

RECEPTION LONG-TERM PLAN

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Themes</p> <p><i>Curriculum Lenses:</i></p> <p><i>Power and Peace</i></p> <p><i>Imagination and Innovation</i></p> <p><i>What a Wonderful World</i></p> <p><i>*Equity and Diversity</i></p> | <p>Starting School</p> <p>Friendship</p> <p>*Ourselves</p> <p>*Our Senses</p> | <p>Autumn</p> <p>*Autumn Celebrations (Bonfire Night, Diwali, Remembrance Day)</p> <p>Toys</p> <p>*Winter Christmas</p> | <p>Down on the Farm!</p> <p>Wild Animals</p> <p>*Chinese New Year</p> | <p>Growing & Keeping Healthy</p> <p>Recycling</p> <p>Spring</p> <p>*Easter</p> | <p>Minibeasts</p> <p>Transport</p> <p>*Space</p> | <p>*People Who Help Us</p> <p>*Homes</p> <p>Summer</p> |
| Key Knowledge | <p>Know the names of members of their immediate family and community. <i>History & PSED</i></p> <p>Know the three 'golden' rules and can talk about them. <i>PSED</i></p> <p>Know the 'good listening rules' and demonstrate this</p> | <p>Know how to stay safe on Bonfire Night. <i>PSED</i></p> <p>Know in Autumn many leaves turn red, orange, yellow or brown. <i>Geography & Science</i></p> <p>Know the names of conkers, acorns, and pinecones.</p> | <p>Know the names of seven farm animals, the names of their young and where they live on a farm. <i>Geography & Science</i></p> <p>Know that sheep produce wool, cows provide milk and hens lay eggs. <i>Geography & Science</i></p> | <p>Know the key elements of keeping healthy: sleep, exercise, diet, water, hygiene, including toothbrushing. <i>Geography, Science & PSED</i></p> <p>Know and give examples of healthy and not so healthy food. <i>Science & PSED</i></p> | <p>Know and sequence the various stages of the butterfly life cycle. <i>Science</i></p> <p>Know the names of minibeasts which live in the soil, under rocks/wood and fly in the air. <i>Geography & Science</i></p> | <p>Know the type of job a person does when shown a picture and talk about what they do. <i>Geography</i></p> <p>Know the ways in which doctors, nurses, the police, and fire fighters can help them. <i>Geography</i></p> |

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| | <p>when listening in large group activities. <i>PSED</i></p> <p>Know the different parts of their body and can point to them when asked. <i>Science</i></p> <p>Know the five senses are smell, touch, taste, sight, and hearing. <i>Science</i></p> | <p><i>Geography & Science</i></p> <p>Know that hedgehogs and toads hibernate for the winter. <i>Geography & Science</i></p> <p>Know Diwali is a celebration of light, which families prepare for and celebrate together. During the celebration, diva lamps are lit, Rangoli and Mendhi patterns drawn, and special food is cooked. <i>RE, History & Geography</i></p> <p>Know the toys you play with differs as you grow older. Know about some of the toys which children played with in the past. <i>History</i></p> | <p>Know the names of seven wild animals and talk about their main features. <i>Geography & Science</i></p> <p>Know how families celebrate the Chinese New Year. Know each year is named after one of the twelve animals in the Chinese zodiac. <i>History, Geography & RE</i></p> | <p>Know and talk about two local athletes and what they achieved – Rebecca Adlington & Beth Tweddle <i>History</i></p> <p>Know we must look after our planet by recycling, composting, and picking up litter. <i>Geography & Science</i></p> <p>Know that plants need light, sun, water, and food to grow. <i>Geography & Science</i></p> <p>Know that in Spring many flowers and plants start to grow, and some trees have blossom. <i>Geography & Science</i></p> | <p>Know which type of transport is used on a road, in the air, on water and on rails. <i>Geography, History & Science</i></p> <p>Know some features of several types of transport, now and in the past. <i>History</i></p> <p>Know that to cross the road safely, we should stop, look, and listen and always be with an adult. <i>PSED</i></p> <p>Know we live on a planet called Earth and in space there are other planets, stars, the moon, and sun. <i>Science</i></p> <p>Know about an astronaut from the</p> | <p>Know the names of different types of homes and materials used to build them. <i>Geography, Science & History</i></p> <p>Know that homes around the world are different. <i>Geography</i></p> <p>Know that in Summer we have more daylight, and the temperature is warmer. <i>Geography & Science</i></p> <p>Know we need a sun hat and sun cream to keep safe in the sun and we also need to drink plenty of water. <i>Science & PSED</i></p> <p>Know we need to pick up our rubbish when we go to the beach, or</p> |
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| | | <p>Know that in winter many trees are bare, it is colder, and we may see frost, ice, and snow. <i>Science & Geography</i></p> <p>Know that Christians celebrate Christmas because it is Jesus' Birthday. <i>History & RE</i></p> | | <p>Know that Christians celebrate Easter and how it is celebrated. <i>History & RE</i></p> | <p>past: Neil Armstrong and an astronaut of the present: Tim Peake <i>History</i></p> | <p>it goes into the sea. <i>Geography & Science</i></p> |
| Vocabulary | <p>Kind hands, words, friends</p> <p>Listen, hear, look, see, touch, feel, taste, smell</p> <p>Ears, eyes, mouth, tongue, nose</p> <p>Arms, shoulders, elbows, wrists, hands, fingers, legs, hips, knees,</p> | <p>Hibernation, conkers, acorns, pinecones, squirrels, hedgehogs, pumpkins, sparklers, fire</p> <p>Diwali, diva, clay, fireworks, Barfi, Rangoli patterns, saree, temple</p> | <p>Pig, cow, sheep, goat, horse, chicken, duck</p> <p>Piglet, calf, lamb, kid, foal, chick, duckling</p> <p>Sty, field, stable, coup, pond</p> <p>Wool, milk, eggs</p> <p>Tiger, zebra, giraffe, monkey,</p> | <p>Healthy, unhealthy, sleep, exercise, water, fruit, vegetables, hygiene, energy, muscles, bones, teeth</p> <p>Earth, recycling, compost</p> <p>Plant, water, watering can, rain, soil, compost, sunlight, light,</p> | <p>Egg, caterpillar, chrysalis, butterfly, nectar</p> <p>Train, steam engine, motorbike, van, lorry, ferry, horse and cart, boat, submarine, ark, ferry, aeroplane, helicopter</p> | <p>Police officer, teacher, firefighter, builder, vet, doctor, nurse</p> <p>School, doctors' surgery, hospital, vet's surgery, police station, fire engine, construction site</p> <p>House, bungalow, flat, caravan, houseboat, castle</p> |

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| | ankles, feet, toes, neck, chin | Ice, snow, frozen, snowman, frost, fog Jesus, stable, Bethlehem, donkey, Mary, Joseph, wise men, shepherds, angel, star | elephant, crocodile, bear China, Lanterns, New Year, dragon, chopsticks, celebration | dark, seed, grow, roots, shoot, seedling, stem, leaf Blossom, buds, catkins, daffodils, tulips, chick, duckling, lamb, nest, tadpoles Easter, Jesus, cross, tomb, boulder, life, hot cross buns, eggs, bonnet, hunt, bunny | Sky, air, sea, river, canal, lake, road, railway track Roundabout, traffic lights, stop sign, zebra crossing Wheels, steering wheel, engine, petrol, electricity, pedals, wings, blades, cockpit, engine, propellor World, Earth, planet, moon, hot, cold | Cement, concrete, bricks, wood, glass, straw, sticks, mud, sand, stones Hut, igloo, house on stilts Sun, seaside, bucket, spade, ice-cream, sun cream, sun hat, |
| Key Texts | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | Starting School. Where's my peg? Will you be my friend? My Friend Bear I'm Sorry! We are all Different. Peace at Last. Little Red Riding Hood. | Winnie's Amazing Pumpkin. Room on the broom. Seren's Seasons. Little Acorns. Don't Hog the Hedge. The Very Helpful Hedgehog. Squirrel's Busy Day. Dipal's Diwali | The Little Red Hen. Handa's Hen. What the Ladybird Heard The Gingerbread Man. Oh Dear! Dear Zoo. Zoo Vet. The Tiger who came to Tea. We're Going on a Bear Hunt. | Jack & The Beanstalk. The Enormous Turnip. Supertato Veggies Assemble. My Green Day. Oliver's Vegetables/ Fruit Salad/ Milkshake. Rabbit's Spring Adventure. | The Very Hungry Caterpillar. Doug the bug that went boing! Mad About Minibeasts. (Giles Andreae) Amazing Machines. Duck in the truck. Badger and the Great Rescue. Noah's Ark. | Charlie the Firefighter. Busy People series. A Squash and a Squeeze. Around the World Home. This is our House. The Three Little Pigs. Winnie at the Seaside. |

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| | | Kipper's Toybox. Where's my Teddy? Snowball. The Nativity Story | Chinese Folktale: The Magic Paintbrush | | Back to Earth with a Bump! Whatever Next! | What the Ladybird Heard at the Seaside. The Wide, Wide Sea. |
| Communication & Language | <p>Stage 6 Reception</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems, and songs.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</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>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</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>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Describe events in some detail.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Develop social phrases.</p> | | | | | |
| Early Learning Goals | Listening, Attention and Understanding | | | | | |



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| | <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. • 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>Personal, Social & Emotional Development</p> | <p>Stage 6 Reception</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and washing hands.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Identify their own feelings.</p> <p>Express their feelings.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <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>Work and play cooperatively and take turns with others.</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>See themselves as a valuable individual.</p> <p>Moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Show sensitivity to their own and to others' needs.</p> |

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| | <p>Build constructive and respectful relationships. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> | | |
| Early Learning Goals | <p>Self-Regulation</p> <ul style="list-style-type: none"> • 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>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs | | |
| RSHE / SCARF | <p>Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried, or scared. Identify ways to help others or themselves if they are sad or worried. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others.</p> | <p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Understand that they can make a difference. Identify how they can care for their home, school, and special people. Talk about how they can make an impact on the natural world.</p> | <p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman.</p> |

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| | Demonstrate skills in building friendships and cooperation. | Talk about similarities and differences between themselves. Demonstrate building relationships with friends. | Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. |
| Physical Development | <p>Stage 6 Reception</p> <p>Move energetically, revising and refining the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, dancing.</p> <p>Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination, and agility, including when playing.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | | |
| Early Learning Goals | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes, and cutlery. • Begin to show accuracy and care when drawing | | |
| Mathematics | We follow the White Rose Maths Scheme to develop the skills below: | | |

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| | <p>Phase: Just Like Me! Number Match and Sort Compare Amounts Measure, Shape and Spatial Thinking Compare Size, Mass, and Capacity Exploring Pattern</p> <p>Phase: It's Me 1 2 3! Number Representing 1,2 & 3 Comparing 1,2 & 3 Composition of 1,2 & 3 Measure, Shape and Spatial Thinking Circles and Triangles Positional Language</p> <p>Phase: Light and Dark Number Representing numbers to 5 One More and Less Measure, Shape and Spatial Thinking Shapes with 4 Sides Time</p> | <p>Phase: Alive in 5! Number Introducing zero Comparing numbers to 5 Composition of 4 & 5 Measure, Shape and Spatial Thinking Compare Mass Compare Capacity</p> <p>Phase: Growing 6, 7, 8 Number 6, 7, 8 Combining 2 amounts Making pairs Measure, Shape and Spatial Thinking Length & Height Time</p> <p>Phase: Building 9 & 10 Number Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 Measure, Shape and Spatial Thinking 3-D shapes Patterns</p> | <p>Phase: To 20 and Beyond Number Building Numbers Beyond 10 Counting patterns Beyond 10 Measure, Shape and Spatial Thinking Spatial Reasoning Match, Rotate, Manipulate</p> <p>Phase: First Then Now Number Adding More Taking Away Measure, Shape and Spatial Thinking Spatial Reasoning Compose and Decompose</p> <p>Phase: Find my pattern Number Doubling Sharing & Grouping Odd & Even Measure, Shape and Spatial Thinking Spatial Reasoning Visualise & Build</p> <p>Phase: On the Move Number Deepening Understanding Patterns and Relationships Measure, Shape and Spatial Thinking Spatial Reasoning Mapping</p> |
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| Early Learning Goals | <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • 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>Numerical Patterns</p> <ul style="list-style-type: none"> • 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. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | |
| Literacy | <p>Phase 2 Phonics</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> | <p>Phase 3 Phonics</p> <p>Read some letter groups (at least ten digraphs) that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Write short sentences with words with known letter-sound correspondences.</p> <p>Form lower-case letters correctly.</p> | <p>Phase 4 Phonics</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Use capital letters and full stops.</p> <p>Form capital letters correctly.</p> |
| Early Learning Goals | <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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | | |
| Early Learning Goals | <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. | | |



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| | <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. | | |
| <p>Understanding the World</p> | <p>Talk about members of their immediate family and community (History: Friendship & Ourselves). Name and describe people who are familiar to them (History: Friendship & Ourselves). Name different parts of the body (Science: Ourselves). Describe what they see, hear, feel, touch, and see (Science: Our Senses). Understand the effect of changing seasons on the natural world around them (Geography & Science: Autumn and Winter). Know about events from the past, through information PowerPoints, music, video, and stories (History: Bonfire Night & Remembrance Day). Recognise that people have different beliefs and celebrate special times in different ways (History & RE: Diwali & Christmas).</p> | <p>Draw information from a simple map (Geography: Link to stories The Little Red Hen, What the Ladybird Heard and We're Going on a Bear Hunt). Talk about farm animals, the names of their young and where they live on a farm (Geography & Science: Down on the Farm!). Name wild animals and some of their characteristics (Geography & Science: Wild Animals). Recognise some environments that are the same and different to the one in which they live (Geography: Wild Animals & story Handa's Hen). Recognise some similarities and differences between life in this country and life in other countries (Geography: Chinese New Year & story Handa's Hen). Recognise that people have different beliefs and celebrate special times in</p> | <p>Explore the natural world around them, making observations and drawing pictures of animals (Science: Minibeasts). Describe the life cycle of a butterfly (Science: Minibeasts). Talk about different types of minibeasts which live in the soil, under rocks/logs and fly in the air (Science & Geography: Minibeasts). Describe which type of transport is used on a road, in the air, on water and on rails (Geography, History & Science: Transport). Describe some features of different types of transport, now and in the past (History: Transport). Draw information from a simple map - familiarise children with the name of the road, and the village the school is located in. Look at aerial views of the school setting, encouraging children to</p> |

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| | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (History: Christmas & Toys).</p> <p>Comment on images of familiar situations in the past (History: Toys).</p> <p>Understand some important processes and changes in the natural world around them, including changing states of matter (Science & Geography: Winter - freezing/melting).</p> | <p>different ways (History & RE: Chinese New Year).</p> <p>Explore the natural world around them (Science & Geography: Growing & Spring).</p> <p>Talk about what a plant needs to grow (Science & Geography: Growing & Spring).</p> <p>Name and describe the key elements of keeping healthy (Science & Geography: Growing & Keeping Healthy).</p> <p>Learn the name of local athletes and what they achieved – Rebecca Adlington & Beth Tweddle (History: Keeping Healthy).</p> <p>Know which food is healthy and not so healthy for you (Science & Geography: Growing & Keeping Healthy).</p> <p>Show care and concern for living things and the environment (Geography & Science: Recycling).</p> <p>Understand the effect of changing seasons on the natural world around them (Science & Geography: Winter and Spring).</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (History & RE: Easter).</p> | <p>comment on what they notice, recognising buildings, open space, roads, and other simple features. (Geography: Homes).</p> <p>Name different features in Space (Science: Space).</p> <p>Learn the name of a significant person from the past – Neil Armstrong (History: Space).</p> <p>Name and describe people who are familiar to them e.g. hairdresser, doctor & vet (Geography: People who help us).</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 (History: Transport & Homes).</p> <p>Name different types of homes and materials used to build them (Science: Homes).</p> <p>Recognise some similarities and differences between life in this country and life in other countries. (Geography: Homes).</p> <p>Understand the effect of changing seasons on the natural world around them (Geography & Science: Summer).</p> <p>Talk about how to keep safe in the sun (Science: Summer).</p> |
| <p>Early Learning Goals</p> | <p>Past and Present (History)</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | | |

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| | <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities (Geography)</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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>The Natural World (Science)</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | |
| Celebrations / RE | <p>British Celebrations: Bonfire Night Remembrance Sunday</p> <p>Christianity: Harvest God as the Creator The birth of Moses Some of the ten commandments: Do not steal. Do not lie. Listen to your parents. Christmas</p> <p>Hinduism: Diwali</p> | <p>British Celebrations: Mother's Day (/Mothering Sunday – Christianity) Christianity: Jesus's advice / parables: Give money to the poor. Love thy neighbour. The good Samaritan. The farmer and the seed. Shrove Tuesday (Pancake Day) Easter</p> <p>Celebrations: Chinese New Year</p> | <p>British Celebrations: Father's Day</p> <p>Christianity: Noah's Ark</p> <p>Places of Worship: Church Infant Baptism</p> <p>Places of Worship: Mosque</p> |
| Cultural Capital | <p>Provide 'Muddy Footprint' activities, to promote Physical and Personal, Social and Emotional development.</p> <p>Provide regular cooking experiences.</p> <p>Offer regular opportunities for the children's Parents and Carers to engage in activities in School with their child.</p> <p>Organise a visit from an outsider provider, bringing animals into the Foundation Stage environment.</p> <p>Plant and grow flowers and vegetables with the children.</p> <p>Organise Bike Balanceability.</p> <p>Organise a visit from a Fire Engine and Firefighters.</p> | | |

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| | <p>Provide opportunities for the children to have a first-hand experience of a car and coach. Purchase caterpillars to show the change from a caterpillar to butterfly. Organise a Foundation Stage Seaside Day.</p> |
| Expressive Arts & Design | <p>Stage 6 Reception Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Sing a range of well-known nursery rhymes and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody (including Christmas songs / carols). Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music (including Christmas songs / carols). Explore and engage in music making and dance, performing solo or in groups. Make use of props and materials when role playing characters in narratives and stories. Listen attentively, move to, and talk about music, expressing their feelings and responses (Music from different cultures – China & Kenya). Watch and talk about dance and performance art, expressing their feelings and responses (Chinese New Year & Kenyan dancing). Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources, and skills. Share their creations, explaining the process they have used. Invent, adapt, and recount narratives and stories with peers and their teacher.</p> |
| Early Learning Goals | <p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. |