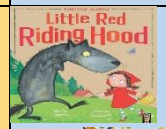
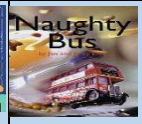
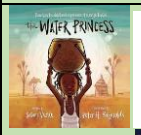
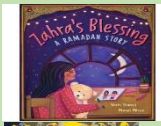
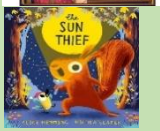
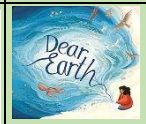
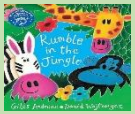
Communication and Language Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for Communication and Language: 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	Marvellous me and my family Autumn / Halloween Once upon a time	Harvest - Pumpkins Light and dark Christmas	Once upon a time! Chinese New Year	Journeys Health Inc. oral health Spring Easter	Around the World Growing Summer	Deserts, jungles and Antarctica
Possible Celebrations & Experiences	Starting School, Autumn, Halloween	Diwali, Bonfire Night, Remembrance Day, Advent, Christmas, Christmas Nativity Diwali	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, May Day Easter	Ramadan Eid-al-Fitr	Sports Day, Transition, Assessment Trip – Safari Park
Suggested Texts – Fiction and Non-Fiction	 	 	  	  	   	 
The Reception Year provides the foundation for communication and language skills children will build upon in Year one.	The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic					

	practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.

Communication and Language – Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Communication and Language skills developed throughout the year	• Children will continue to learn new vocabulary and its meaning. • Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. • Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory • ShREC method to be used in all areas					
Development of Listening skills Intent Vocabulary Implementation	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Listen, reading, wait, turn, story, whole group time, join in, hand up, question, song, rhyme, poem. Whole group time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes,	Children are listening more on the whole group and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Whole group time with verbal and visual reminders to listen to others,	Children's listening skills are continuing to develop and they are listening in lots of different situations such as whole group time, assembly, phonics and other lessons. Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Whole group time with verbal and visual reminders to	Children sustains a conversation. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm. Discussions around listening and safety such as fire alarms, road safety.	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Whole group time, group work, asking children questions about stories or work they are completing.	Children show good listening skills and can listen to one another, adults and new people with great skill. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Whole group time, group work, assembly time, asking children questions and modelling questions.

	music and stories shared.	daily and weekly songs, rhymes, music and stories shared.	listen to others, daily and weekly songs, rhymes, music and stories shared.			
Development of Attention skills Intent Vocabulary Implementation	Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Responds to two step instructions consistently Whole group, sitting, listening, joining in, hand up, group. Whole group time, assembly time, visual and verbal reminders to sit and listen.	Children paying more attention on the whole group and during guided tasks. Children understanding why they need to pay attention. Whole group, sitting, listening, joining in, hand up, group, P.E, Assembly. Whole group time, assembly time, group work, play based learning, visual and verbal reminders to sit and listen.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent. Whole group, sitting, listening, joining in, hand up, group, quiet, quietly. Whole group time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children can maintain attention in different contexts. Children show attention to both peers and adults. Whole group, sitting, listening, joining in, hand up, group, listen. Whole group time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children are maintaining their attention skills to both listen and continue with an activity. Sitting, listening, joining in, help. Whole group time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Listens with full attention and can identify main ideas and key details from what they have heard. Join in, game, pretend, friend, new, game, different. Whole group time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.
Development of Responding skills Intent Vocabulary Implementation	Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the whole group'. Whole group,	Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions	Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children	Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas	Children keep play going by conversing and extending conversation. Children ask and answer questions Join in, friends, pretend,	Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Listens

	sitting, listening, joining in, hand up, story time, book, reading, Story time, Whole group time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.	about these. Children responding to other children and the adults in the setting. Whole group, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions. Asking and encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.	continuing to build a rapport with friends. Whole group, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend. Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.	and give reason. Children using newly learnt vocabulary in their responses. Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction. Children conversing during group work and play times – adults to model and support. Children listening to stories and answering questions.	compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next. Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,	respectively to the views of others, including when they disagree. Questions, why, what, when, how, explain, listen, heard, because. Modelling discussions on the whole group and answering questions and explaining reasoning e.g. using 'because'.
Development of Understanding skills Intent Vocabulary Implementation	Children following simple 1 step instructions. Children understanding appropriate 'why' questions. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions,	Children following clear instructions with 2 parts. Children taking turns back and forth in conversation. Begin to use language to solve disagreements. Instruction, telling, listen, follow, why, question, explain, because.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall. Explain, because, why, when, what,	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Book specific vocabulary,

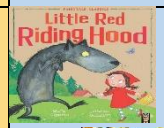
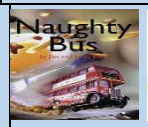
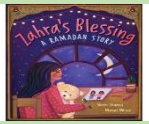
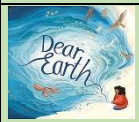
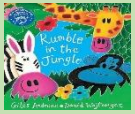
	giving children simple clear instructions.	Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the whole group'.	Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.	how, don't understand, retell, vocabulary linked to book language. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.	Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.	animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.
Development of Speaking skills Intent Vocabulary Implementation	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, let's get.	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Conversation, turn taking, why, because, and, cat, hat, good morning how are you? Adults modelling the use of intonation and	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense. Pretend this is, ran, fell, why, because, I think, this morning, last night. Giving children lots of opportunities to talk during whole group time, group	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories. I think, because, why, when, does, and, because, next, after that, let's try. Adults modelling and supporting children to resolve	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. Initiates and sustain a conversation

	Giving children lots of opportunities to talk during whole group time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	exploring expression during guided reading sessions. Giving children lots of opportunities to talk during whole group time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.	tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.	problems, giving children lots of opportunities to talk during whole group time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.	bringing it to a natural close. Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could, Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.

Expressive Arts and Design Reception - Long Term Plan

Statutory Guidance from the EYFS Framework:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	Marvellous me and my family Autumn / Halloween Once upon a time	Harvest - Pumpkins Light and dark Christmas	Once upon a time! Chinese New Year	Journeys Health Inc. oral health Spring Easter	Around the World Growing Seasonal changes	Deserts, jungles and Antarctica
Possible Celebrations & Experiences	Starting School, Autumn, Halloween	Diwali, Bonfire Night, Remembrance Day, Advent, Christmas, Christmas Nativity Diwali	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, May Day Easter	Ramadan Eid-al-Fitr Trip	Sports Day, Transition, Assessment Trip – Safari Park
Suggested Texts – Fiction and Non-Fiction	 	 	  	  	  	 
The Year 1 expectations in Literacy/English from the National Curriculum. **Where are children going?**	**Art and Design – Year 1 National Curriculum** Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers,	**Design and Technology – KS1 National Curriculum** **Design**- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** -Explore			**Music – KS1 National Curriculum** Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of	

	describing the differences and similarities between different practices and disciplines, and making links to their own work	and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music

Expressive Arts and Design Reception - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Music Intent Vocabulary Implementation	Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.	Nativity Performance – joining in with the words to sings and using actions. Listening to music. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.	Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Rimsky Korsakov, Flight of the Bumblebee Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).
	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying.					



Artist Studies progression Intended Artists *check for progression from Rec → Year 6* Vocabulary Implementation	Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	L.S Lowry (Collaborative work) People, shape, stick, figures, matchstick, paint, Exploration of L.S Lowry through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. 		Joan Miro Shapes, drawing, squiggles, thin lines, pen, pencils, colours, doodles, symbols. Exploration of Joam Miro through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. 		Georgia O'Keeffe, Henri Matisse Flowers, copy, colours, observe, shape, bright, bold, realistic, unusual, still life, French, American, paper collage, scissors. Exploration of Georgia O'Keeffe and Henri Matisse through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.	

Expressive Arts and Design Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Imaginative and Expressive (ELG) Creating with materials (ELG)	**ELG: Creating with Materials** Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
Development of Children's Mark Making and Drawing Intent Vocabulary Implementation	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain Mark making area, Workshop and creative areas, modelling how to use equipment safely.	(Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Observe, copy, look, notice, shape, colour, lines, represent. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.	(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Emotion, feeling, detail, features, circles, shapes, lines, colour Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.	(Skill) Continue with the development with observational drawing e.g. linked to Spring. Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.	(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.	(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these. Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason. Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.
Development of use of Colour Intent Vocabulary	(Knowledge) Know the names of many colours and uses these in their work. Colours, colour names, change, lighter, darker,	(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing for effect	(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating.	(Skill) Exploring the colour work of Andy Goldsworthy – Nature. Colours, colour names, nature, outside, style,	(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.	(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.

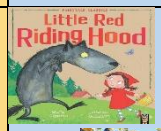
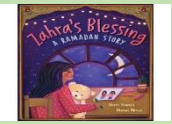
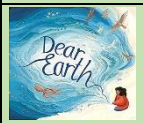
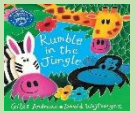
Implementation	mix, primary colour, secondary colours, light, dark. Discussing colour names during play and discussions.	Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.	Wash background, water colour, water, paint, light, dark, bold, faint, Joan Miro, combine, mix. Modelling making a wash background, discussing use of colour and shape and light and dark colours.	similar, Any Goldsworthy, leaves, grass, soil, mud. Using a colour chart and paint chart outside to identify colours.	Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.	Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose. Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.
Development of the use of Paint Intent Vocabulary Implementation	(Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term. Paint, painting, colour, choice, splatter, flick, Jackson Pollock. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.	(Knowledge) Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Paint, painting, colour, choice, Yves Klein Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.	(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand. Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.	(Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Paint, painting, colour, choice, mix, new, primary and secondary Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours	(Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.	(Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time. Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media.

Development of the use of Textiles and Materials Intent Vocabulary Implementation	(Understanding) Children exploring the available materials within their new setting. Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth. Exploration of a range of materials and their functions, creative areas.	(Skill) Children being shown how to use junk modelling materials to build and construct models. Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape. Junk modelling materials available in class, different functions of glue explored with class.	(Knowledge) Exploring different types of materials and what their properties and uses are. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.	(Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective. Materials, textures, collage, Eric Carle, play dough, flour, Collage exploration, collage materials available to class.	(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. Materials, textures, weaving, instructions, in and out, natural, manmade, pattern. Weaving demonstrated to the class, weaving materials available in provision,	(Skill) Children continuing to learn to weave and exploring weaving. Materials, textures, natural, leaves, thread, , weaving, in and out. Modelling and instructions on how to weave with links to how to sew.
Development of modelling and 3D work Intent Vocabulary Implementation	(Understanding) Children being shown the loose parts in the class and being shown how they can be used. Transient art, loose parts, moveable, creation, colour, shape, patterns. Exploration of loose parts, modelling of how they can be used, images of ideas.	(Skill) Children being shown how to use simple joins when using different materials to create Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold. Exploration with the class of different ways to join materials and which is the best method for which material.	(Skill) Children making models and creations for their own pleasure and for events and celebrations. Celebrate, bunting, paper chains, joins, glue, paper, card. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.	(Skill/Knowledge) Children exploring how natural resources can be manipulated to make 3d sculptures. Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.	(Skill) Children specifically using certain materials for their own ideas. Props, puppets, folding, technique, fan, book, material, feather headdress. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from.	(Skill) Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.
Development of Cutting skills Intent	(Skill) Children being shown how to scissors to make snips safely.	(Skill) Children building confidence and skill in using scissors.	(Skill) Children building confidence and skill in using scissors.	(Skill) Children building confidence and skill in using scissors	(Skill) Children using scissors independently and safely.	(Skill) Children using scissors to support them in their creations.

Vocabulary Implementation	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process to follow a line, scissors in provision.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace. Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.	Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence. Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.
Development of Imagination and Roleplay Intent Vocabulary Implementation	Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting. Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.		Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves. Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.		Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination. Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.	

Literacy Reception **-** Long Term Plan

Statutory Guidance from the EYFS Framework (2021) for Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	Marvellous me and my family Autumn / Halloween Once upon a time	Harvest - Pumpkins Light and dark Christmas	Once upon a time! Chinese New Year	Journeys Health Inc. oral health Spring Easter	Around the World Growing Seasonal changes	Deserts, jungles and Antarctica
Possible Celebrations & Experiences	Starting School, Autumn, Halloween	Diwali, Bonfire Night, Remembrance Day, Advent, Christmas, Christmas Nativity Diwali	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, May Day Easter	Ramadan Eid-al-Fitr Trip	Sports Day, Transition, Assessment Trip – Safari Park
Suggested Texts – Fiction and Non-Fiction	 	 	  	  	  	 
The Year 1 expectations in Literacy/English from the National Curriculum. **Where are children going?**	**Phonics**	**Phonics**	**Phonics**	**Phonics**	**Phonics**	**Phonics (Y1 Phonics Screening)**
	Year 1 – Reading (Word Reading): -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading **Year 1 – Reading (Comprehension):** -Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and					

	joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them. **Year 1 – Writing (Transcript):** Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. **Year 1 – Writing (Composition):** Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher. **Year 1 – Writing (vocabulary, grammar and punctuation)** Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing

Literacy Reception **-** Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Reading Comprehension Intent Vocabulary Implementation	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to	Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of	When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why'	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many

	bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)	and images to answer simple questions. Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations. Reading together, exploring a wide range of books and discussing their features, asking questions about books we have read, asking 'ye' and 'no' questions about texts, model using puppets to act out stories.	new words in stories. Children can use a books front cover or blurb to make a prediction. Text, pictures, what, why, how, when, where, like, dislike, rhyme, play. Model using pictures to infer clues about the text, ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.	using the front cover, blurb and beginning to support their suggestions. Story, order, sequence, retell, end, repeat. Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.	questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York. Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me. Children to sequence a story orally. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.	parts of a text with accuracy. Vocabulary, words, recall, retell, next, after that, why, when, like. Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.
Development of Reading Words Intent Vocabulary Implementation	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).					
	Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. Children are beginning to be able to orally blend and segment. (Phase 1 Phonics). Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?	Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s, a, t, p, i… Begin to blend some simple words Children read a few common exception words matched to the phonic programme.	Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read a few common exception words matched to the school's phonic programme. Letters, phonemes, read, sounds, tricky words.	Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons.	Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children	Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense Tricky words, re-read, check, sense, edit, change, adapt, improve. Children shown Phase 4 tricky words

	Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.	Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.	During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.	During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.	shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.	to sight read. Children reminded to re-read their work to check for fluently.

Literacy Reception **-** Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Phonics *See Little Wandle progression document*						
Early Development in Writing Intent Vocabulary Implementation	Hand writing sessions forming letters correctly. Copying it from a name card or trying to write it from memory with correct formation. Develop an awareness that writing communicates meaning. Oral language, developing sentence	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copy, same, drawing, picture, neat, phoneme, grapheme, symbols, marks,	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words and captions if able. Writing, initial sounds, hear, phoneme, listen, tune	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready. Words, writing, sounds, phoneme, graphemes, sounding	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Instructions, recipe, story, non-fiction, fiction, information book, sentences,

	structure ready for writing. Listen, speak, speaking, writing, mean, explain, what. Whole group time , use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during handwriting sessions,	letters, name, writing. Down, up, over etc. Roleplaying resources, a mark making area to practice writing letters taught in line with the handwriting policy	in, end sound, sound at the end. Children given opportunities during writing lessons to write initial and final sounds. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready. Support children with formation of letters taught during handwriting sessions.	out, independently, sound talk, sound buttons, roleplay. CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials	Writing, sounds, letter sounds, graphemes, phonemes, mark making. New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.	letter sounds, capital letters, finger spaces and full stops. Children writing for a range of different purposes. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.
Development of Compositional skills Intent Vocabulary Implementation	Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions. Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, role-play, once upon a time. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.	Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings. Roleplay, feelings, happy, sad, story, message, stories, text. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, Roleplaying with others and acting out stories, modelling writing down ideas as a shared input.	Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds. Orally compose a caption and hold it in memory before attempting to write it. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. Higher ability children challenged to put their CVC word into a sentence verbally	Orally compose a caption and hold it in memory before attempting to write it. Write a simple sentence. Firstly, focusing on including finger spaces and correct formation. Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing captions with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Write a simple sentence. Firstly, focusing on including finger spaces and correct formation. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space. Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.	Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces. Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.
Development of Spelling	Orally segment simple words e.g. cat,	Orally spell VC and CVC words by	Sounding out to write VC and CVC words	Sounding out to write VC, CVC and CVCC	Children using the knowledge and	Make phonetically plausible attempts

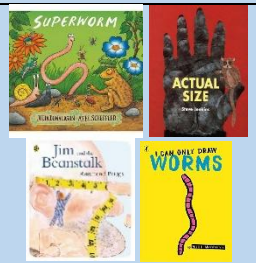
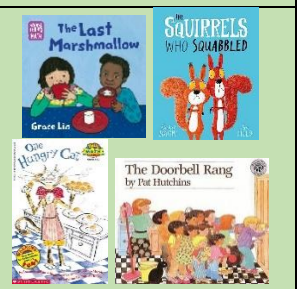
Intent Vocabulary Implementation	dog. Write their name copying it from a name card or trying to write it from memory. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations. ‘.	identifying the sounds. Write their own name. Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons. Phonics lessons based on orally segmenting words, writing names on sheets and in books during all activities.	independently using Phase 2 graphemes. Segmenting, phonemes, graphemes, sounds, name writing, copy, formations, three sounds, sound buttons, spelling. Literacy activities based on writing VC and CVC words. Phonics writing activities writing words with known graphemes.	words independently using Phase 2 and Phase 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Spelling Phase 4 words if ready. Spell tricky words e.g., he, she, we, be, me* independently. Segmenting, phonemes, graphemes, sounds, sound buttons, tricky words, independent. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.
Development of Handwriting *See Handwriting policy and EYFS progression of skills document.*						

Mathematics Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for Mathematics:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	Marvellous me and my family Autumn / Halloween Once upon a time	Harvest - Pumpkins Light and dark Christmas	Once upon a time! Chinese New Year	Journeys Health Inc. oral health Spring Easter	Around the World Growing Seasonal changes	Deserts, jungles and Antarctica
Possible Celebrations & Experiences	Starting School, Autumn, Halloween	Diwali, Bonfire Night, Remembrance Day, Advent, Christmas, Christmas Nativity Diwali	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, May Day Easter	Ramadan Eid-al-Fitr Trip	Sports Day, Transition, Assessment Trip – Safari Park
White Rose Maths EYFS Overview **Coverage for the Year:**	**Getting to Know you**: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn. **Match, Sort and Compare:** -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts	**It' me 1,2, 3!** 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 **Circles and Triangles**: -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position	**Alive in 5:** Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 **Mass and Capacity** Compare mass -Find a balance -Explore capacity -Compare capacity	**Growing 6,7,8 (Continued):** -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 **Length, Height and Time**: Explore Length -Compare Length -Explore Height -Compare Height **Building 9 and 10** Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10	**To 20 and Beyond:** -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) **How Many Now?** -Add more -How many did I add? -Take away -How many did I take away? **Manipulate, compose and decompose**	**Sharing and grouping** - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) -Checkpoints **Visualise, build and map** - Identify units of repeating patterns - Create own pattern rules

	Talk about Measures and Patterns: Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns	**1, 2, 3, 4, 5:** 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 Shapes **with 4 sides:** Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night		- Conceptual subitising to 10 **Explore 3D shape** -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	- 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 (2 lessons) - Checkpoints	- Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations - Checkpoints Make connections - Deepen understanding - Patterns and relationships - Consolidation
Suggested Texts – Fiction and Non-Fiction						
Book List	Simon Sock by Sue Hendra & Paul Linnet We go Together by Todd Dunn, All Sorts by Pippa Goodhart The Button Box by Margarette S. Reid, Dear Zoo by Rod Campbell	123, Count with Me by Lucy Martin Ten Seeds by Ruth Brown, Monster needs one more by Natalie Marshall Monster Musical Chairs by Stuart J. Murphy,	Zero is the Leaves on the Tree by Betsy Franco None the Number by Oliver Jeffers, Anno's Counting Book by Mitsumasa Anno, I Spy Numbers by Jean Marzollo, The Ugly Five by Julia Donaldson, Five	Superworm by Julia Donaldson, Actual Size by Steve Jenkins, Jim and the Beanstalk by Raymond Briggs, I Can Only Draw Worms by Will Mabbitt, Titch by Pat Hutchins, Tall by Jez Alborough, Jack and the	Anno's Counting Book by Mitsumasa Anno, Monster Counting Book 1 to 20 by Frances Mackay, 13 Ways to Eat a Fly by Sue Heavenrich, The Real Princess by Brenda Williams, One Moose, Twenty Mice by Claire	The Last Marshmallow by Grace Lin, The Squirrels Who Squabbled by Rachel Bright, One Hungry Cat by Joanne Rocklin, The Doorbell Rang by Pat Hutchins, Ness the Nurse by Nick Sharratt, The

	Actual Size by Steve Jenkins The Foot Book by Dr. Seuss How much does a ladybird weigh?' by Alison Limentani., Pitter, Pitter, Pat by Joyce Hesselberth We're Going on a Bear Hunt by Michael Rosen	Circle by Mac Barnett and Jon Klassen 'Triangle' by Mac Barnett and Jon Klassen, Pete the Cat and his 4 groovy buttons by Eric Litwin and James Dean, Square by Mac Barnett and Jon Klassen What is a Rectangle read by Reading Man (YouTube) or Two Short, Two Long: A Book About Rectangles by Christianne C. Jones	Small Stars by Elizabeth Matterson and Madge Bugden, Room on the Broom by Julia Donaldson, Dear Zoo by Rod Campbell Actual Size by Steve Jenkins The Foot Book by Dr. Seuss How much does a ladybird weigh?' by Alison Limentani., Handa's Surprise by Eileen Browne, Sidney the Silly Who Only Eats 6 by M.W. Penn, Six Dinner Sid by Inga Moore, 1, 2, 3 to the Zoo by Eric Carle, Kipper's Toybox by Mick Inkpen, Quack and Count by Keith Baker, Simon Sock by Sue Hendra and Paul Linnet, Missing Mittens by Stuart J. Murphy, Noah's Ark, Double Dave by Sue Hendra, Minnie's Diner by Dayle Ann Dodds, Two of Everything by Lily Toy Hong, Don't Forget the Bacon! by Pat Hutchins, The Snail and the Whale by Julia Donaldson	Beanstalk, The Giraffe Who Got in a Knot by Paul Geraghty and John Bush, Five Minutes' Peace by Jill Murphy • Mr Wolf's Week by Colin Hawkins, A Dark, Dark Tale by Ruth Brown, Jasper's Beanstalk by Nick Butterworth, Nine Naughty Kittens by Linda M. Jennings, Ten Little Fingers and Ten Little Toes by Mem Fox, Cockatoos by Quentin Blake, How Do Dinosaurs Count to Ten? by Jane Yolen, The 'Ten Little …' series by Mike Brownlow, Anno's Counting Book by Mitsumasa Anno, One Duck Stuck by Phyllis Root • Mouse Count by Ellen Stoll Walsh, Ten in the Bed by Penny Dale, One Gorilla by Anthony Browne, Mr Willy-Nilly and Zoey's Dream by Ji-yun Shin, Pete the Cat and the Missing Cupcakes by Kimberly and James Dean, Ten Black Dots by Donald Crews, Two of Everything by Babette Cole, Double the Ducks by Stuart J. Murphy, One Odd Day by Doris Fisher and Dani Sneed, Circle! Sphere! by Grace Lin, Changes, Changes by Pat Hutchins	Beaton, 20 Big Trucks in the Middle of the Street by Mark Lee, Jack the Builder by Stuart J. Murphy, Monster Math by Anne Miranda, 1 is One by Tasha Tudor, Mouse Count by Ellen Stoll Walsh, One Ted Falls out of Bed by Julia Donaldson, My Granny Went to Market by Stella Blackstone, Mr Gumpy's Outing by John Burningham, Splash! by Ann Jonas, Tad by Benji Davies , The Shopping Basket by John Burningham, Big Box of Shapes by Wiley Blevins, Which One Doesn't Belong? by Christopher Danielson, Mr Gumpy's Motor Car by John Burningham, Tangram Cat by Maranke Rinck and Martijn van der Linden, Three Pigs, One Wolf, and Seven Magic Shapes by Grace Maccarone, Mouse Shapes by Ellen Stoll Walsh, Pezzettino by Leo Lionni, Jack and the Flumflum Tree by Julia Donaldson, Perfect Square by Michael Hall, Grandpa's Quilt by Betsy Franco, Color Zoo by Lois Ehlert, Cubes, Cones, Cylinders, & Spheres by Tana Hoban, Boxitects	Gingerbread Man, Bean Thirteen by Matthew McElligott, Missing Mittens by Stuart J. Murphy, Alison Hubble by Allan Ahlberg, I See a Pattern Here by Bruce Goldstone, Pattern Fish and Pattern Bugs by Trudy Harris, Art Forms in Nature by Ernst Haeckel Rosie's Walk by Pat Hutchins, What the Ladybird Heard and The Gruffalo by Julia Donaldson, Disney's The Lion King by Justine Korman Fontes, We're Going on a Bear Hunt by Michael Rosen, Cockatoos by Quentin Blake, Martha Maps It Out by Leigh Hodgkinson, In Every House, on Every Street by Jess Hitchman, If I Built a House by Chris Van Dusen, The Secret Path by Nick Butterworth, Me on the Map by Joan Sweeney, Pirates Love Underpants by Claire Freedman, My Map Book by Sara Fanelli, Little Red Riding Hood, The Once upon a Time Map Book by B.G. Hennessy, Billy's Bucket by Kes Gray, Mr Gumpy's Outing by John Burningham, How Many Legs? by Kes Gray,

The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? Y1 Expectations:	**Number and place value (within 20):** use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	**Addition and subtraction (within 20)** (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	**Number and place value (within 100):** Begin to recognise the place value of each digit in a two-digit number (tens, ones)	**Fractions:** Recognise, find and name a half as one of two equal parts of an object, shape or quantity	**Fractions:** Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	**Multiplication and Division:** count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time	**Number Bonds**: Represent and use number bonds and related subtraction facts within 20	**Shape:** Recognise and name common 2-D and 3-D shapes,	**Positional Language:** Describe position, direction and movement, including half, quarter and three quarter turns	**Money:** Recognise and know the value of different denominations of coins and notes	**Time:** Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years

Mathematics – Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Mathematical skills developed throughout the year	• Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.					
Mathematical knowledge regularly revisited	Routines, comparing measures, verbally counting including when singing rhymes.	Count objects, actions, and sounds. Introduction of Subitising.	Subitising to 5. 2D shapes, One more and one less. Count, without counting, how many,	Explore the composition of numbers to 8 Subitise (intro to	Explore the composition of numbers to 10 Subitise (conceptual)	Explore the composition of numbers beyond 10. Subitise (conceptual)

Intent Vocabulary Implementation	Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs. Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs daily including props and actions – fingers.	Number names, count, without counting, how many. Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with.	shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller. Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children to model one more and one less, starter activities to recap prior learning.	conceptual) Recall number bonds 0-8. Number, number names, addition, count, without counting, how many, number bonds. Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each number – working systematically to find all the ways to make each number.	Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds. Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.	Automatic recall number bonds 0-10 Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds. Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.

Physical Development Reception **-** Long Term Plan

Statutory Guidance from the EYFS Framework for 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.

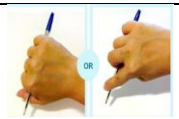
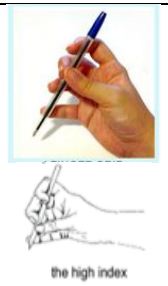
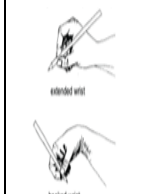
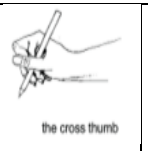
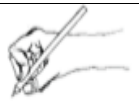
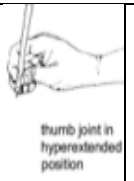
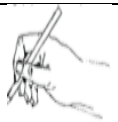
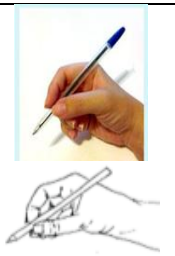
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Potential Themes/Interests	Marvellous me and my family Autumn / Halloween Once upon a time	Harvest - Pumpkins Light and dark Christmas	Once upon a time! Chinese New Year	Journeys Health Inc. oral health Spring Easter	Around the World Growing Seasonal changes	Deserts, jungles and Antarctica
Celebrations & Experiences	Starting School, Autumn, Halloween	Diwali, Bonfire Night, Remembrance Day, Advent, Christmas, Christmas Nativity Diwali	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, May Day Easter	Ramadan Eid-al-Fitr Trip	Sports Day, Transition, Assessment Trip – Safari Park
Suggested Texts						
The Reception Year provides the foundation for physical skills children will build upon in Year one.	**The National Curriculum (2014) states that…** Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.					

Physical Development - Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General yearly Physical Development progression	• Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. • Children will develop their fine motor skills to use a range of tools safely and confidently. • Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. • Children will develop a good posture when sitting at a table (classroom and dinner times) • Develop a good pencil grip ready for Year 1 writing expectations.					
Development Matters (2021) Guidance Intent Vocabulary Implementation	Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet. Adults supporting children to learn the school day and routines. Children going for dinner, Children toileting independently.	Children will revise and refine the fundamental movement skills they have already acquired. Roll, crawl, walk, jump, run, hop, skip, climb, balance, skill, careful. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided.	Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Throwing, catching, kicking, passing, batting, aiming, confidently, precisely, accurately, ball, racket, hands, face, eyes. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.	Children will know and talk about the different factors that support their overall health and wellbeing. Including oral health. Physical activity, health eating, food groups, tooth brushing, screen time, bedtime routine, road safety. Planned lessons, guided discussions and continuous provision based around keeping heathy through a range of factors.	Children will combine different movements with ease and fluency. Dance, move, movement, star shape, pike, straddle, tuck, levels, low, standing, tall. P.E Lessons, physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.	Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Safe, safely, rules, pencil, pen, scissors, paintbrush, bike, scooter, blocks. Children having daily access to a range of large and small apparatus both indoors and outdoors.
Gross Motor Development Intent Vocabulary Implementation	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors,	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Strength, balance, coordination, climb, dance, dance move, music, shape, shape	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Equipment, ball, cones, safety, careful,	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Space, carefully, aware, surroundings, direction, speed,

	ball, racket, rope, cone. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.	P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.	names, tension, floppy. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.	Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play	running, jumping, stepping, dancing, hopping, skipping, climbing. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.	strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.
Fine Motor development Intent Vocabulary Implementation	Children using pencils and other equipment comfortably. Children making snips in paper either using one hand or two. Children beginning to learn correct letter formations and use these in their writing Pencils, tools, equipment, safely, hand, scissors, snips. Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.	Children continuing to develop their fine motor skills. Children continuing to learn correct letter formations and use these in their writing. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing etc. Weekly handwriting lessons – children introduce to new formations to copy and then use during writing activities.	Developing an effective pencil grip. Developing skills when using tools including scissors. Forming letters with correct formation Pencil, grip, hand, fingers, skill, scissors, snips, control. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Children correctly forming recognisable letters with an effective pencil grip. Letters, trace, rhymes, pencil grip. Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.	Confidently using scissors and small tools. Using a tripod grip to draw and write accurately and consistently Scissors, small tools, tripod, fingers, draw, pencils. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.

Fine Motor – Pencil Grip and Control Development

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS								6-7 YEARS
											
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips.

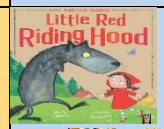
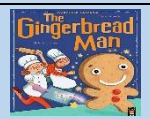
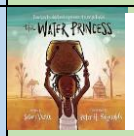
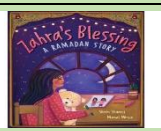
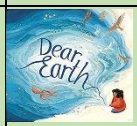
Light scribbles can be drawn.		humans can be drawn.		This is the ideal grip to move the pencil accurately.

Personal, Social and Emotional Development Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for PSED:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/Interests	Marvellous me and my family Autumn / Halloween Once upon a time	Harvest - Pumpkins Light and dark Christmas	Once upon a time! Chinese New Year	Journeys Health Inc. oral health Spring Easter	Around the World Growing Seasonal changes	Deserts, jungles and Antarctica
Celebrations & Experiences	Starting School, Autumn, Halloween	Diwali, Bonfire Night, Remembrance Day, Advent, Christmas, Christmas Nativity Diwali	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, May Day Easter	Ramadan Eid-al-Fitr Trip	Sports Day, Transition, Assessment Trip – Safari Park
Suggested Texts	 	 	  	  	  	 

The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.	Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating. PSED play a part in all lifelong skills. PSED taught in line with Jigsaw scheme of work (see individual plan)

Personal, Social and Emotional Development – Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Expressing Feelings (Self-Regulation) Intent Vocabulary Implementation	Children talk about their feelings to trusted adults or special friends. Feelings, emotions, happy, sad, angry, good, bad. Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.	Children are sharing more often or may comfort a friend who is upset. Children to continue identifying their own emotions and name them. Happy, delighted, proud, sad, angry, upset, cry, problem, feeling, emotions. Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week. Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad. Adults giving children time to present any	Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school. Choice, explain, say, worry, sad, help. Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any	Children try and share, take turns, reason and look after one another. They apologies if they hurt someone accidently or make someone else upset. Sorry, upset, sad, accident, help. Adults modelling apologies and explaining to children when an apology is necessary.	Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair. Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn. Adults providing

		express their feelings.	achievements and children knowing they can talk to their teachers about the achievements they have made.	concerns they may have.		children with a range of strategies to deal with anger and other emotions.
Development of Managing behaviour (Self-Regulation) Intent Vocabulary Implementation	Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them. Upset, sad, feeling, emotion, rules, safety. Adults supporting children who are upset. School behavioural expectations explained to the children. Rules	Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. Sharing, taking turns, my turn, your turn, patience, waiting. Adults modelling sharing, adults	Children know and follow the behavioural expectations of the school. Rules, following, behaviour (language related to the behaviours policy) Behaviour expectations are consistently shared with the class.	Children are beginning to understand why listening is important to help us learn and keep us safe. Listening, waiting, trusted adults, friend, friendship, safe, safety. Adults to model and explain why we listen and why it is important. Stories shared around listening.	Children will without question follows instructions from their teachers or school adults. Listening, rules, following, safety (language relating to the behaviour policy) Adults giving children clear instructions in a range of situations to follow.	Children are developing in independence and can manage their behaviour in a range of situations in school. Independence, getting on, planning, changing, keeping on trying, reflecting, Challenges available to the class. A wide selection of provision available for children to

	explained as well as the reason behind them – books shared linked to rules.	supporting children to share.				choose between. Adults prompting children to explain their progress in their play.
Development of Self-awareness, keeping healthy (Managing Self) Intent Vocabulary Implementation	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders. Like, dislike, rules, listening, safe, behaviour. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.	Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too. Why, explain, language linked to provision and prior learning. Prompts to discuss what they are doing and give a reason why.	Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements. Happy, proud, like, better, improve, good, bad, right, wrong, behave, rules, follow. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong.	Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. Show and tell, proud, happy, achieve, healthy, physical activity, tooth brushing, screen time. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating.	Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. Happy, good, like, proud, I can, better. Children given time to talk to adults or as a 'show and tell' to explain their achievements.	Children are proud of who they are and what they can do. They talk about themselves positively. Individual, me, my, I can, happy, good, like, better. Discussions with adults on their achievements in Reception and how they have progressed since joining school.

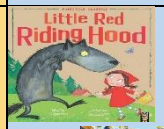
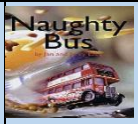
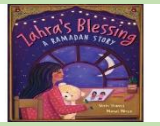
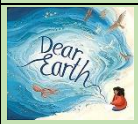
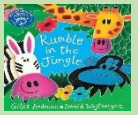
Development of Independence (Managing Self) Intent Vocabulary Implementation	Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently. They know it is okay to ask for help and will do so. Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.	Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.	Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.	Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently. Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening. Children being asked to independently dress themselves. Children given challenges in	Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.	Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy,
	Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as "Get your bag".	Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.	Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around heathy and unhealthy foods.	class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.	Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.	food names, physical activity, P.E, work out. Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.

Development of Social skills (Building Relationships) Intent Vocabulary Implementation	Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready. Friend, teacher, peer, class, others, happy, talk, conversation, play, group, role-play, small world. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.	Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it. Friend, class, teachers, help, please, talk, conversation. Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to Talk, friends, friend names, play, classroom area names. Children provided with lots of opportunities to play with others and make friends with other children.	Children are building relationships through play and talk and conserve to many of their peers. I think, because, why, when, please, turns, next, shall we, pretend. Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.	Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game. Do you, like, dislike, your turn, my turn, minutes, shall we. Stories around considering others, prompts to share, collaborate with other children if necessary.	Children know if they have hurt someone's feelings and will apologies without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad, happy, friend. Stories around conflict, responsibility, individuality and needs of others.
Development of Communication (Building Relationships) Intent Vocabulary Implementation	Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance. Children will pick up on adult's language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication. Teacher, peer, friends, class, nicely, turn taking, having a go. Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too. Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use. Adults will model positive engagements.					

Understanding the World Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for Understanding the World:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	Marvellous me and my family Autumn / Halloween Once upon a time	Harvest - Pumpkins Light and dark Christmas	Once upon a time! Chinese New Year	Journeys Health Inc. oral health Spring Easter	Around the World Growing Seasonal changes	Deserts, jungles and Antarctica
Possible Celebrations & Experiences	Starting School, Autumn, Halloween	Diwali, Bonfire Night, Remembrance Day, Advent, Christmas, Christmas Nativity Diwali	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, May Day Easter	Ramadan Eid-al-Fitr Trip	Sports Day, Transition, Assessment Trip – Safari Park
Suggested Texts – Fiction and Non-Fiction	 	 	  	  	  	 
The Reception Year provides the foundation skills that children will	**The Science National Curriculum (2014) …** Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and		**The Geography National Curriculum (2014) states that…** Location Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. Geographical Skills and Fieldwork: use world maps, atlases		**The History National Curriculum (2014) states that…** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally *e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries,* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods *e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton*	

build upon in Year one.	compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.	and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	*and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell .* Significant historical events, people and places in their own locality.

Understanding the World – Reception - Long Term Plan

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Characteristics of effective teaching and learning</td><td colspan="6">The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.
Three characteristics of effective teaching and learning are:
• playing and exploring - children investigate and experience things, and ‘have a go’
• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</td></tr>
<tr><td>R.E – Religious Education
To be developed through the agreed school R.E Syllabus

Intent
Vocabulary
Implementation</td><td colspan="6">Throughout the year the children will work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject ‘R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.

Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different
Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</td></tr>
<tr><td rowspan="2">Development of Chronology

Intent
Vocabulary
Implementation</td><td colspan="6">Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.</td></tr>
<tr><td>Children talk about and understand changes in their own lifetime and what happens when they get older.</td><td>Children use the language of time when talking about past and present events during the day</td><td>Children talk about and understand pictures from the past, compare and contrast characters.</td><td>Children visually represent their own day on a simple timeline.</td><td>Children recount an event that has happened.
Event, special, what happened, then, next.</td><td>Children can order experiences that have happened to them and in stories they have read.</td></tr>
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	Children talk about members of their family and the relationship to them e.g. Mum, Dad. Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Changes, baby, toddler, child, teenager, adult, elderly, ages Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.	Morning, night later, early, late. Discussions around past and present – events such as celebrations, remembrance day (war).	Relate back to we change over time. Once upon a time, long ago, in the past . Children exploring fairy tales, how do things look/ are they different or the same, making comparisons.	Timeline, day, week, first, last, them, next, days of the week – names. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.	Discussions around events we have had at school such as Easter etc.	First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method. Children to continue timeline of their reception year.
Development of Enquiry Intent Vocabulary Implementation	Children know that you can find out information from different sources Information, books, videos, search, internet,	Children find out about key historical events and why and how we celebrate today? Remembrance Day,	Develop a love of stories and reading. Build vocabulary through repeated exposure to traditional tales.	Children make observations or find information about different locations and places. They recognise, know, and describe	Children explore and discuss two different countries England and Burkina Faso in the continent of Africa	Children are confident in comparing and contrasting the past and present and can describe and ask questions about old

	Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.	Christmas Day, Diwali. History, past, celebrations, festivals. Adults providing opportunities to explore a range of festivals and celebrations.	Encourage imagination, creativity, and storytelling. Develop speaking and listening skills through discussion and role play. Explore themes such as kindness, bravery, friendship, and problem Repeated phrases Why? What? When? How? Questions Adults providing hooks in play based learning.	features of a studied location. Understand some changes in the natural world around them, including the seasons. London, directional language, journey, London landmarks, city, buildings seasons Adults modelling using technology. Children having access to the technology to find information such as google maps.	making comparisons. Hot, cold, desert, water technology, hut, house, flat. Compare Adults providing experiences, activities and inputs to explore different countries and to make comparisons.	and new. They notice similarities and differences independently and talk about these. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same. Children provided with images to compare with past and present. Discussions around past and present.
Development of the understanding of 'Respect' Intent Vocabulary Implementation	Children respect special things in their own lives. Special, teddy, photo, people, toy. Children taught about respect, children taught about respecting special things and what this might mean to different people.	Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. Children taught about respect, children taught about different	Children understand what curiosity is and importance of asking questions. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children continue to understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Questions, why, country, community,	Children know that different places are special to different people. Special, places of worship, churches, map, park, shops etc. Children taught about respect and how we can respect special places.	Children can compare and contrast different places. Children show respect to one another and to animals. Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water. Children taught about respect and caring for animals and pets.

		beliefs and special times for different people.		where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.		
Development of Mapping skills Intent Vocabulary Implementation	Children can draw a simple map and listen to stories with maps. Children recognise some common signs. Maps, mapping, environment, features, classroom map, local area map, signs, logos. Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.	Children use positional language. environment, left, right, under, beside, on top.	Children can use positional language and extend this to using it in their play, develop language about a journey Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape. .	. Children can talk about technology and how it can help us direct ourselves – Google Maps. Children recognise some environments are different to the one in which they live Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps. . Children being shown what Google maps is and its uses. Children can draw information from a simple map and identify landmarks of our local area walk. Maps, mapping, environment,	Children to look at a globe and map to find the continent of Africa and its countries and England. Distance, globe, map, country, continent, travel, ocean names. Children to use maps and globs to locate places this will be supported in provision	. Children to continue using maps, globes etc. to locate places within the wider world. Children to learn how countries are located. Hot, cold, desert, jungle, Antarctica, etc Children to explore a range of environments within provision. Explore feeling hot and cold. Explore pros and cons of both

				features, landmarks, local area. Children going on a walk together around the local area. To identify landmarks and create a map.		
Development of Scientific skills and Knowledge Intent Vocabulary Implementation	Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts Autumn, day, healthy, grow, change, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose,	Children understanding the difference between light and dark, relate to seasons. Explore a range of shiny/ dull materials Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Exploring a light and dark environment with torches etc.	and how to keep ourselves healthy. Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works . .	Children will develop curiosity about how people and objects travel from one place to another. Through exploration and investigation, they will observe, ask questions, make predictions, test ideas and talk about what they discover. Children will begin to understand that journeys can happen on land, in water and in the air, and that different factors affect how successful a journey is. Observe, notice explore, investigate predict test compare sort group record measure results question discover explain Share stories involving journeys. Discuss journeys children make to school, the park or	Children will develop an awareness that people live in different countries around the world and that places can be similar and different. Through exploration, discussion, observation and comparison, children will learn about homes, weather, animals, food, clothing and traditions in different countries. They will begin to understand that although people may live differently, we share many common needs and experiences. Observe, notice investigate, explore, question compare, sort, record, discover, explain Explore photographs of the local area.	Children will develop an awareness that people live in different countries around the world and that places can be similar and different. Children will explore hot and cold climates around the world using non-fiction information to explore hot and cold places Observe, notice investigate, explore, question compare, sort, record, discover, explain, hot. Cold, climate. weather Use a range of text, fiction and non-fiction, videos and ICT to explore and compare a range of environments.

	parent, baby, child, adult, grandparent Exploring seasons through stories, videos, books, first hand experiences			shops. Create a class map showing different journeys. **Scientific Skills** Observing, talking about experiences Asking questions	Locate the UK on a globe and simple map. Discuss children's homes and communities. Share stories about other countries.	