

RECEPTION LONG TERM PLAN 23-24

LOIS MORTON EYFS LEAD

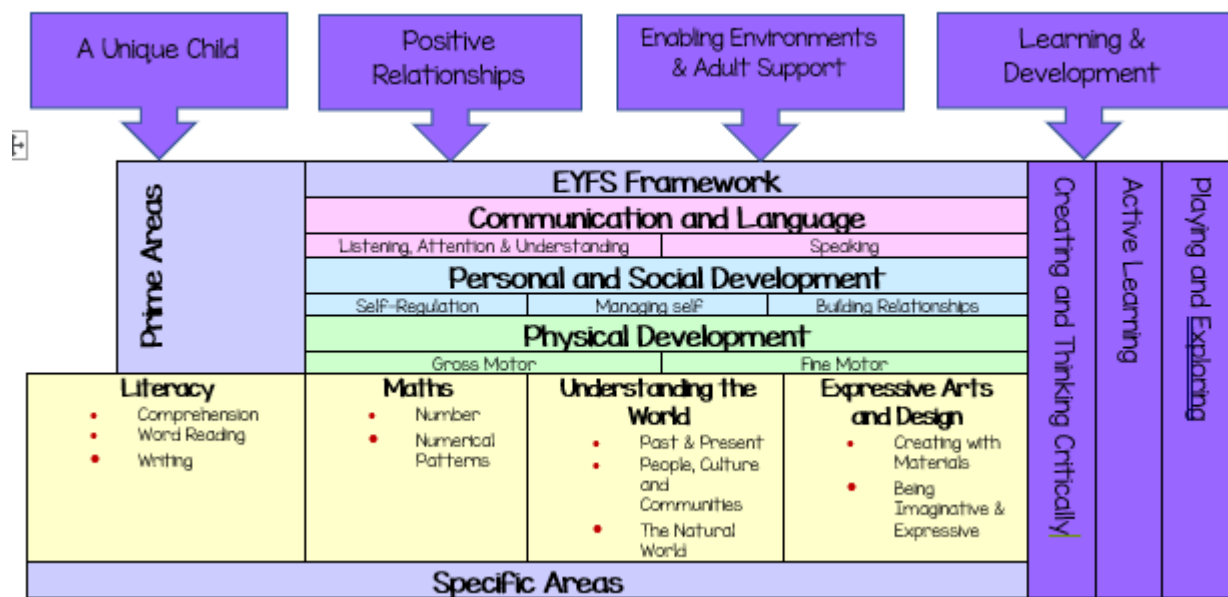








AT CHARLTON, WE AIM TO INSPIRE CHILDREN TO BECOME LIFE-LONG LEARNERS. THIS RUNS THROUGH EVERYTHING WE DO, FROM THE ENRICHMENT WE PROVIDE BOTH INDOORS AND OUTDOORS, TO OUR ADULT-DIRECTED AND CHILD-INITIATED LEARNING OPPORTUNITIES. WE HAVE HIGH EXPECTATIONS FOR ALL OUR CHILDREN AND ALWAYS HAVE THE CHILDREN'S INTERESTS AND NEEDS AT THE CENTRE OF ALL OUR PROVISIONS WE HAVE IN PLACE.

WE ARE VERY PROUD OF OUR SCHOOL AND WE PRIDE OURSELVES ON THE STRONG RELATIONSHIPS WE BUILD WITH CHILDREN AND PARENTS/CARERS. WE TEACH THE PRIME AND SPECIFIC AREAS OF THE CURRICULUM AND ALL CHILDREN MAKE EXCELLENT PROGRESS. IN OUR EYES EACH CHILD IS AN INDIVIDUAL AND WE ARE COMMITTED TO DEVELOPING THE 'WHOLE CHILD'. OUR AIM IS TO SUPPORT CHILDREN TO BECOME HAPPY, INDEPENDENT AND CONFIDENT TO BECOME SUCCESSFUL LIFE-LONG LEARNERS.

EYFS AT CHARLTON:

WE WILL BE USING THE EARLY YEARS STATUTORY FRAMEWORK 2023 AND , AS GUIDANCE, WE WILL USE 'DEVELOPMENT MATTERS'.



	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
<p>GENERAL THEMES</p> <p>CULTURAL CAPITAL</p> <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO IMPLEMENT THE CHILDREN'S INTERESTS. THROUGHOUT THE YEAR</i></p>	<p>SING ME A NURSERY RHYME!</p> <p>Starting school / my new class /who am I? New Beginnings My family / PSED focus /relationships/feelings What am I good at? Rules for the classroom Becoming part of the school community by participating in Harvest celebrations.</p>	<p>CELEBRATE GOOD TIMES COME ON!</p> <p>Bonfire night celebrations Diwali The Nativity Christmas Lists Letters to Father Christmas Anti-bullying week Celebrations family customs. Weather / seasons</p>	<p>HELP- I NEED SOMEBODY!</p> <p>Chinese New Year People who help us / Careers Oral Hygiene Visit from the St John's Ambulance Visit to the local police station</p>	<p>FANTASTIC BEASTS AND WHERE TO FIND THEM!</p> <p>The great outdoors Weather / seasons Fun Science / Materials Where do we live in the UK / world? Map work Fossils Dinosaurs Animals – Including humans</p>	<p>THE GREAT OUTDOORS!</p> <p>Life cycles Plants & Flowers The great outdoors Weather / seasons</p> <p>Planting beans/seeds Butterfly life cycle</p>	<p>THE WHITE CLIFFS OF DOVER!</p> <p>Where in the world shall we go? Reduce, Reuse & Recycle Send me a postcard! Marine life Sea-sides from the past Compare: Now and then! Seaside art</p>
<p>HIGH QUALITY TEXTS</p>	<p>Owl babies – Martin Waddell Brown bear brown bear – Bill Martin Jr (Talk 4 Write) Little red hen - Mary Mapes Not Now Bernard – David McKee</p>	<p>Handa's surprise – Eileen Browne (Talk 4 Write)- Reading for pleasure linked 'Baby goes to market' Tinueke Angela Brooksbank The Snowman - Briggs Peace at last – Jill Murphy (Talk 4 Write) The nativity – Christmas week Guy Fawkes – recount.</p>	<p>The Chinese New Year story – story from another culture (Talk 4 Write) Goldilocks and the three bears (Talk 4 write) The gingerbread man – fairy tales Rapunzel - Woollvin, Bethan Non fiction texts about people who help us.</p>	<p>I want my hat back - Jon Klassen Walking with my iguana- Brian Moses (Talk 4 write) Poetry. Oi frog – Kes Gray If I had a dinosaur- Alex Barrow & Gabby Dawney Easter story. Non –fiction texts about animals/dinosaurs</p>	<p>Jasper's beanstalk – Nick Butterworth The very hungry caterpillar – Eric Carle (Talk 4 Write) Beetle in the bathroom – Brian Moses (poetry) Non-fiction texts about growing.</p>	<p>Somebody swallowed Stanley – Sarah Roberts Julian is a mermaid- Jessica Love The rainbow fish – Marcus Pfister The shark in the dark – Peter Bently</p>
<p>INCLUSIVE TEXTS TO BE SHARED DURING STORY TIMES.</p>	<p>BAME main characters:</p> <p>SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE</p>	<p>Cultural Diversity:</p> <p>THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS</p>	<p>Neurodiversity:</p> <p>WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS</p>	<p>Physical disabilities:</p> <p>ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS</p>	<p>Different families:</p> <p>MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY</p>	
<p>'WOW' MOMENTS / ENRICHMENT</p>	<p>Making bread National Poetry Day 5th October International day of peace 21.9.23 Space week 4th-10th Oct Black history month 1st Oct- 31st Oct - Rosa Parks, Marsha P Johnson and Martin Luther King</p>	<p>Guy Fawkes / Bonfire Night/Firefighter visit Christmas Time / Nativity/Father Christmas Remembrance Day Anti-bullying week 13th - 17th Nov. Fruit tasting. Autumn Welly-Walk Trail Diwali 12th Nov Kindness Day 13th Nov Road Safety week 19th Nov</p>	<p>Chinese New Year 10th Feb Nurse /police visit (People who help us) (History Nightingale ward). Safer Internet Day 6th Feb</p> <p>Pancake Day 13th Feb</p>	<p>Archeological digging Mother's Day Food tasting - different cultures World Book Day 7th March Easter bonnet parade/egg rolling/decorating</p>	<p>Visit to the park Caterpillars / Frogspawn in classroom or pond visits The potting shed Garden centers/growing own produce.</p>	<p>Under the Sea - singing songs and sea shanties Map work - Find the Treasure Father's Day Pirate Day Ice - Cream at the park Reduce, Reuse & Recycle Fun Science / Materials</p>

RECEPTION LONG TERM PLAN 22-23

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GENERAL THEMES	SING ME A NURSERY RHYME!	CELEBRATE GOOD TIMES COME ON!	HELP- I NEED SOMEBODY!	FANTASTIC BEASTS AND WHERE TO FIND THEM!	THE GREAT OUTDOORS!	THE WHITE CLIFFS OF DOVER!
CHARACTERISTICS OF EFFECTIVE LEARNING.	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>Continuous Provision (Child Initiated Play): At Charlton, we know that children learn best through play, We call our play 'VIP time (very important play). Play allows children to use their creativity while developing their imagination, dexterity and the children's physical, cognitive and emotional strength (https://pediatrics.aappublications.org/) . We provide a curriculum which allows children to learn through play whilst maintaining a very active timetable and one that obtains high levels of interest from the children. Our curriculum allows children to experience other cultures, children, adults, ideas, events and stimuli to engage their learning for sustained periods of time. We are full of pride that our practice helps children to take ownership of their own decisions and learning to help them explore environments, relationships with others and set their own challenges. 'Through play, the children are guided and supported to ensure they become independent and superstar learners'. EYFS team</i></p>					

VIP time (Very Important Play Time)

We use the Mr Men and Little Miss Characteristics to help children explain their thought processes as well as learning method during their continuous provision (VIP) time. We also use the ShREC approach from the EEF to support children and provide the best quality interactions..

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS
The 'ShREC' approach

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."
EEF Guidance Report, Preparing for Literacy

Sh
Share attention
Be at the child's level. Pay attention to what they are focused on.

R
Respond
Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E
Expand
Repeat what the child says and build on it by adding more words to turn it into a sentence.

C
Conversation
Have extended back and forth interactions. Give children time to listen, process and reply.

This resource supports the 'Preparing for Literacy' guidance report.

The 'ShREC' approach to high quality interactions in the Early Years

Mr Men and Little Miss
Characteristics of Effective Teaching and Learning

Mr. Nosey I enjoy exploring new things, like Mr. Nosey.  Playing and Exploring	Little Miss Curious I like investigating, like Little Miss Curious.  Playing and Exploring	Mr. Brave I will have a go, like Mr. Brave.  Playing and Exploring
Mr. Bump I keep trying, like Mr. Bump.  Active Learning	Mr. Busy I join in and concentrate, like Mr. Busy.  Active Learning	Mr. Happy I am proud of what I do, like Mr. Happy.  Active Learning
Mr. Adventure I find different ways to do things, like Mr. Adventure.  Creating and Thinking Critically	Mr. Clever I have my own ideas, like Mr. Clever.  Creating and Thinking Critically	Little Miss Brainy I can make links between my ideas, like Little Miss Brainy.  Creating and Thinking Critically

MR. MEN LITTLE MISS
twinkl

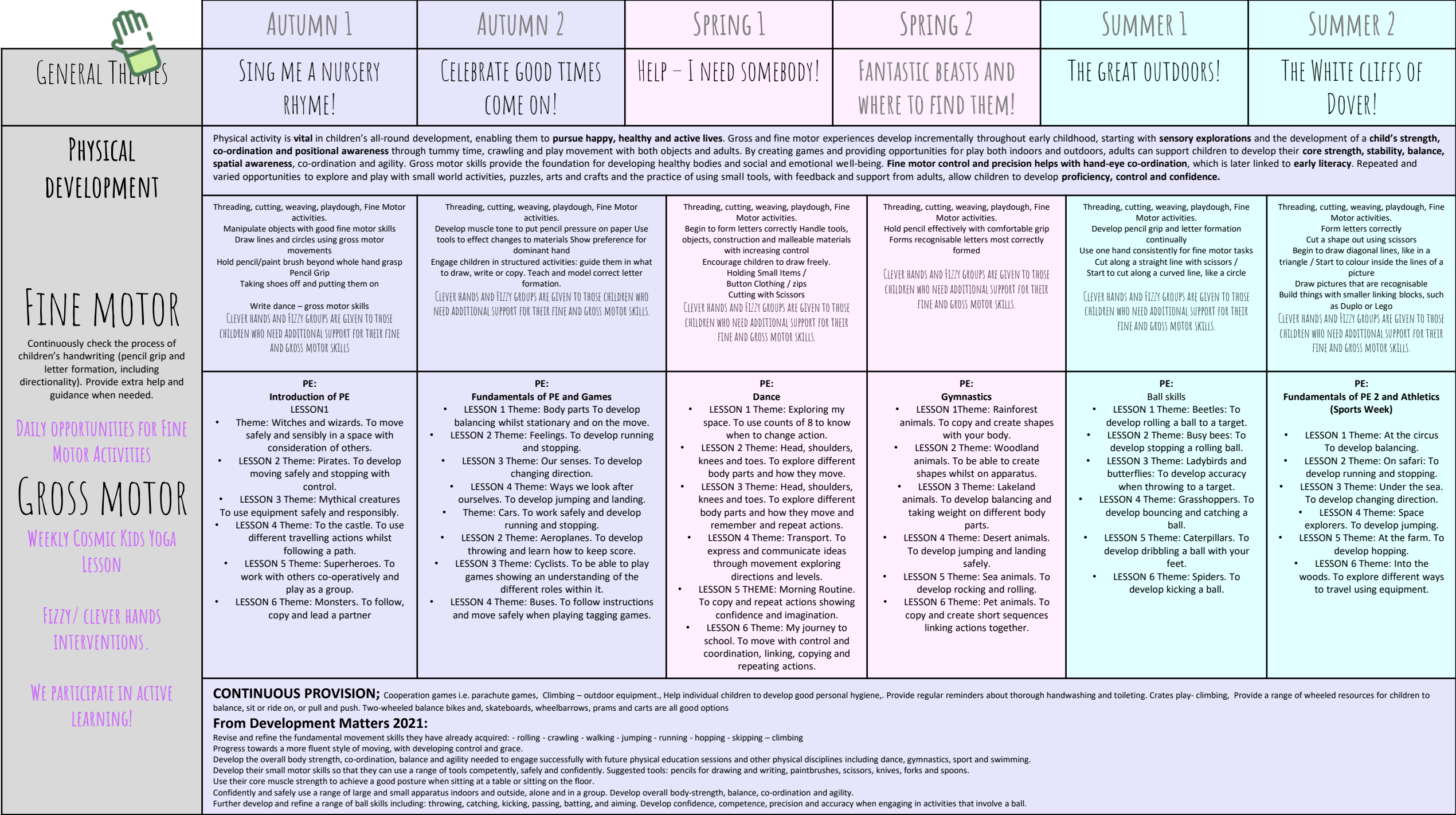
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GENERAL THEMES	SING ME A NURSERY RHYME!	CELEBRATE GOOD TIMES COME ON!	HELP -I NEED SOMEBODY!	FANTASTIC BEASTS AND WHERE TO FIND THEM!	THE GREAT OUTDOORS!	THE WHITE CLIFFS OF DOVER!
CHARLTON VALUES AND BRITISH VALUES	<p>SCHOOL VALUE: LISTENING</p> <p>BRITISH VALUE: MUTUAL RESPECT WE ARE ALL UNIQUE. WE RESPECT DIFFERENCES BETWEEN DIFFERENT PEOPLE AND THEIR BELIEFS IN OUR COMMUNITY, IN THIS COUNTRY AND ALL AROUND THE WORLD. ALL CULTURES ARE LEARNED , RESPECTED, AND CELEBRATED.</p> <p>SCHOOL OF SANCTUARY WORKSHOPS.</p>	<p>SCHOOL VALUE: SHARING</p> <p>BRITISH VALUE: MUTUAL TOLERANCE EVERYONE IS VALUED, ALL CULTURES ARE CELEBRATED AND WE ALL SHARE AND RESPECT THE OPINIONS OF OTHERS. MUTUAL TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS AND FOR THOSE WITHOUT FAITH. DONE THROUGH CELEBRATIONS</p> <p>SCHOOL OF SANCTUARY WORKSHOPS</p>	<p>SCHOOL VALUE: THOUGHTFUL</p> <p>BRITISH VALUE: RULE OF LAW WE ALL KNOW THAT WE HAVE RULES AT SCHOOL THAT WE MUST FOLLOW. WE KNOW WHO TO TALK TO IF WE DO NOT FEEL SAFE. WE KNOW RIGHT FROM WRONG. WE RECOGNISE THAT WE ARE ACCOUNTABLE FOR OUR ACTIONS. WE MUST WORK TOGETHER AS A TEAM WHEN IT IS NECESSARY.</p> <p>CLASS RULES SCHOOL OF SANCTUARY WORKSHOPS</p>	<p>SCHOOL VALUE: FORGIVING</p> <p>BRITISH VALUE: INDIVIDUAL LIBERTY WE ALL HAVE THE RIGHT TO HAVE OUR OWN VIEWS. WE ARE ALL RESPECTED AS INDIVIDUALS. WE FEEL SAFE TO HAVE A GO AT NEW ACTIVITIES. WE UNDERSTAND AND CELEBRATE THE FACT THAT EVERYONE IS DIFFERENT.</p> <p>SCHOOL OF SANCTUARY WORKSHOPS</p>	<p>SCHOOL VALUE: PATIENT</p> <p>BRITISH VALUE: DEMOCRACY WE ALL HAVE THE RIGHT TO BE LISTENED TO. WE RESPECT EVERYONE AND WE VALUE THEIR DIFFERENT IDEAS AND OPINIONS. WE HAVE THE OPPORTUNITY TO PLAY WITH WHO WE WANT TO PLAY WITH. WE LISTEN WITH INTRIGUE AND VALUE AND RESPECT THE OPINIONS OF OTHERS.</p> <p>SCHOOL OF SANCTUARY WORKSHOPS</p>	<p>SCHOOL VALUE: ENCOURAGING</p> <p>BRITISH VALUE: RECAP ALL BRITISH VALUES. FUNDAMENTAL BRITISH VALUES UNDERPIN WHAT IT IS TO BE A CITIZEN IN A MODERN AND DIVERSE GREAT BRITAIN VALUING OUR COMMUNITY AND CELEBRATING DIVERSITY OF THE UK. FUNDAMENTAL BRITISH VALUES ARE NOT EXCLUSIVE TO BEING BRITISH AND ARE SHARED BY OTHER DEMOCRATIC COUNTRIES.</p> <p>SCHOOL OF SANCTUARY WORKSHOPS</p>
	<p>OUR SCHOOL VISION IS BASED ON THE PARABLE OF 'THE GOOD SAMARITAN' LUKE 10:25-37. OUR SCHOOL VALUES ARE IMPORTANT TO OUR CHILDREN, STAFF, GOVERNORS AND PARENTS AND IT HELPS TO GUIDE AND SUPPORT US THROUGH OUR DAILY LIVES AT CHARLTON.</p> <p>WE ARE A SCHOOL OF SANCTUARY AND OUR SCHOOL AIM IS 'TO TRANSFORM LIVES THROUGH GOD'S EMBRACE'</p>					



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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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 .					
Whole EYFS Focus – C&L iis baselined using the Speech and Language Link assessments. Sp&I is developed throughout the year through high quality interaction (ShREC approach)s, daily group discussions, JIGSAW, stories, singing, speech and language interventions, role play, Pie Corbett T4W actions and our snack shop as well as many other opportunities that arise in the classroom. Daily story time using high quality texts (from the EYFS brilliant reads list) JIGSAW, Wigit Singing, sign language Games Speech link/Language link	Welcome to EYFS Word of the Day! Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions? Family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”) I can sing familiar nursery rhymes. JIGSAW -PSHE	Tell me a story... Sign of the day! Develop vocabulary: Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Helicopter stories Snack shop – maths and using manners whilst serving fruit. Fruit tasting – using adjectives to describe senses. JIGSAW -PSHE	How and why? Word of the Day! Develop vocabulary: Asks how and why questions... Retell a story with story language Remember key points from a story Helicopter story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. JIGSAW -PSHE	Explain to me! Sign of the day! Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more JIGSAW -PSHE	Can you recount an event? (NELI) Word of the Day! I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction I can describe events in some detail: Connaught Park trip, frog life cycle Articulate a life cycle JIGSAW -PSHE	Can you think of another word for... Sign of the day! I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (sea sides) I can talk about the experiences I have had at different points in the school year (end of year video) JIGSAW -PSHE



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><u>JIGSAW- Being me in my world</u></p> <p>Help other to feel welcome.</p> <p>Think about everyone’s right to learn.</p> <p>How to make our school a better place</p> <p>Care about other people’s feelings.</p> <p>Work well with others.</p> <p>Choose to follow the Learning Charter</p> <p>Sanctuary Workshops</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p> <p>Class rules .</p>	<p><u>JIGSAW: Celebrating difference</u></p> <p>Accept that everyone is different</p> <p>Include others when working and playing</p> <p>Know how to help if someone is being bullied</p> <p>Try to solve problems</p> <p>Try to use kind words</p> <p>Know how to give and receive compliments. Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe.</p> <p>Sanctuary Workshops</p>	<p><u>JIGSAW: Dreams and goals</u></p> <p>What’s safe to go in my body?</p> <p>Keeping myself safe</p> <p>SMART rules</p> <p>Stay motivated when doing something challenging</p> <p>Keep trying even when it is difficult</p> <p>Work well with a partner or in a group</p> <p>Have a positive attitude</p> <p>Help others to achieve their goals</p> <p>Are working hard to achieve their own dreams and goals</p> <p>Sanctuary Workshops</p>	<p><u>JIGSAW: Healthy Me</u></p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> <p>Handwashing</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie.</p> <p>Have made a healthy choice</p> <p>Have eaten a healthy, balanced diet</p> <p>Have been physically active</p> <p>Have tried to keep themselves and others safe</p> <p>Know how to be a good friend and enjoy healthy friendships</p> <p>Know how to keep calm and deal with difficult situations</p> <p>Sanctuary Workshops</p>	<p><u>JIGSAW: Relationships</u></p> <p>Bouncing back when things go wrong.</p> <p>Know how to make friends</p> <p>Try to solve friendship problems when they occur</p> <p>Help others to feel part of a group</p> <p>Show respect in how they treat others</p> <p>Know how to help themselves and others when they feel upset and hurt</p> <p>Know and show what makes a good relationship</p> <p>Sanctuary Workshops</p>	<p><u>JIGSAW: Changing Me</u></p> <p>Seasons</p> <p>Life stages, plants, animals, humans</p> <p>Life stages, human life stage, who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body, girls and boys</p> <p>Transition into Year 1</p> <p>Year 1 readiness</p> <p>Understand that everyone is unique and special</p> <p>Can express how they feel when change happens</p> <p>Understand and respect the changes that they see in themselves</p> <p>Understand and respect the changes that they see in other people</p> <p>Know who to ask for help if they are worried about change</p> <p>Are looking forward to change</p> <p>Sanctuary Workshops</p>
	<p>Early learning Goals: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task</p> <p>*Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p>					





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LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING <small>Children will visit the class library.</small> WORD READING WE WILL BE USING LITTLE WANDLE TO HELP TEACH PHONICS. THE CHILDREN WILL HAVE GUIDED READING GROUPS FOCUSING ON DECODING, PROSODY AND COMPREHENSION	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)					
	I can show a preference for a book, song or nursery rhyme. I can respond with the text by looking as the grown up reads the story. I can join in a key refrain.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes off-by- heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	Phonic Sounds: Autumn 1 Whole class Autumn 1 Little Wandle I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	Little Wandle Autumn 2 Whole Class I can Link most Autumn 1 and 2 sounds to letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word for CVC words. I can read some tricky words.	Little Wandle :Spring 1 I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words I can link all taught sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	Little Wandle: Spring 2 I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all taught LW words	Little Wandle: Summer 1 I can read (decodable and tricky words I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	Little Wandle: Summer 2 End of term assessments Transition work with Year 1 staff



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WRITING T4W USED AS STIMULUS ACROSS THE YEAR TEXTS MAY CHANGE DUE TO IMPLEMENTING THE CHILDREN'S INTERESTS	<p>Texts as a Stimulus: Owl babies – Martin Waddell Brown bear brown bear – Bill Martin Jr (Talk 4 Write) Little red hen - Mary Mapes Not Now Bernard – David McKee</p> <p>Choosing a dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play</p>	<p>Texts as a Stimulus: Handa's surprise – Eileen Browne (Talk 4 Write)- Reading for pleasure linked 'Baby goes to market' Tinuke Angela Brooksbank The Snowman - Briggs Peace at last – Jill Murphy (Talk 4 Write) The nativity – Christmas week Guy Fawkes – recount.</p> <p>Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing to Father Christmas</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p>Texts as a Stimulus: The Chinese New Year story – story from another culture (Talk 4 Write) Goldilocks and the three bears (Talk 4 write) The gingerbread man – fairy tales Rapunzel - Woollvin, Bethan Non fiction texts about people who help us.</p> <p>Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists.</p>	<p>Texts as a Stimulus: I want my hat back - Jon Klassen Walking with my iguana- Brian Moses (Talk 4 write) Poetry. Oi frog – Kes Gray If I had a dinosaur- Alex Barrow & Gabby Dawnay Easter story. Non –fiction texts about animals/dinosaurs</p> <p>Non –fiction texts about animals.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story</p>	<p>Texts as a Stimulus: Jasper's beanstalk – Nick Butterworth The very hungry caterpillar – Eric Carle (Talk 4 Write) Beetle in the bathroom – Brian Moses (poetry) Non-fiction texts about growing.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Recount – Acrostic poems</p>	<p>Texts as a Stimulus: Somebody swallowed Stanley – Sarah Roberts Julian is a mermaid- Jessica Love The rainbow fish – Marcus Pfister The shark in the dark – Peter Bently</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description –sea creatures</p>

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MATHS	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.					
At Charlton we base our learning on White Rose maths. We also use books as a stimulus for learning such as 'The button box' Margarette Reid.	X2 weeks: baseline/ Gelmen and Gallistel's counting principles Baseline activities Week 3: Matching, Sorting, Comparing Exploring patterns Week 4: Compare amounts size/mass/capacity Week 5 and 6: Subitising Subitising within 3 Counting, ordinality and cardinality Focus on counting skills Composition Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitising Subitise objects and sounds Comparison Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>	Mastery Number Counting, ordinality and cardinality Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison Comparison of sets - by matching Use the language of comparison: <i>more than, fewer than, an equal number</i> Composition Explore the concept of 'whole' and 'part' Composition Focus on the composition of 3, 4 and 5 Counting, ordinality and cardinality Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20. Shape, space measure -	Mastery Number Subitising Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting, ordinality and cardinality Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Composition Focus on 5 Composition Focus on 6 and 7 as '5 and a bit' Composition Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i> Make unequal sets equal Shape, space measure height, weight, capacity	Mastery Number Counting, ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers Comparison Focus on ordering of numbers to 8 Use language of <i>less than</i> Composition Focus on 7 Composition Doubles – explore how some numbers can be made with 2 equal parts Composition Sorting numbers according to attributes - odd and even numbers Shape, space measure 3D shape	Mastery Number Counting, ordinality and cardinality Subitising Composition Comparison Set 3 Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games Shape space measure recap Height, weight and capacity	Mastery Number Week 26 Review and assess Review and assess Review and assess Review and assess Set 4 Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting Shape space measure recap 2D and 3D shapes.




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COMPUTING						
<p>Our aim is that although computing is no longer an ELG on the statutory framework, we need to teach children to</p> <ul style="list-style-type: none"> - be responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems. 	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <ul style="list-style-type: none"> -- control a programmable toy - talk about how everyday technology is controlled. <p>SMART RULES:</p> <ul style="list-style-type: none"> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true 	<p>To know that ICT may be used to communicate information electronically.</p> <p>To know that digital devices can present information in a variety of ways - to use Beebots.</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p>SMART RULES</p> <ul style="list-style-type: none"> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true 	<p>Safer Internet day Feb 8th Feb. Interact with multimedia software: children to use an art software on Purple Mash.</p> <p>SMART RULES</p> <ul style="list-style-type: none"> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true 	<p>Identify how technology is used to share information (Google Maps) .</p> <p>Purple Mash activities.</p> <p>SMART RULES</p> <ul style="list-style-type: none"> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true 	<p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice</p> <p>Purple Mash</p> <p>SMART RULES</p> <ul style="list-style-type: none"> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true 	<p>To know that information may be stored on a digital device and on Purple Mash – to access their trays.</p> <p>SMART RULES</p> <ul style="list-style-type: none"> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true



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<div>UNDERSTANDING THE WORLD RE / FESTIVALS</div> <div>OUR RE CURRICULUM ENABLES CHILDREN TO DEVELOP A POSITIVE SENSE OF THEMSELVES AND OTHERS AND LEARN HOW TO FORM POSITIVE AND RESPECTFUL RELATIONSHIPS.</div> <div>THEY WILL BEGIN TO UNDERSTAND AND VALUE THE DIFFERENCES OF INDIVIDUALS AND GROUPS WITHIN THEIR OWN COMMUNITY.</div> <div>CHILDREN WILL HAVE OPPORTUNITY TO DEVELOP THEIR EMERGING MORAL AND CULTURAL AWARENESS.</div> <div>WE WILL USE THE ROLE PLAY AS STIMULUS TOO.</div> <div>WE ARE A SCHOOL OF SANCTUARY WHICH EXPLORES THE DIFFERENCES AND SIMILARITIES BETWEEN FAITHS AND CULTURE AND CELEBRATES THE DIVERSITY OF DOVER.</div> <div>CHILDREN HAVE ACCESS TO THE REFLECTION AREA WHILST AT SCHOOL. WE HAVE AN ON-SITE PRAYER GARDEN FOR ALL CHILDREN TO USE.</div>	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<ul style="list-style-type: none">Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me (Civilisation)Show interest in the lives of other people who are familiar to me (Civilisation)I can recognise that people have different beliefs and celebrate special times in different waysCan talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.I can draw a simple mapI can ask questions about aspects of my familiar world such as the place where I live or the natural worldI can talk about why things happen: making bread <div>Collective Worship/ REFELCTION TIME DAILY</div> <div>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Charlton. Which stories are special and why?</div>	<ul style="list-style-type: none">Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes (Monarchy (Guy Fawkes)I can talk about significant events in my own experienceI can recognise and describe special times or events for family or friendsRemembrance DayWho celebrates Christmas?Similarities and differences between countries/environments/Africa/Animals using Handa’s Surprise <div>Collective Worship/ REFELCTION TIME DAILY</div> <div>What times are special and why? Which stories are special and why?</div>	<ul style="list-style-type: none">Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they seeListen to children describing and commenting on things they have seen whilst outside, including plants and animals.Celebrate Chinese New yearRecognising that people have different beliefsRespecting difference Talk about lives of people around usTalk about experiences at different points in the year (class calendar for each month)Changing seasons: winterIce experimentsKnowing there are different countries in the world (China)I have explored Google EarthI understand the effects of changing seasons on the world around me I can show an interest in different occupations and ways of life(migration, civilisation and invasion)What times are special and why?Sanctuary Week! <div>Collective Worship/ REFELCTION TIME</div>	<ul style="list-style-type: none">Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?(migration, civilisation and invasion)I can describe special events (Easter)I can understand the key features of the life cycle of a plant and animal <div>I can talk about things I have observed such as animals</div> <div>Collective Worship/ REFELCTION TIME DAILY</div> <div>What times are special and why?</div> <div>Which stories are special and why?</div> <div>What places are special and why?</div>	<ul style="list-style-type: none">Growth & Change: frog life cycleI can show care and concern for living things in the environmentI can start to develop an understanding of growth, decay and changes over timeI can talk about some of the things I have observed such as plants, animals, natural and found objects.Growth & Change: Looking at pictures and seeing how the children have changed from being a baby to a child.Growth & Change: chick life cycleEnvironment: care can concern: butterflies.I can tell you what a plant needs to grow (growing the beanstalk)I show care for living things (pets) <div>Refugee Week</div> <div>Collective Worship/ REFELCTION TIME DAILY</div> <div>What is special about our world? Awe and wonder: growth and change of animals</div>	<ul style="list-style-type: none">Materials: Floating/ Sinking – boat building Metallic/ non-metallic objectsSeasides long ago – Magic Grandad compare and contrast past and present(migration, civilisation and invasion)Share non-fiction texts that offer an insight into contrasting environments.Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.I can draw information from a simple mapI can talk about ways in which I can look after the environment <div>Pirate maps (maps of school to find treasure) What is special about our world? Summer Solstice</div> <div>Collective Worship/ REFELCTION TIME</div>

Understanding of the world Cont.

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RE: Creation Why is the word 'God' so important to Christians? Introduce children to the world faiths. To know that the word 'God' is a name. Who are Christians? What is the Bible? Who do Christians believe made the world? Why do Christians call God an amazing creator?	Diwali RE: Incarnation Why do Christians perform nativity plays? How do Christians find out what Jesus was like? What is the story of how Jesus was born? How do Christians celebrate the birth of Jesus in Church? How do Christians celebrate the birth of Jesus in their community? How do Christians celebrate the birth of Jesus at home?	Chinese new year RE What do Christians believe is special about Jesus and the message he brings? New testament stories Who is Jesus? I wonder why Christians might think he was special? Jesus needed help to share the message of God. What message did Jesus bring? What message did Jesus bring? What message did Jesus bring? What message did Jesus bring?	RE Church at Easter Salvation Why do Christians put a cross in an Easter garden? What shape is a special symbol for Christians? Why are Christians given palm crosses? What happened to Jesus at Easter time? What do Christians do on Good Friday? What special things does the cross remind Christians about? How do Christians celebrate Easter Sunday?	RE World faith stories and festivals. Which stories are special and why? How do stories help people know how to behave? Why are stories special to people? Are we all the same? Jewish stories – Torah David and Goliath (See OT lesson 2) Jewish stories – Torah Jonah Muslim stories – Tiny Ants Muslim stories – The old woman and the Prophet Qur'an	RE World faith stories and festivals. World faith stories and festivals. Which stories are special and why? How do stories help people know how to behave? Sikh stories – The milk and Jasmine flower Guru Granth Sahib Sikh stories – The milk and Jasmine flower Guru Granth Sahib (See lesson 4) Hindu stories – Hindu worship Hindu stories – Rama and Sita 1 Hindu stories – The pearls and the crow What are the similarities and differences between people's special stories?








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GENERAL THEMES	SING ME A NURSERY RHYME!	CELEBRATE GOOD TIMES COME ON!	HELP-I NEED SOMEBODY!	FANTASTIC BEASTS AND WHERE TO FIND THEM!	THE GREAT OUTDOORS!	THE WHITE CLIFFS OF DOVER
<div>EXPRESSIVE ARTS AND DESIGN</div> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> <p><i>MUSIC LESSONS USING CHARANGA</i></p> <p><i>ART AND DT IDEAS COINCIDE WITH THOSE TAUGHT FROM YEAR USING THE KAPOW SCHEME OF WORK.</i></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs</p> <p>ART Drawing and painting Beginning to mix colours What happens to colours when water is included or black and white. Trialling different materials such as pencils, chalk etc- finding which one the children like to use the best. To draw a self-portrait (enclosing lines): draw definite features</p> <p>Music Charanga: Exploring sounds: Me</p> <p>Join in with songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing Additional: Making nursery rhyme props. Build stories around toys (small world) use available props to support role play. Build models using construction equipment. Junk modelling, take picture of children’s creations and record them explaining what they did. Drama conventions through literacy</p>	<p>DT Textiles and weaving</p> <p>Use different textures and materials to make firework pictures</p> <p>To use a basket weaving activity to demonstrate textiles- linked to Handa’s basket.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas</p> <p>Music Charanga:</p> <p>Using voices: My stories</p> <p>Listen to music and make their own dances in response.</p> <p>songs/poems</p> <p>Additional:</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Diwali lamps</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Music: Christmas Songs Role Play of The Nativity Drama conventions through literacy</p>	<p>DT structures</p> <p>Look at famous buildings in London/Dover-castle.</p> <p>Children will explore ways to create a structure by designing a building/super hero etc</p> <p>I Junk modelling, houses, bridges boats and transport/</p> <p>Music Charanga:</p> <p>Responding to music Everyone!</p> <p>Additional: Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue :Drama conventions through literacy</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Artwork themed around a specific country. . Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Make different textures; make patterns using different colours</p>	<p>ART craft and design Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>I can talk about a famous artist</p> <p>I can combine media to make a collage (collage chick</p> <p>Music Charanga:</p> <p>Creating rhythm Our world</p> <p>Additional:</p> <p>Encourage children to create their own music.</p> <p>Mother’s Day crafts</p> <p>Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants Drama conventions through literacy To draw a self-portrait (enclosing lines): draw definite features</p>	<p>DT: Food</p> <p>To create a healthy lunch (Trip to Morrisons to taste test food?) Constructing food Why must food be cut and the hazards of this?</p> <p>Why do we need to wash our hands when preparing food? Why must we write recipes?</p> <p>Music Charanga: Technology and music Big Bear Funk</p> <p>Additional:</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d ladybird shells: papier mache: working in pairs Drama conventions through literacy To draw a self-portrait (enclosing lines): draw definite features</p>	<p>ART: Sculpture</p> <p>. Making models from recycled materials: link to keeping our sea clean Andy Goldsworthy natural art</p> <p>Trying new materials such as clay or play dough to create a piece.</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Composition: Reflect, rewind and replay.</p> <p>Additional:</p> <p>Father’s Day Crafts</p> <p>Drama conventions through literacy To draw a self-portrait (enclosing lines): draw definite features</p> 

RECEPTION LONG TERM PLAN 23-24

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GENERAL THEMES	SING ME A NURSERY RHYME!	CELEBRATE GOOD TIMES COME ON!	HELP-I NEED SOMEBODY!	FANTASTIC BEASTS AND WHERE TO FIND THEM!	THE GREAT OUTDOORS!	THE WHITE CLIFFS OF DOVER!
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term EYFS weekly team meetings Continuous Provision meetings.	Pupil progress meetings Parents evening Aquila moderation End of term Assessments Phonics assessments EYFS weekly team meetings Continuous Provision meetings.	Pupil progress meetings EYFS team meetings EYFS weekly team meetings Continuous Provision meetings.	Pupil progress meetings Parents evening End of term Assessments LW Phonics assessments EYFS weekly team meetings Continuous Provision meetings. Aquila moderation	Pupil progress meetings Predictions for EOY data Cluster moderation EYFS team meetings EYFS weekly team meetings Continuous Provision meetings.	Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data EYFS weekly team meetings Continuous Provision meetings.
PARENTAL INVOLVEMENT	Welcome meeting Tapestry set up Curriculum meeting Home visits	Tapestry involvement Nativity Parents Evening Phonics/reading workshop Welly Walk	Tapestry involvement Maths workshop Welly Walk Parent talks	Tapestry involvement Parents Evening Easter bonnet parade Writing workshop Welly Walk	Tapestry involvement Welly Walk	Tapestry involvement Parents Evening End of year family Picnic Welly Walk

RECEPTION LONG TERM PLAN 23-24

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

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