>If using a mouse...To know they need to left click and select. Double click.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p><u>Using a laptop:</u> To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> explore a website collect and sort information using ict produce a simple program <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>

Our aim is that children leave Beeches Infant School:

- having had their lessons brought to life through ICT
- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world
- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed
- being able to confidently debug and solve problems
- being able to understand what algorithms are .



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TELL ME A STORY!	ONCE UPON A TIME!	INTO THE GARDEN!	CHANGES!
UNDERSTANDING THE WORLD RE / FESTIVALS	<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>					
 <p>Beeches Infants is a Rights Respecting School. Children's Rights underpin all of our teaching and learning.</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> <p>All children have the opportunity to visit a local Church during their Reception year at Bl.</p>	<ul style="list-style-type: none"> Identifying their family. Comment on photos of family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me. Family trees. Self-portraits Show interest in the lives of other people who are familiar to me 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. Name and describe people who are familiar to them. I can show an interest in different occupations and ways of life I can draw a simple map Class Charters I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world 	<ul style="list-style-type: none"> Diwali Autumn - Harvest Bonfire Night: compare and contrast with Diwali. Similarities and differences. I can talk about significant events in my own experience I can talk about why things happen: making bread (Little Red Hen) I can recognise and describe special times or events for family or friends I can recognise that people have different beliefs and celebrate special times in different ways Christmas Nativity Story To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. 	<ul style="list-style-type: none"> Chinese New Year 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 Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Recognising that people have different beliefs Talk about lives of people around us Changing seasons: winter Ice experiments Knowing there are different countries in the world (China), google earth I understand the effects of changing seasons on the world around me Can children talk about their homes and what there is to do near their homes? drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? 	<ul style="list-style-type: none"> Easter Similarities and differences between countries/environments Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Floating and sinking – linked to Gingerbread Man Materials – 3 little pigs I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects I can tell you what a plant needs to grow (growing the beanstalk) 	<ul style="list-style-type: none"> Walk to school week - 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. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Growth & Change: caterpillar life cycle Mini-beast fact files I can show care and concern for living things in the environment I can understand the key features of the life cycle of a plant and animal – caterpillars Growth & Change: mini-beast life cycles Healthy Foods Week Air Pollution 	<ul style="list-style-type: none"> Share non-fiction texts that give information about mini-beasts Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment Transition to Year One
	<p>Daily Assembly</p> <p>Which people are special and why? Being special: where do we belong? Introduction to Rights Class Charters Which stories are special and why? Diwali</p>	<p>Daily Assembly</p> <p>What times/stories are special and why? Nativity What places are special and why? Visit to church.</p>	<p>Daily Assembly</p> <p>What times are special and why? Chinese new year</p>	<p>Daily Assembly</p> <p>What times are special and why?/ Which stories are special and why? Easter What places are special and why? Church at Easter</p>	<p>Daily Assembly</p> <p>What is special about our world? Awe and wonder: growth and change of animals.</p>	<p>Daily Assembly</p> <p>Which stories are special and why? Eid What is special about our world? Transition</p>

RECEPTION LONG TERM PLAN










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TELL A STORY	ONCE UPON A TIME	INTO THE GARDEN	CHANGES!
EXPRESSIVE ARTS AND DESIGN <i>'Children are naturally creative. It is our job to give them the freedom, materials and space to let their creativity blossom to its full potential.'</i> <i>Jean Vant Hull</i>	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.					
	Music: Charanga Me! Nursery rhymes & actions songs – focus on rhythm & pulse. Children will learn to sing different songs. They will learn to clap the rhythm and pulse and then play the rhythm and pulse on instruments. Patterns of different animals. Pet pictures. Create leaf man Self-portraits Junk Modelling Leaf printing Sketchbooks DT - Construction and junk modelling based on children's interest. Labels/design sheets/enhancements to construction area.	Music: Charanga My Stories! Learn to sing nursery rhymes and action songs: · I'm A Little Teapot · The Grand Old Duke Of York · Ring O' Roses · Hickory Dickory Dock · Not Too Difficult · The ABC Song Nativity Focus Artist: Jackson Pollock Rangoli patterns Diva lamps – working with clay Enterprise activities Advent and Christmas creative activities.	Music: Everyone! Nursery rhymes & actions songs – focus on pitch. Children will learn to sing different songs and learn how to sing low & high notes. They will use the glockenspiels to low and high notes. Junk box boats to investigate, creating characters, exploring houses. Create a Gruffalo environment. Chinese lanterns Sketchbooks DT - Exploring houses. Create a Gruffalo habitat.	Music: Our World! Learn to sing nursery rhymes and action songs: · Old Macdonald · Incy Wincy Spider · Baa Baa Black Sheep · Row, Row, Row Your Boat · The Wheels On The Bus · The Hokey Cokey Focus Artist: Arcimboldo (link to Healthy Food Week) Easter cards Exploring different textures and media. Self-portraits Make house for the three little pigs DT – Design & make a house for the three little pigs using a variety of material. Design., make & test a boat for the Gingerbread man Fruit kebabs	Music: Big Bear Funk! Singing games & instrumentals. Children will learn to sing simple songs from memory. To coordinate movement and actions with singing. To move with control and coordination and follow cue words actions. Introduce Sketchbooks Butterfly painting – symmetry, patterns Creating mini-beasts Lifecycles Revisit Goldsworthy/transient art	Music: Rewind and replay! Consolidate learning and perform This Unit of Work consolidates the learning that has occurred during the year. Class Assemblies Focus Artist: Andy Goldsworthy; Transient Art Sketchbooks Junk box modelling Self-portraits in sketchbooks Enterprise activities – Summer Fayre
Children in Reception will be learning to: Explore, use and refine a variety of artistic effects to express their ideas and feelings; Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills; Listen attentively, move to and talk about music, expressing their feelings and responses; Watch and talk about dance and performance art, expressing their feelings and responses; Sing in a group or on their own, increasingly matching the pitch and following the melody; Develop storylines in their pretend play; Explore and engage in music making and dance, performing solo or in groups. ELG: Creating with Materials: 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 ELG: Being Imaginative and Expressive: 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.						





RECEPTION LONG TERM PLAN

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.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</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.</p> <p>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.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>