



Reception Long Term Plan 2023-2024

<p style="text-align: center;"><b>Autumn 1 - Incredible Me</b>            Pete the cat rocking in my school shoes            All kinds of families            The Enormous Turnip            The Little Red Hen            Room on the Broom (Julia Donaldson - Class author)</p>	<p style="text-align: center;"><b>Autumn 2 - Celebrations</b>            Rama and Sita            The Gingerbread Man            The Snowman            The First Nativity</p>
<p style="text-align: center;"><b>Spring 1 - Amazing Animals</b>            The Great Race - Chinese New Year            Noah's Ark            Handa's Surprise            Dear Zoo</p>	<p style="text-align: center;"><b>Spring 2 - Farms and Gardens</b>            Jack and the Beanstalk            What the Ladybird Heard            The Hungry Caterpillar</p>
<p style="text-align: center;"><b>Summer 1 - Castles, Cottages and Gardens</b>            Little Red Riding Hood            Goldilocks and the three bears            The Gruffalo (Julia Donaldson - Class author)</p>	<p style="text-align: center;"><b>Summer 2 - Oh, I do like to be beside the seaside</b>            Rainbow Fish            Sharing a shell (Julia Donaldson - Class author)            The Singing Mermaid (Julia Donaldson - Class author)</p>

	<b>Autumn 1 8 Weeks</b>	<b>Autumn 2 6 weeks</b>	<b>Spring 1 7 weeks</b>	<b>Spring 2 5 weeks</b>	<b>Summer 1 6 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>					
	<p><b><u>ELG: Listening, Attention and Understanding</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>ELG: Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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</li> </ul>					

<p><b>Personal, Social and Emotional Development</b></p>	<p><u>SCARF: Relationships Me and My Relationships</u></p> <p>Name people that are special to me and what role they play e.g. parent, grandparent, friend etc. <b>Build constructive and respectful relationships_</b></p> <p>Name similarities and differences between special people in our life.</p> <p>Listen to other people. <b>Think about the perspectives of others.</b></p> <p>Talk about things/ people special to me.</p> <p>Identify common features of family life.</p> <p>Describe different emotions e.g. happy, sad, angry, excited and when I might feel like this. <b>Express their feelings and consider the feelings of others. Manage their own needs.</b></p> <p>Name people who can help me if I feel sad.</p>	<p><u>SCARF: Relationships Valuing Difference</u></p> <p>Name similarities and differences between peers.</p> <p>Know the importance of showing kindness and care towards others.</p> <p>The conventions of courtesy and manners.</p> <p>Know that not all family structures are the same and they may be different to their own.</p> <p>Demonstrate some cooperation with others.</p>	<p><u>SCARF: Health and Wellbeing Being My Best</u></p> <p>Share feelings and use different words to describe feelings e.g. scared, angry, sad, happy, excited, surprised. <b>Identify and moderate their own feelings socially and emotionally.</b></p> <p>Name what I am good at, what I like and what I dislike. <b>See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</b></p> <p>Name some healthy foods and drink e.g. fruit, vegetables, milk and water. <b>Overall health and wellbeing - healthy eating</b></p> <p>Name things that help people feel good.</p> <p>Name some ways to keep the body fit and well e.g. sleep, healthy food and drink and exercise. <b>Know and talk about the different factors that support their overall health and wellbeing.</b></p>	<p><u>SCARF: Health and Wellbeing Growing and Changing</u></p> <p>Name the four seasons.</p> <p>Name different stages in a humans life e.g. baby, child, adult, elder.</p> <p>Explain changes that have happened to them from being a baby to now.</p>	<p><u>SCARF: Living in the Wider World Rights and Respect</u></p> <p>Discuss why friends are important and how they can help us.</p> <p>Understand ways they can help look after their classroom.</p> <p>Name ways they can help look after the environment e.g. recycle, waste less, turn off the TV and light switches.</p>	<p><u>SCARF: Living in the Wider World Keeping Myself Safe</u></p> <p>Name ways to stay safe at home, at school and outside.</p> <p>Know age appropriate ways to stay safe online e.g. only be online when an adult is supervising, ask an adult to set up games etc online, speak to an adult if you feel unsafe. <b>Sensible amount of screen time.</b></p> <p>Name adults in the community who keep them safe e.g. police, ambulance, fire service, doctors/ nurses, teachers, crossing patrol etc.</p> <p>List jobs of the people they know.</p> <p>Demonstrate how to cross the road safely. <b>Being a safe pedestrian</b></p> <p>Prepare to move to a new class/ year group.</p>
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	<p><b><u>ELG: Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b><u>ELG: Managing Self</u></b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b><u>ELG: Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs</li> </ul>					
<p><b>Physical Development</b></p>	<p><b>FMS</b> Creating space Gross motor skills</p> <p>Find and move into an empty space.</p> <p>Move around a space safely without bumping into anyone or anything. <b>Progress towards a more fluent style of moving, with developing control and grace.</b></p> <p>Coordinate both arms to make large circles.</p>	<p><b>Dance</b> FMS with music Adjusting pace</p> <p>Move around a space whilst coordinating their arms.</p> <p>Move in different ways (i.e. hopping, skipping, jumping). <b>Combine different movements with ease and fluency.</b></p> <p>Fine Motor Skills - Squiggle while you wiggle</p>	<p><b>Gymnastics</b> FMS- balance and Coordination</p> <p>Balance on 2 points. Bend forwards without Falling.</p> <p>Coordinate arms and legs to touch opposite sides.</p> <p>Stand with legs at different widths.</p> <p><b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b></p>	<p><b>Throwing and Catching</b> Bean bags Large balls</p> <p>Roll with two hands in a direction.</p> <p>Throw a ball with two hands in the direction they are aiming for.</p> <p>Identify which hand to throw with when throwing with one hand.</p> <p><b>Further develop and refine a range of ball skills including: throwing, catching, batting, and aiming.</b></p>	<p><b>Striking and Kicking</b> Aim towards target</p> <p>Identify which foot to kick with.</p> <p>Demonstrate a whole leg motion.</p> <p>Kick in the direction of a target.</p> <p><b>Further develop and refine a range of ball skills including: kicking &amp; passing</b></p> <p><b>Develop confidence, competence, precision and accuracy when</b></p>	<p><b>Rolling and Bouncing</b> Small and large balls</p> <p>Roll with two hands from different positions (i.e. sitting, kneeling, standing).</p> <p>Bounce a ball with two hands with some control.</p> <p>Bounce a ball to a partner/target.</p> <p><b>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</b></p> <p>Fine Motor Skills - Letter Formation</p>

	Fine Motor Skills - Dough Disco		Develop overall body-strength, balance, co-ordination and agility.  Fine Motor Skills - Jungle Journey	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Fine Motor Skills - Letter formation	engaging in activities that involve a ball.  Fine Motor Skills - Letter formation	
<p><b><u>ELG: Gross Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b><u>ELG: Fine Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>						
<b>Literacy - Comprehension</b>	<p><b><u>ELG</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate, where appropriate, key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>					
<b>Literacy - Word Reading</b>	<p><b>Phase 2</b></p> <p>s a t p i n m d g o c k c k e u r h b f l</p> <p>is I the</p>	<p><b>Phase 2</b></p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>words with -s /s/ added at the end (hats sits)</p> <p>words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</p>	<p><b>Phase 3</b></p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>words with double letters</p> <p>longer words was you they my by all are sure pure</p>	<p><b>Phase 3</b></p> <p>Review Phase 3</p> <p>words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</p> <p>words with s /z/ in the middle</p>	<p><b>Phase 4</b></p> <p>Short vowels with adjacent consonants</p> <p>CVCC CCVC CCVCC CCCVC CCCVC</p> <p>longer words and compound words</p>	<p><b>Phase 4</b></p> <p><b>Phase 3</b> long vowel graphemes with adjacent consonants</p> <p>CVCC CCVC CCCVC CCV CCVCC</p> <p>words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ - er, -est</p>

		put* pull* full* as and has his her go no to into she push* he of we me be		words with -s /s/ /z/ at the end  words with -es /z/ at the end  Review all tricky words	words ending in suf-xes: - ing, -ed /t/, - ed /id/ /ed/, -est  said so have like some come love do were here little says there when what one out today	longer words Review all taught so far
<u>ELG</u> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>						
Literacy - Writing	Write own name  Represent some sounds	To write cvc words containing taught graphemes	To write cvc words containing taught graphemes  To begin to write a short sentence using a sentence stem	To begin to compose short sentences and write them using taught graphemes  To write a dictated sentence.	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.
	<u>ELG</u> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>					
Mathematics - Number & Numerical Patterns	Baseline Assessment  Counting songs and games  <u>WRM: Match, sort and compare</u>	<u>WRM: Circles and triangles</u> Positional language <b>Select, rotate and manipulate shapes to develop spatial reasoning skills.</b>	<u>WRM: Alive in 5</u>  <u>WRM: Mass and Capacity</u>  <u>WRM: Growing 6,7 and 8</u> Find subitise and represent 6, 7 & 8	<u>WRM: Building 9 and 10</u>  <u>WRM: Exploring 3D shapes</u>  <b>Explore the composition of numbers to 10.</b>	<u>WRM: To 20 and beyond Count beyond ten.</u>  <u>WRM: How many now?</u>  <u>WRM: Manipulate, compose and decompose</u>	<u>WRM: Sharing and grouping</u>  <u>WRM: Visualise, build and map</u>  <u>WRM: Make connections</u>

<p><b>Mathematics – Numerical Patterns</b></p>	<p>Link the number symbol (numeral) with its cardinal number value. Compare numbers.</p> <p><u>WRM: Talk about measure and patterns</u> Continue, copy and create repeating patterns. Compare length, weight and capacity</p> <p><u>WRM: It's me 1,2,3</u> Find subitise and represent 1,2 &amp; 3 Explore the composition of numbers to 10. Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p><u>WRM: 1,2,3,4,5</u> Find subitise and represent 4 &amp; 5 One more and one less Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p><u>WRM: Shapes with 4 sides</u></p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5</p>	<p><u>WRM: Length, height and time</u></p> <p>Explore the composition of numbers to 10.</p> <p>Compare length, weight and capacity</p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	
<p><u>ELG</u></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>						
<p><b>Understanding the world: The natural world</b></p>	<p>Explore, observe and comment on changes in Autumn.</p>	<p>Observe seasonal change in Winter.</p>	<p>Understand that the Arctic is a cold place on Earth and is made from ice.</p>	<p>Plant seeds and observe them as they grow.</p>	<p>Name some common mini beasts found in the garden and forest environment.</p>	<p>Identify common animals associated with the beach and sea.</p>

	<p>Explore, observe and comment on the natural environment local to our school.</p> <p>Be able to name key body parts.</p> <p><b>(Describe what they see, hear and feel whilst outside),</b></p>	<p>Be able to name animals native to Forest environments in the UK.</p> <p>Observe and comment on changes in state looking at freezing and melting in the natural world.</p>	<p>Understand that Africa is a warmer place.</p> <p>Be able to name animals associated with each environment.</p>	<p>Understand that farms have animals but also produce food.</p> <p>Name some farm animals and their young.</p> <p>Notice and observe new life and seasonal changes in Spring.</p>	<p>Observe and name stages of the butterfly life cycle.</p> <p>To observe seasonal changes in Spring.</p>	<p>Explore floating and sinking.</p> <p>Explore properties of magnets.</p>
<p><b>Understanding the world: People, Culture and Communities</b></p>	<p>What is Harvest? How is it celebrated? See RE</p>	<p>What is Diwali? How is it celebrated? See RE</p>	<p>Where is Kenya? What is life like in a rural Kenyan Village compared to life in our village?</p> <p>What is Chinese New Year? How is it celebrated?</p>	<p>Easter celebrations See RE</p>	<p>To devise a simple map for Red Riding Hood to follow</p>	<p>What happens at the beach? Why do people go there? What do people do there?</p>
<p><b>Understanding the world: Past and Present</b></p>	<p><u>What's special about me?</u></p> <p>Who is in my family? Who helps you at school? Who helps you in the community? What is my house like? Are all houses the same? <i>(History links)</i></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><b>Talk about members of their immediate family and community.</b></p>	<p><u>Who was Guy Fawkes?</u></p> <p>Who was Guy Fawkes? What is his significance and how is he linked to Bonfire Night?</p> <p>Be able to recall important parts of the story. <i>(History links)</i></p>	<p><u>Nursery Rhymes - what do they tell us about life in the past?</u></p> <p>Jack and Jill - Where do we get water now? Little Polly Flinders - How do we keep warm? Wee Willie Winkie - What did people do for jobs and clothes in the past?</p>	<p><u>Life in a castle</u></p> <p>What was life like in a castle? (Peep inside castles) Who is the king? What does he do? Who was St. George Why is he famous? (St. George and the dragon)</p> <p>Children will identify simple differences between life in a medieval castle with their own lives. (Who lives in a castle?, role of knights, jobs, clothes) How power and royal families compare and contrast with the past. <i>(History links)</i></p> <p><u>Seaside</u></p> <p>Were there really pirates?</p>		



	<b>Name and describe people who are familiar to them.</b>					
	<p><b><u>ELG: The Natural World</u></b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b><u>ELG: People, Culture and Communities</u></b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> <p><b><u>ELG: Past and Present</u></b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>					
<b>Expressive Arts and Design</b>	<p><u>Art: Drawing: Marvellous marks</u></p> <p>To investigate the marks and patterns made by different textures - wax crayons To explore making marks with felt tips. To explore making marks with chalk. To explore mark making with pencils. To create a simple observational drawing.</p>	<p><u>Art: Painting and mixed media: Paint my world.</u></p> <p>To create a large piece of group artwork based around fireworks. <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p><u>DT: Structures: Junk modelling</u></p> <p>To explore and investigate the tools and</p>	<p><u>Art: Painting and mixed media: Paint my world.</u></p> <p>To explore paint through finger painting. To create natural paintbrushes using found objects. To respond to music through the medium of painting. To make child-led collages using mixed media.</p>	<p><u>DT: Seasonal project Easter: Hanging egg decoration</u></p> <p>To design and create a hanging Easter egg decoration. <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings</b></p> <p><u>Music: Charanga Our World</u></p>	<p><u>Art: Sculpture and 3D: Creation station</u></p> <p>To explore clay and its properties. To create natural 3D landscape pictures using found objects. To generate inspiration and conversation about sculpture art and artists. To make a 3D clay sculpture using the designs created last lesson. <b>Explore, use and</b></p>	<p><u>Art: Craft and design: Let's get crafty</u></p> <p>To develop scissor skills. To develop threading skills. To learn about the different ways in which we can join materials together and to practise these techniques. To learn how to fold, curl and cut paper to achieve a desired effect. To create a design for a tissue paper flower.</p>

	<p>To use a variety of colours and materials to create a self-portrait.  <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p><u>DT: Cooking and nutrition: Soup</u></p> <p>To explore fruits and vegetables and the differences between them.  To use adjectives to describe how fruits and vegetables look, feel, smell and taste.  To listen to and recall elements from the story 'The Best Pumpkin Soup.'  To explore a pumpkin and describe it using the five senses.  To design a fruit and vegetable soup recipe. To practise cutting with a knife.  To learn how to use a knife safely.  To observe and help (where appropriate) with the use of tools to prepare ingredients.  To describe the finished product and evaluate the process.  To design food packaging.</p>	<p>materials in the junk modelling area.  To develop scissor skills.  To investigate cutting different materials.  To learn how to plan and select the correct resources needed to make a model.  To verbally plan and create a junk model.  To share a finished model and talk about the processes in its creation.  To explore different ways to temporarily join materials together.  <b>Create collaboratively, sharing ideas, resources and skills.</b></p> <p><u>Music: Charanga My Stories</u></p> <p>(See Autumn 1)</p>	<p>To create landscape collages inspired by the work of Megan Coyle.  <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings</b></p> <p><u>Music: Charanga Everyone</u></p> <p>(See Autumn 1)</p>	<p>(See Autumn 1)</p>	<p><b>refine a variety of artistic effects to express their ideas and feelings</b></p> <p><u>Music: Charanga Big Bear Funk</u></p> <p>(See Autumn 1)</p>	<p>To create a tissue paper flower based upon last lesson's design.  To refine small motor skills through the use of drawing, cutting and manipulating paper. <b>Explore, use and refine a variety of artistic effects to express their ideas and feelings</b></p> <p><u>Music: Charanga Reflect, Rewind and Replay</u></p> <p>(See Autumn 1)</p>
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	<p><b>Create collaboratively, sharing ideas, resources and skills.</b></p> <p><u>Music: Charanga Me</u></p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - move in time with music.</p> <p><b>Listen attentively, move to and talk about music, expressing their feelings and responses.</b></p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses.</b></p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p> <p><b>Explore and engage in music making and dance, performing solo or in groups.</b></p>					
<p><b><u>ELG: Creating with materials</u></b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b><u>ELG: Being imaginative and expressive</u></b></p>						

	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
RE	<p><u>Celebrations</u> Let's find out about Harvest in a Church.</p> <p>Children name different celebrations. Children explain what one of the celebrations are in some detail. Children can retell some parts of the creation story - link to Harvest.</p> <p><b>Understand that some places are special to members of their community.</b></p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p>	<p><u>Christmas</u> Let's find out about Diwali. What is the Christmas story? Celebrations in church at Christmas.</p> <p>Children recite key parts of the nativity. Children can list some celebrations that happen in a church at Christmas time.</p> <p><b>Understand that some places are special to members of their community.</b></p>	<p><u>Holy Books</u> What stories did Jesus tell? The lost coin, The Good Samaritan, The Sower Let's find out about Holy books</p> <p>Children can name some Holy books. Children can recall parts of some stories from the Bible.</p>	<p><u>Easter</u> What are Easter celebrations in Church?</p> <p>Children name some celebrations that happen in a church at Easter time.</p>	<p><u>Special places and worship</u></p> <p>Children can name different places of worship. Children can name some ways in which people worship.</p> <p><b>Understand that some places are special to members of their community.</b></p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p>	<p><u>Special Times</u></p> <p>Children can name different special times. Children can talk about their own experiences of special times. Children can name some similarities and differences when comparing special times in two religions.</p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p>
Computing	<p><u>Online Safety</u></p> <p>To identify devices that can be used to access the internet. <a href="#">Search and Access Resources</a> ▶ <a href="#">Strand</a> ▶ <a href="#">Managing Online</a></p>	<p><u>Information Technology</u></p> <p>To begin to use a computer mouse to open programmes To take a photo on an iPad</p>	<p><u>Online Safety</u></p> <p>To know where to go for help and support with online issues. Follow Smartie the penguin advice song</p>	<p><u>Computer Science</u></p> <p>To use the four basic commands to reach an end goal/outcome</p>	<p><u>Online Safety</u></p> <p>To know what videos are appropriate and inappropriate to watch. Jesse &amp; Friends Episode 1</p>	<p><u>Information Technology</u></p> <p>To begin to type the letters of the alphabet using a lowercase keyboard To begin to type numbers</p>

	<a href="#">Information ▶ Early Years - 7 (projectevolve.co.uk)</a>  <u>Information Technology</u>  Use the central button and touch screen on an iPad Swipe the screen on a touch screen iPad Open an App. on an iPad	To navigate back to the home screen independently	<a href="#">Smartie Penguin HD   Internet Safety Story for Early Years - YouTube</a>  <u>Computer Science</u>  To know the 4 basic commands to program a robot device		<a href="#">Jessie Friends videos (thinkuknow.co.uk)</a>  <u>Information Technology</u>  To use the space bar, enter, delete and arrow keys on a keyboard To flip the screen and take a photo of yourself (iPad) Zoom in and out on a touch screen iPad	
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### Forest School

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Linked Texts:	Leaf Man Pumpkin Soup	Jack Frost	Stick Man	Jack and the Beanstalk The Gruffalo	Super Worm The Hungry Caterpillar	Fairies
Example Activities  Social (So) Physical (P) Intellectual (I) Creative (C) Emotional (E) Spiritual(Sp)	Introduction to Forest School and Rules Games - 1,2,3, follow the leader, duck duck goose Harvest the Apples Leaf colours and crowns Make leaf man/ explore feelings	Making a stick den Who lives in the forest? (mud tracks) Making a pinecone bird feeder. Hibernation, hedgehogs Snow and Ice - explore and paint	Make a stick man - wrapping Make a home for stick man Longest to shortest sticks Make a bow and arrow Make ice decorations	Making Monster Faces Planting a bean Climbing a Tree Daffodil drawing Cloud watching	Mini beast hunt Making a wormery Tree Shake Butterfly hapazome Wizard wands	Letters to fairies Fairy Houses Make a fairy wand or crown Fire - marshmallows Fire - smores

Progression of Skills	Social	Physical	Intellectual	Creative	Emotional	Spiritual (Connection to nature)
EYFS	<p>Play simple games 1,2,3 where are you, duck duck goose,</p> <p>Agree and follow simple rules.</p> <p>Work in pairs or small groups with support.</p>	<p>Tools - Use a hammer</p> <p>Fire - Understand rules. Observe how to light a fire. Toast a marshmallow.</p> <p>Lashing - Simple wrapping</p> <p>Climb trees up to own height.</p> <p>Build a stick Den Independently Use tarps with Support.</p>	<p>Identify: Daffodil, Daisy, Buttercup, Dandelion, Apple Tree</p> <p>Name 4 seasons</p> <p>Name forest animals: Hedgehog, squirrel, fox, mouse, birds</p> <p>Name Mini Beasts: snail, slug, millipede, worm, caterpillar, butterfly, spider</p>	<p>Use clay and found materials to make a face.</p> <p>Use clay and found materials to make a hedgehog.</p> <p>Make a leaf man</p> <p>Make a stick man and a home for stickman.</p> <p>Make a hapazome leaf print.</p> <p>Write a simple letter to a fairy.</p>	<p>Describe own emotions in terms of happy, sad and angry.</p> <p>Describe characters emotions as happy, sad and angry. Understand how these can change within a story.</p> <p>Regulate own emotions.</p>	<p>Express enjoyment at spending time in the forest.</p> <p>Show care and concern for creatures living in the forest.</p> <p>Care for bean plant.</p>

