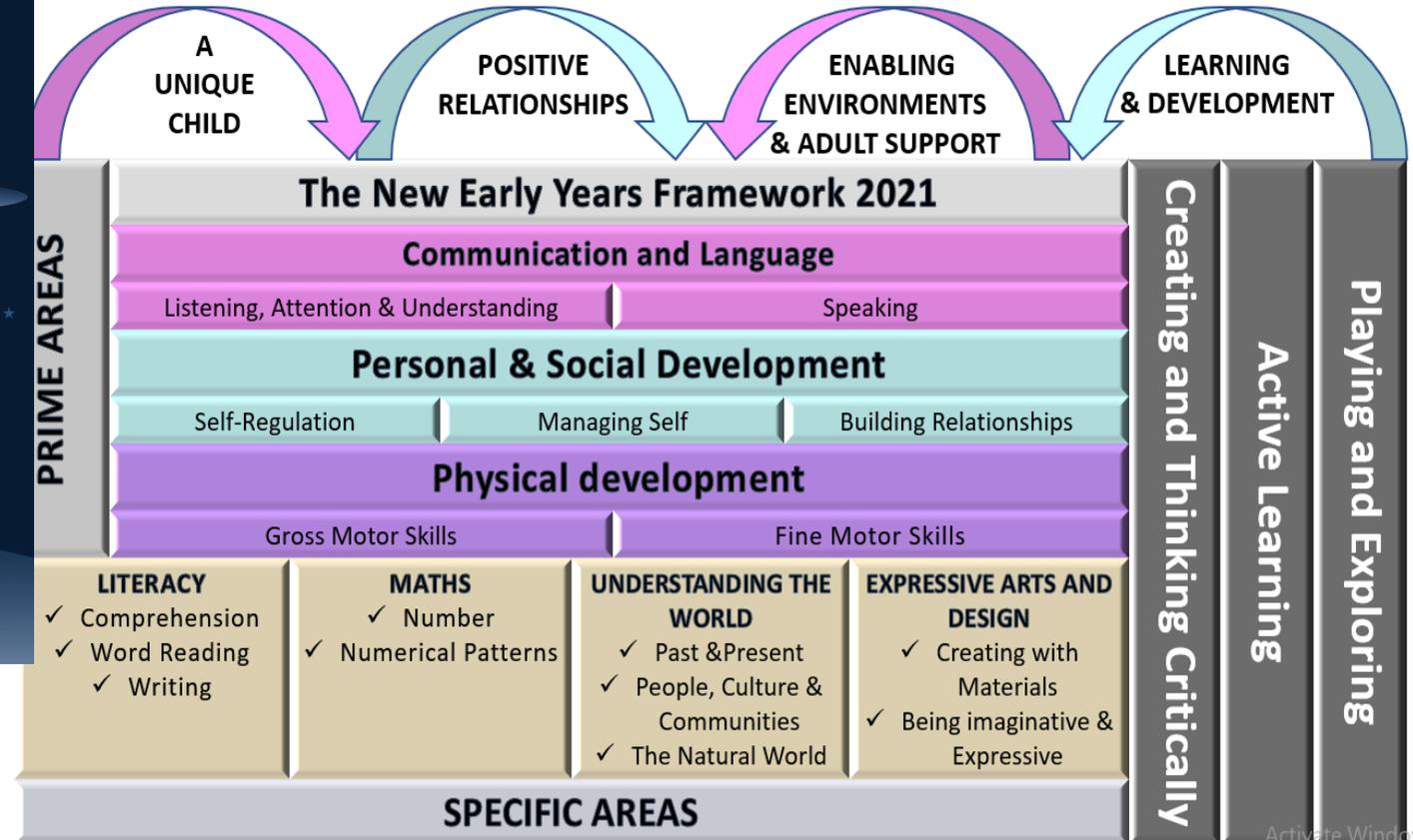


RECEPTION LONG TERM PLAN

Sandy Hill will be a place where children's individual needs and abilities will be recognised and nurtured, their successes acknowledged and celebrated.

To see Sandy Hill Academy as a place where children are happy, confident and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in an environment that promotes learning at all levels. To see Sandy Hill Academy at the centre of our community, accessible to all, and identified as a centre for exemplary Primary Practice. At Sandy Hill Academy we recognise that children develop quickly in the Early Years. We aim to give children the best possible start to life, a secure foundation that their learning can be built upon. Children are born ready and are able and eager to learn and we aim to promote their learning in our warm, caring and safe environment.

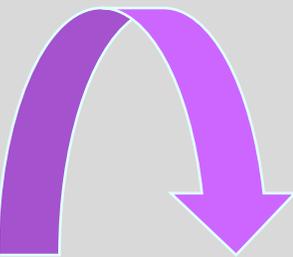
We recognise the importance of a strong partnership between parents, carers and staff at school. This is an essential ingredient to the child's success and we encourage parents to contribute to their child's development by sharing their child's learning journey and attending parent meetings.



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>WHO ARE WE?</p> <p>Starting school / my new class / New Beginnings My family / PSED focus /relationships/feelings/ Art focus- colours-feelings What am I good at?</p>	<p>LET'S CELEBRATE!</p> <p>Bonfire night celebrations Diwali Little Red Hen – Harvest The Nativity Christmas Lists Letters to Father Christmas</p>	<p>DO ALL HEROES WEAR CAPES?</p> <p>People who help us / Careers Superheroes Arts & Design focus- illustration Healthy Eating A Starry Night Van Gogh Chinese New Year</p>	<p>HOW DO THINGS GROW?</p> <p>What lives in our pond? Life cycles The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials</p>	<p>WHERE AM I IN THE WORLD?</p> <p>Where do we live in the UK / world? Travel and transport Animals and their Habitats Comparing places Madagascar</p>	<p>WHERE SHALL WE GO?</p> <p>Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Fun Science / Materials Vincent Van Gogh – Sunflowers and art</p>
<p>HIGH QUALITY TEXTS</p>	<p>The Colour Monster Elmer Leaf Man Tree The Squirrels Who Squabbled What the Ladybird Heard The Dot The Best Diwali Ever The Three Little Pigs</p>	<p>Zog The Gruffalo Owl Babies A Christmas Story Biscuit Bear One to Ten and Back Again The Gingerbread Man</p>	<p>Supertato The Runaway Pea Tough Guys Have Feelings Too Super Daisy How to catch a star Chinese New Year Heroes Who Help Us From Around The World</p>	<p>The Extraordinary Gardener The Tiny Seed 10 Things I Can Do To Help My World Non-fiction books on frogs Jack and the Beanstalk The Easter story</p>	<p>Off to the Sweet Shores of Africa How to be a Lion Handa's Surprise The Hungry Caterpillar Little Red Riding Hood Noah's Ark</p>	<p>Commotion in the Ocean Peepo! Camille and the Sunflowers Somebody Swallowed Stanley Little Red Riding Hood Jonah and the Whale</p>
<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>Autumn Trail Nurse /police officer/vet/soldier visit Diwali Day 15th October National Poetry Day 7th October</p>	<p>Guy Fawkes / Bonfire Night/firefighter visit Harvest Loaf workshop Owl Sanctuary visit RSCPA visit Remembrance day Visit from the postman Christmas Time / Nativity</p>	<p>Valentines day Art exhibition Chinese New Year National Storytelling week 30th Jan-6th Feb</p>	<p>Tadpoles Weather experiments Weather Forecast videos Mother's Day Food tasting – different cultures World Book Day 3rd March Easter bonnet parade</p>	<p>Caterpillars to butterflies Forest school</p>	<p>Under the Sea – singing songs and sea shanties Rock pool roadshow- Newquay Aquarium Map work - Find the Treasure Father's Day World Music Day Ice cream at the park End of year family picnic</p>

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
 <p>OVER ARCHING 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><i>PLAY: Pinewood, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
OUR ASSEMBLY FOCUS		KINDNESS & SELF-BELIEF <u>BOOKS:</u> <u>KINDNESS:</u> LOST AND FOUND <u>SELF BELIEF</u> GRUFFALO HOW TO CATCH A STAR	HONESTY & INDEPENDENCE <u>BOOKS:</u> <u>HONESTY:</u> ON THE WAY HOME TIDDLER <u>INDEPENDENCE:</u> ZOG	RESPECT & RESILIENCE <u>BOOKS</u> <u>RESPECT:</u> HOW TO BE A LION- LEONARD <u>RESILIENCE:</u> THE VERY BUSY SPIDER	RESPONSIBILITY & CURIOSITY <u>BOOKS</u> <u>RESPONSIBILITY:</u> THE DAY THE CRAYONS QUIT <u>CURIOSITY:</u> LOOK UP!	
	DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS					

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE	THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS	WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE	ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME	MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
BRITISH VALUES WEEKLY PICTURE NEWS SESSION	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry National Baseline data by end of term Initial phonics assessments Key word assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments Pupil progress meetings</p>	<p>Cluster moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments Pupil progress meetings</p>	<p>Cluster moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data – EYFSprofile</p>
PARENTAL INVOLVEMENT	Reading workshop	Share Learning Journeys Nativity Reading workshop	Parents Evening	Share Learning Journeys Easter bonnet parade	Share Writing Books Reports	

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
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>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, Busy Bee.</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS RECOMMENDED READS LIST)</p>	<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: Word aware WellComm - weekly session Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Busy Bee- word focus</p>	<p>Tell me a story! Develop vocabulary: Busy Bee- word focus WellComm - weekly session Discovering Passions Tell me a story - retelling stories: 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. Introduce 'talking table' and 'snack and chat' station.</p>	<p>Tell me why! Develop vocabulary: Busy Bee- word focus WellComm - weekly session Using language well Asks how and why questions... Retell a story with story language Remember key points from a story 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. Talking Table Snack and Chat</p>	<p>Explain to me! Busy Bee- word focus WellComm - weekly session 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 Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more Talking Table Snack and Chat</p>	<p>Can you recount an event? Busy Bee- word focus WellComm - weekly session 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: farm trip, frog life cycle Talking Table Snack and Chat</p>	<p>Tell me about differences? Busy Bee- word focus WellComm - weekly session I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year (end of year photos) Talking Table Snack and Chat</p>

RECEPTION LONG TERM PLAN

COMMUNICATION AND LANGUAGE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LETS CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
WELLCOMM!	<p>Week 1 & 2. Transition sessions and initial WellComm assessments to be completed</p> <p>Week 3. Section 7.1 Role Play</p> <p>Week 4 Section 7.2 Understanding 'many' and 'few'</p> <p>Week 5. Section 7.3 Understanding 'long' and 'short'</p> <p>Week 6. Section 7.4 Learning the meaning of 'why'</p>	<p>Week 1. Section 7.5 Understanding 'first' and 'last'</p> <p>Week 2. Section 7.6 Understanding and using four-word sentences</p> <p>Week 3. Section 7.7 Using comparatives: 'bigger', 'longer' and 'smaller'</p> <p>Week 4. Section 7.8 Understanding opposites: 'wet'/'dry'</p> <p>Week 5. Section 7.9 Understanding and using pronouns: 'his' and 'her'</p> <p>Week 6. Section 7.10 Linking sentences using 'because'</p>	<p>Week 1. Section 8.1 Learning the meaning of 'when'</p> <p>Week 2. Section 8.2 Understanding that things that go together are not always the same</p> <p>Week 3. Learning the meaning of 'after'</p> <p>Week 4. Section 8.4 Understanding post-modified sentences</p> <p>Week 5. Section 8.5 Understanding sentences containing 'either' and 'or'</p>	<p>Week 1. Section 8.6 Using an increasing range of prepositions: 'behind', 'in front', 'next to' and 'between'</p> <p>Week 2. Section 8.7 Understanding emotions from facial expressions</p> <p>Week 3. Section 8.8 Understanding question words sing stories</p> <p>Week 4. Section 8.9 Learning to remember and then say five things</p> <p>Week 5. Section 8.10 Using superlatives: 'biggest' and 'tallest'</p> <p>Week 6. Section 8.a Developing vocabulary skills using 'word webs'</p>	<p>Week 1. Section 9.1 Understanding which day comes next</p> <p>Week 2. Section 9.2 Understand passive sentences</p> <p>Week 3. Section 9.3 Identifying an increasing range of emotions and feelings in ourselves and others.</p> <p>Week 4. Section 9.5 Predicting what might happen next</p> <p>Week 5. Section 9.6 Understanding periods of time</p> <p>Week 6. Section 9.7 Remembering more and more information</p>	<p>Week 1. Section 9.8 Using category names and explaining the differences between things in the same category/finding the odd one out</p> <p>Week 2. Section 9.a Supporting language understanding and use by using visual prompts</p> <p>Week 3. Section 9.b Describing what might happen next</p> <p>Week 4, 5, 6 – consolidation</p>
WE THINKERS!	Transition sessions	<p>Thinking thoughts and feeling feelings</p> <ul style="list-style-type: none"> -Ability to think about others, play collaboratively and establish friendships -Thoughts: knowing our own, sharing them with others and taking others' thoughts into account. <ol style="list-style-type: none"> 1. Naming body parts 2. What do you like to think about? 3. What feelings do you know about? 4. Discussion of feelings 	<p>The group plan</p> <ul style="list-style-type: none"> -Working together to accomplish goals -Following a plan together -Making other people feel happy, and feeling happy too! <p>1.A series of interactive games, demonstrating the group plan idea.</p>	<p>Thinking with your eyes</p> <ul style="list-style-type: none"> -Using our eyes to show others what we're thinking about -Using our eyes to gather information about what other people are thinking about, what is happening around us, and what might be someone else's plan <ol style="list-style-type: none"> 1.What am I looking at? 2.Thinking with your eyes-high fives 3.'Think with your eyes' music activity 	<p>Body in the group</p> <ul style="list-style-type: none"> -Maintaining a comfortable physical presence around others -Physical proximity is a key ingredient to successful social interaction -A series of interactive games, demonstrating the body in the group idea 	<p>Whole body listening</p> <ul style="list-style-type: none"> -Listening with your eyes, ears, mouth, hands, arms, legs, and feet are calm and quiet. -Paying attention to what people are doing around you and it shows others you are thinking about them. <p>A series of interactive games, demonstrating the whole body listening idea</p>

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
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 MAKING RELATIONSHIPS	<p>SCARF: Me and My Relationships All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.</p> <p>Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p>SCARF: Valuing Difference I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p>SCARF: Keeping myself safe What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing</p>	<p>SCARF: Rights and responsibilities Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p>SCARF: Being my best Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p>SCARF: Growing and changing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p> <p>Transition into Year 1 Year 1 readiness</p>
<p>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.</p> <p>* 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.</p>						

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
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>We aim to: Develop a love of physical activity for life Develop the physical literacy journey in all learners Further enhance social, emotional and physical wellbeing in all children</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. 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 Taking shoes off and putting them on Squiggle while you wiggle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Squiggle while you wiggle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. 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 Pen disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Pen disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. 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 Pen disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. 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 linking blocks, such as Duplo or Lego Pen disco</p>
	<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Half termly name writing self portrait assessment. Dough gym.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</p> <p>GROSS MOTOR</p> <p>WEEKLY COSMIC KIDS YOGA LESSON</p>	<p>Complete PE: Locomotion 'Jumping'</p> <p>Explore jumping Develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore Hopping</p> <p>Healthy Movers Agility and locomotion – pop the bubbles Stability and balance – pick up packets Agility and locomotion – jungle journey Body image and body confidence – we are brilliant Stability and balance – birds in trees</p>	<p>Complete PE: Gymnastics 'High, Low, Over, Under'</p> <p>Introduction to high Introduction to low Introduction to the apparatus High and low on apparatus High, low, under and over High, low, under and over extended</p>	<p>Complete PE: Dance 'Ourselves'</p> <p>Ourselves: Moving in sequence Ourselves: Responding in movement to words and music Ourselves: Moving with props and contrasting tempos Ourselves: Creating their own movements Ourselves: Exploring opposites and creating simple movement sequences Ourselves: Working with a partner exploring character movements</p>	<p>Complete PE: Gymnastics 'Moving'</p> <p>Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs Zonal work</p>	<p>Complete PE: Ball Skill 'Hands and Feet'</p> <p>Explore moving with a ball using our feet Develop moving with a ball using our feet Develop dribbling Understand dribbling Develop dribbling against an opponent Dribbling competitions Develop dribbling against an opponent</p> <p>Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing</p>

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
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>					
<p>Our aims: To provide each child with the opportunity to become a master and lover of English. By providing an engaging, progressive English curriculum, each child will be able to achieve to their full potential.</p>	I can show a preference for a book, song or rhyme.	<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 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 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 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 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>
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>Phonic Sounds: Letters and Sounds Whole class</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p>Phonic Sounds: Letters and sounds</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 cor) across 2-3 lines of print</p> <p>I can read some Phase 2 words including some tricky words</p>	<p>Phonic Sounds: Letters and Sounds</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p>Phonic Sounds: Letters and sounds</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p>Phonic Sounds: Letters and sounds</p> <p>I can read phase 3 words (decodable and tricky)</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 consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p>Phonic Sounds: Letters and sounds</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
WORD READING	<p>Phonics daily sessions. Follow reading scheme.</p>					

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE?	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
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>The mathematics curriculum at Sandy Hill has been designed to ensure that children possess the skills and knowledge that will affect them positively in their lives. Concepts are taught in blocks and have been carefully sequenced to enable learners to make connections.</p>	Master the Curriculum	Master the Curriculum	Master the Curriculum	Master the Curriculum	Master the Curriculum	Master the Curriculum
	<p>Match, sort and compare:</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <p>Talk about measure and patterns:</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns <p>It's me 1, 2, 3</p> <ul style="list-style-type: none"> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 	<p>Circles and triangles:</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p>1, 2, 3, 4, 5:</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 – 5 <p>Shapes with 4 sides:</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night 	<p>Alive in 5:</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night <p>Mass and capacity:</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity <p>Growing 6, 7, 8:</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <p>Length, height, and time:</p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time Order and sequence 	<p>Building 9 and 10:</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <p>Explore 3D shapes:</p> <ul style="list-style-type: none"> Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment 	<p>To 20 and beyond:</p> <ul style="list-style-type: none"> Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment <p>How many now?</p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? <p>Manipulate, compose and decompose:</p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes <p>Sharing and grouping:</p> <ul style="list-style-type: none"> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles 	<p>Visualise, build and map:</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <p>Make connections:</p> <ul style="list-style-type: none"> Deepen understanding Patterns and relationships
	Mastering Number	Mastering Number	Mastering Number	Mastering Number	Mastering Number	Mastering Number
	<p>Week 1: subitising</p> <p>Week 2: Counting, cardinality and ordinality</p> <p>Week 3: Composition</p> <p>Week 4: Subitising</p> <p>Week 5: Comparison</p>	<p>Week 6: Counting, ordinality and cardinality</p> <p>Week 7: Comparison</p> <p>Week 8: Composition</p> <p>Week 9: Composition</p> <p>Week 10: Counting, ordinality and</p>				

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
COMPUTING						
	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas : Kinsky Art- i-pads (music to art) link colour monster.</p> <p>To screenshot using the home and lock buttons</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons</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>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>Make an avatar- Link to 'Hello Ruby.com'</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>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Introduce i=pad/ kidizoom to CP to capture own learning.</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>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Vlog- oracy link. Document changes- tadpoles/ plants/ weather</p> <p>Introduce i=pad/ kidizoom to CP to capture own learning.</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>Identify how technology is used to share information (Google Maps)</p> <p>Use of orboot globe and i-pad use of technology.</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>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> - explore a website - Research conservation <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>

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
UNDERSTANDING THE WORLD RE / FESTIVALS At Sandy Hill Academy we aim to provide every child with a greater understanding of themselves, the world and the people within it We use NATRE.	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.					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me. Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways 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 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 <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can talk about why things happen: making bread I can recognise and describe special times or events for family or friends <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> 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. Celebrate Chinese New Year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) I understand the effects of changing seasons on the world around me 	<ul style="list-style-type: none"> 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? I can describe special events (Easter) Growth & Change: frog life cycle I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Growth & Change: butterfly life cycle I can show care and concern for living things in the environment 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 draw a simple map Google earth Similarities and differences between countries/environments/Africa/Animals using <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad compare and contrast past and present Share non-fiction texts that offer an insight into contrasting environments. 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 Pirate maps (maps of school to find treasure)
	<ul style="list-style-type: none"> Being special: where do we belong? What makes us feel special? And what makes many Christians feel that they are special to God? Why do many Christians believe that children are special to God? Where do you belong? Which groups do some religious people belong to? How do we show people they are welcome? How are babies welcomed into the Christian family? How are some babies welcomed into the Muslim tradition? How do Hindu brothers and sisters show their love for each other at a festival? 	<ul style="list-style-type: none"> Why do Christians perform Nativity plays over Christmas? Christingle Christingle service 	<ul style="list-style-type: none"> Why is the word 'God' so important to Christians? 	<ul style="list-style-type: none"> Why do some Christians put a cross on their Easter garden? 	<ul style="list-style-type: none"> Which places are special and why? 1 Where is a special place to me? 2. Where is a special place for a Christian to go? 3. What makes a church so special to Christians? 4. Where is a holy place for Muslims to go? 5. What makes a mosque holy for Muslims? 6. What is important in a church and a mosque? How are buildings similar and different? 	<ul style="list-style-type: none"> Which stories are special and why? What is special to you and why? Which stories do you know that are special to Christians? How might a story from the Bible show a Christian how to treat people? Which stories are special to Christian and Jewish people? What is a holy book for Muslims?

RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHO ARE WE?	LET'S CELEBRATE!	DO ALL HEROES WEAR CAPES?	HOW DO THINGS GROW?	WHERE AM I IN THE WORLD?	WHERE SHALL WE GO?
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>Settling sessions: Join in with songs and nursery rhymes.</p> <p>Beginning to mix colours for self portraits. Talk about feelings and link to colours.</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Music sessions: Session 1 – Charanga – Pulse Session 2 - Charanga – Pulse Session 3 – Charanga – Rhythm Session 4 – Charanga – Pitch</p>	<p>Art Focus: Transient Art intro– leaf art. Link to the text 'Leaf Man'</p> <p>Artist: Walter Mason– look at art in nature Link to book illustrator– Lois Ehlert.</p> <p>Sequential learning: Nature walk and collect leaves: Create collages of faces/ people/ places. Leaf rubbings with crayons. Using a stencil to draw around. Printing of leaves on to playdough and mixing red and yellow paint to make orange.</p> <p>Enhancement: Mehndi hands– line pattern (Diwali) Natural resources in transient art. *Sing and sign *watch and respond to music Learn hedgehog song and perform to parents. Bonfire night pictures Music sessions: learning nativity songs Nativity singing leading to Christingle service. *Sing and sign *Watch a Nativity performance</p>	<p>Sequential learning: -singing activities matching pitch. -singing activities melodic shape– up and down -clapping, tapping keeping a beat with claves/drum. Recording own music pictorially.</p> <p>Session 1 – Rhythm Session 2 – Rhythm and exploring instruments Session 3 – Creating rhythms with instruments Session 4 – Creating rhythms and using notation</p>	<p>Art Focus: Observational drawing of fruit. Artist: Dennis Wojtkiewicz Sequential sessions: -Exploring fruit including looking tasting etc, noticing patterns. -Create observational line drawing with pen of orange slice. -Line drawing of further fruits + watercolour infill. -Paint background and draw fruit over. Topic link: Supertato illustrations and Runaway Pea. Carer link: illustrator *Gallery for parents.</p> <p>Music sessions: Session 1 – Charanga – Pulse Session 2 – Charanga – Steady Beat Session 3 – Charanga – Pitch Session 4 – Charanga – Pitch and Rhythm</p>	<p>Lesson breakdown Focus: +link to PE (Dance) -Singing activities -Exploration of instruments</p> <p>* trip to the College/school to watch a performance</p> <p>Music sessions: Session 1 – Charanga – Rhythm Session 2 – Charanga – Pitch Session 3 – Movement to music Session 4 – Charanga</p>	<p>Children to map out own learning of Africa- Ideas to suggest: -African drumming/ singing/ dancing. -Performance of 'Handa's surprise'. -Animal patterns -Transient art -Colour mixing</p> <p>World Music Day.</p>
<p><i>Art has the power to transform, to illuminate, to educate, to inspire and motivate.</i></p> <p><i>We aim to: Develop a love of Music and provide an understanding of this universal language.</i></p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>						

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; - 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>