

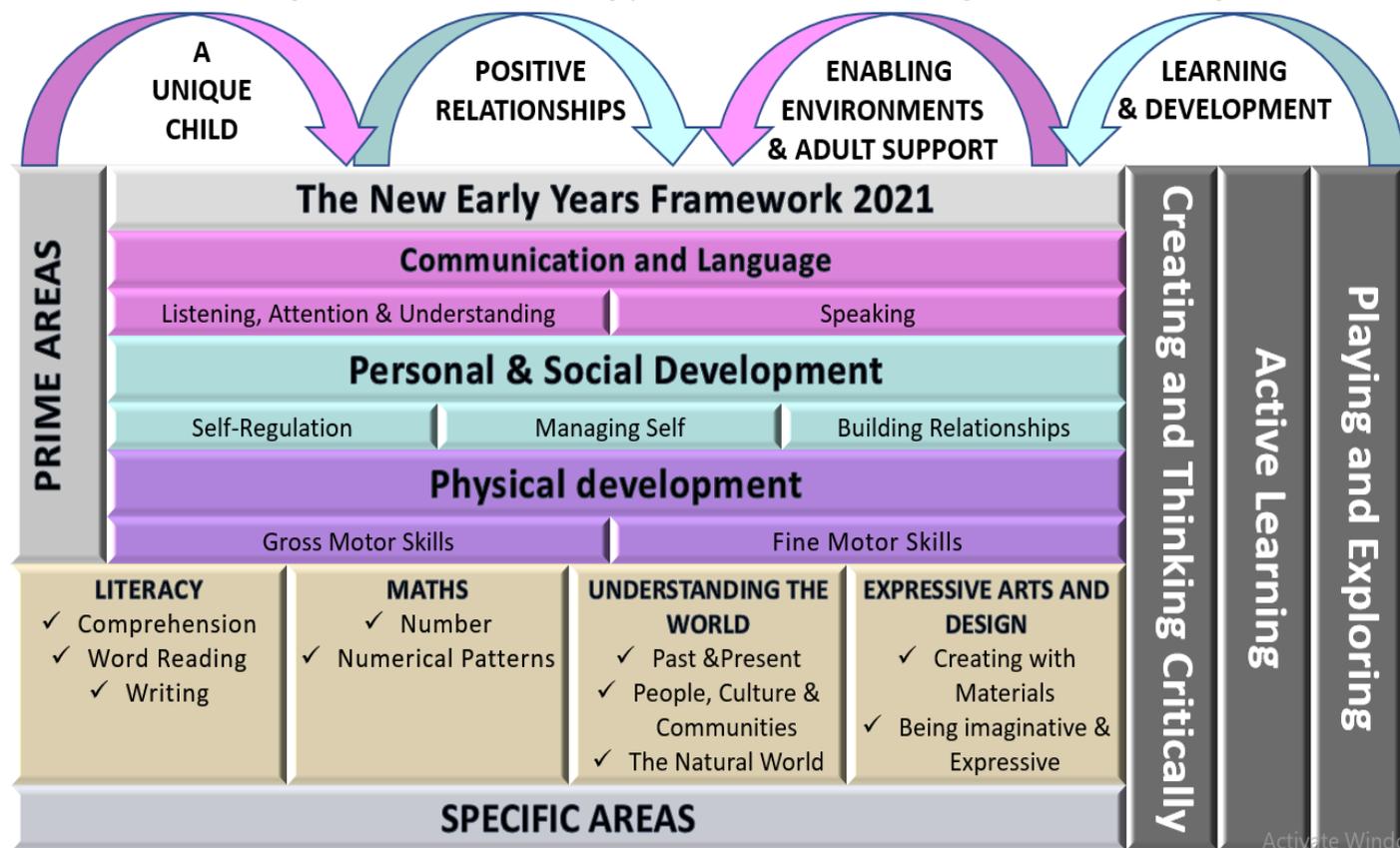
# Reception Long Term Plan 21-22

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

To see Bugle School as a place where children are happy, confident and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in an environment that promotes learning at all levels.

To see Bugle School at the centre of our community and accessible to all. At Bugle School, we recognise that children develop quickly in the Early Years. We aim to give children the best possible start to life, a secure foundation that their learning can be built upon. Children are born ready and are able and eager to learn and we aim to promote their learning in our warm, caring and safe environment.

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





# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b> NB: <i>These themes may be adapted at various points to allow for children's interests</i>	<b>Marvellous Me!</b> Starting school / My new class /Welcome to our setting (rules, routines, and boundaries/ New Beginnings/ All About Me - What am I good at?/ My family /Our homes/Our community PSED focus: relationships/feelings Art focus- colours-feelings/emotions	<b>Do You Remember When...? Lets celebrate!</b> Birthdays, Harvest Halloween, Bonfire Night, Diwali, Christmas: Toys of the past, The Nativity , Christmas Lists , Letters to Father Christmas ,	<b>How Big is Big?</b> Buildings, Dinosaurs, Space- A Starry Night Van Gogh Our World – Climate/Weather Arts & Design focus-illustration	<b>Ready Steady Grow</b> Seasons and weather, Plants & flowers, eggs, ourselves, What lives in our pond? Life cycles The great outdoors Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials Healthy Eating	<b>Big Adventures with Little Feet</b> Where do we live in the UK / world? Travel and transport Animals/Minibeasts and their Habitats Comparing places Madagascar	<b>I Wonder What's at the Seaside?</b> On the water/under the water, pirates, beach safety, holidays Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
<b>High quality Texts</b>	<b>TFW Text: I like Being Me Rhyme</b> /Elmer The Colour Monster Only One You Hair Love Super Duper You What Makes Me A Me? The Growing Story Giraffe is left out	<b>TFW Text: The Little Red Hen</b> Tree Room on the Broom Gruffalo Diwali – Rama and Sita The Christmas Story Who's been eating my porridge? Percy the Park Keeper	<b>TFW Text: The Enormous Turnip</b> Smartest Giant in Town Dinosaur Bones Stomp Dinosaur Stomp Storm Little Cloud How to catch a star	<b>TFW Text Jack and the Beanstalk</b> The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Supertato The Runaway Pea The Extraordinary Gardener Non-fiction books on Lifecycles	<b>TFW Text: Monkey See Monkey Do</b> The Snail and the Whale What the Ladybird Heard Rumble in the jungle I am a Tiger You can't take an Elephant on a Bus One Day in our Blue Planet... in the Savannah	<b>TFW Text: Sharing a Shell</b> The Lighthouse Keepers Lunch Flotsam Sally and the Limpet Billys Bucket
<b>'Wow' moments / Enrichment</b>	Autumn Trail – local area walk Cooking veg soup/bread Visit from key workers :Nurse /police officer/vet/soldier visit National Poetry Day 7 <sup>th</sup> October Diwali Day 15 <sup>th</sup> October	Harvest Loaf workshop Owl Sanctuary visit Bubbling magic potions Cooking marshmallows on the fire Bonfire Night/Fire / Sparkler safety/firefighter visit/Guy Fawkes Remembrance day Christmas nativity. Food tasting from different cultures. - Diwali Dancing and cooking. Exploring Toys of the past and creating an exhibition of inventions Christmas Time / Nativity Visit Truro Museum – Old Toys	Valentines day National Storytelling week 30 <sup>th</sup> Jan-6 <sup>th</sup> Feb Winter/ice - walk Winter weather changes- Studying frost, snow, ice. -Ice experiment: How can we make ice? How can we melt ice the quickest? - Space Art exhibition - Launching rockets, -Creating Maps – World - Where do we live? Map of the United Kingdom Chinese New Year -Dinosaur dig!	Spring walk - signs of spring. Tadpoles - Growing plants / flowers/food from seed, bulb and plug plant: inc sunflower competition, -The needs of a plant experiment growing a bean in a bag. --Exploring food (healthy food choices), -regrowing vegetables -Drawing plants and flowers Weather experiments Weather Forecast videos Mother's Day World Book Day 3rd March Easter bonnet parade Visit Bodmin Plant and Herb Nursery/ Eden / Heligan	Caterpillars to butterflies (observation of growth) Building and investigating a bug hotel Forest school Newquay Zoo visit - minibeasts	Under the Sea – singing songs and sea shanties Rock pool roadshow- Newquay Aquarium/beach Day Pirate day Map work - Find the Treasure Father's Day Ice – Cream at the park End of year family picnic Making a healthy lunch



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## Over Arching Principles

### Characteristics of Effective Learning

**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

**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.

**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.

### Lenny Lion's Learning Zoo:

*Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake*

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

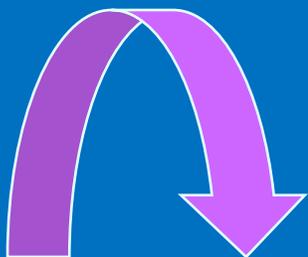
**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**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.

**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.

*PLAY: we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team*

**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**





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Our Assembly focus (Taken from Jigsaw Programme)	<p><b>Being me in My World</b></p> <p>Help others to feel welcome Try and make our school community a better place Think about everyone's right to learn Car about other people's feelings Work well with others Choose to follow a learning charter</p>	<p><b>Celebrating Difference</b></p> <p>Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try and solve problems Try to use kind words Know how to give and receive compliments</p>	<p><b>Dreams and Goals</b></p> <p>Stay Motivated when doing something challenging Keep trying even when it is difficult Work well with a partner or in a group Have a positive attitude Help others to achieve their goals Are working hard to achieve their own dreams and goals</p>	<p><b>Healthy Me</b></p> <p>Have made a healthy choice Have eaten a healthy and balance diet Have been physically active Have tried to keep themselves and others safe Know how to be a good friend and enjoy healthy friendships Know how to keep calm and deal with difficult situations.</p>	<p><b>Relationships</b></p> <p>Know how to make friends Try and solve friendship problems as they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel upset or hurt Know and show what makes a good relationship.</p>	<p><b>Changing Me</b></p> <p>Understand that everyone is unique and special Can express how they feel when change happens Understand and respect the changes that they see in themselves Understand and Respect the changes that they see in other people Know who to ask for help if they are worried about change Are looking forward to change</p>



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British Values  Weekly picture news session	<p><b>Mutual respect</b> 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><b>Mutual Tolerance</b> 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><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> 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><b>Democracy</b> 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><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments Key word assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments Pupil progress meetings</p>	<p>GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments Pupil progress meetings</p>	<p>Cluster moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data</p>
Parental Involvement	<p>Tour or classroom by children Library visit with parents/ Reading Information</p>	<p>Share Learning Journeys Nativity Reading workshop</p>	<p>Art exhibition</p>	<p>Parents Evening Class assembly Share Learning Journeys Easter bonnet parade</p>	<p>Share Writing Books</p>	<p>Class Assembly</p>



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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett, EYFS productions, and NELI  Daily story time using high quality texts (from the eyfs recommended reads list)	<b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word of the week NELI- weekly session Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")	<b>Tell me a story!</b> Develop vocabulary: Word of the week NELI- weekly session Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. <b>Introduce 'talking table' and 'snack and chat' station.</b>	<b>Tell me why!</b> Develop vocabulary: Word of the week focus NELI- weekly session Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Talking Table Snack and Chat	<b>Explain to me!</b> Word of the week focus NELI- weekly session Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more  Talking Table Snack and Chat	<b>Can you recount an event?</b> Word of the week focus NELI- weekly session I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle Talking Table Snack and Chat	Tell me about differences? Word of the week focus NELI- weekly session I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year (end of year video) Talking Table Snack and Chat



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Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
Managing Self Self regulation Making relationships	<p><u>Jigsaw : Being Me in My World</u> Who...me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p><u>Jigsaw: Celebrating Difference</u> What I am good at? I'm special, I'm me! Families Houses and Homes Making Friends Standing Up for Yourself I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><u>Jigsaw: Dreams and Goals</u> Challenge Never Giving Up Setting a Goal Obstacles and Support Flight to the Future Footprint Awards Oral hygiene: teeth cleaning linked to the dental nurse Handwashing</p>	<p><u>Jigsaw: Healthy Me</u> Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p><u>Jigsaw: Relationships</u> My Family and Me! Make Friends, Make Friends, Never Break Friends Falling Out and Bullying Being the Best Friend We Can Be Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p><u>Jigsaw: Changing Me</u> My Body Respecting My Body Growing Up Fun and Fears Celebration Transition into Year 1 Year 1 readiness</p>
<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* <b>Controlling own feelings and behaviours</b> * <b>Applying personalised strategies to return to a state of calm</b> * <b>Being able to curb impulsive behaviours</b> * <b>Being able to concentrate on a task</b></p> <p>* <b>Being able to ignore distractions</b> * <b>Behaving in ways that are pro-social</b> * <b>Planning</b> * <b>Thinking before acting</b> * <b>Delaying gratification</b> * <b>Persisting in the face of difficulty.</b></p>						



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General Themes	Marvellous Me!	Do you Remember when...? Lets celebrate!	How big is big?	Ready Steady Grow	Big adventures with Little Feet	I wonder what's at the Seaside?
Physical development	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
<p>We aim to: Develop a love of physical activity for life Develop the physical literacy journey in all learners Further enhance social, emotional and physical wellbeing in all children</p> <p>Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Half termly name writing self portrait assessment. Dough gym.</p> <p>Daily opportunities for Fine Motor Activities Gross motor Weekly Cosmic Kids Yoga Lesson</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego</p>
	<p><b>REAL PE: Personal Cog</b> I can work on simple tasks by myself. I can follow instructions and practise safely.</p>	<p><b>REAL PE: Social Cog</b> I can work sensibly with others, taking turns and sharing</p>	<p><b>REAL PE: Cognitive Cog</b> I can name some things I am good at. I can understand and follow simple rules.</p>	<p><b>REAL PE: Creative Cog</b> I can explore and describe different movements.</p>	<p><b>REAL PE: Physical Cog</b> I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p>	<p><b>REAL PE: Health and Fitness Cog</b> I am aware of why exercise is important for good health. Sports day Taking turns Keeping the score</p>



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PD continued	<p><b>CONTINUOUS PROVISION:</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, wheelbarrows, prams and carts are all good options</p> <p><b>From Development Matters 21':</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.</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 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>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



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<b>Literacy</b> Our aims: To provide each child with the opportunity to become a master and lover of English. By providing an engaging, progressive English curriculum, each child will be able to achieve to their full potential.  Comprehension - Developing a passion for reading Children will visit the library weekly  Word Reading Phonics daily sessions. Follow reading scheme.	It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	I can show a preference for a book, song or rhyme.	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 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)
	<b>Phonic Sounds: RWINC</b>  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	<b>Phonic Sounds: RWINC</b>  I can Link most 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 (1 to 1 cor) across 2-3 lines of print  I can read some Phase 2 words including some tricky words	<b>Phonic Sounds: RWINC</b>  I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	<b>Phonic Sounds: RWINC</b>  I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	<b>Phonic Sounds: RWINC</b>  I can read phase 3 words (decodable and tricky) 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	<b>Phonic Sounds: RWINC</b>  End of term assessments  Transition work with Year 1 staff



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Writing	<p><b>Texts as a Stimulus:</b></p> <p>The Colour Monster Elmer Only One You Hair Love Super Duper You What Makes Me A Me? The Growing Story Giraffe is left out 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 PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b></p> <p>The Little Red Hen Tree Room on the Broom Gruffalo Diwali – Rama and Sita Percy the Park Keeper Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa)  Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.  PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b></p> <p>Smartest Giant in Town Dinosaur Bones Stomp Dinosaur Stomp Storm Little Cloud How to catch a star Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists. PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b></p> <p>Jack and the Beanstalk The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Supertato The Runaway Pea The Extraordinary Gardener Non-fiction books on Lifecycles 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  PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b></p> <p>The Snail and the Whale What the Ladybird Heard Rumble in the jungle I am a Tiger You can't take an Elephant on a Bus One Day in our Blue Planet... in the Savannah 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><b>Texts as a Stimulus:</b></p> <p>Sharing a Shell The Lighthouse Keepers Lunch Flotsam Sally and the Limpet Billys Bucket 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>
TFW used as stimulus across the year						
Texts may change due to children's interests						
SEE LITERACY ROAD MAP ALONGSIDE						



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Do you Remember when....? Lets celebrate!	How big is big?	Ready Steady Grow	Big adventures with Little Feet	I wonder what's at the Seaside?
Maths	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>Count Objects, Actions and Sounds</b>—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  <b>Subitise (Explore the composition of numbers to 10)</b>—0-3 building to 0-5  <b>Link Number Symbol (Numeral) with Cardinal Number Value</b>—Linked to subitise. Ordering and counting numbers  <b>Count Beyond 10</b>—Count up 20 and back from 10.  <b>Compare Numbers</b>—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to  <b>Understand 1 More/1 Less</b>—One more, one less nursery rhymes and songs.  <b>Automatic Recall of number bonds to 10</b>—sustained focus on number to 5 (working wall display)  <b>Continue, Copy and Create Repeated Patterns</b>—AB            Shape - Name 2D shapes and their properties.</p>	<p><b>Count Objects, Actions and Sounds</b>—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  <b>Subitise (Explore the composition of numbers to 10)</b>—0-5 and then linked to addition  <b>Link Number Symbol (Numeral) with Cardinal Number Value</b>—Linked to subitise. Ordering and counting numbers  <b>Count Beyond 10</b>—Count up 20 and back from 10.  <b>Compare Numbers</b>—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to  <b>Understand 1 More/1 Less</b>—One more, one less nursery rhymes and songs.  <b>Automatic Recall of number bonds to 10</b>—sustained focus on number to 10 (working wall display)            Compare Length Weight and Capacity  <b>Continue, Copy and Create Repeated Patterns</b>—ABB            Shape - Name 2D shapes and their properties. Link to CP objective.</p>	<p><b>Count Objects, Actions and Sounds</b>—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  <b>Subitise (Explore the composition of numbers to 10)</b>—0-5 and then linked to addition  <b>Link Number Symbol (Numeral) with Cardinal Number Value</b>—Linked to subitise. Ordering and counting numbers  <b>Count Beyond 10</b>—Count up 30 and back from 20.  <b>Compare Numbers</b>—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to,  <b>Understand 1 More/1 Less</b>—One more, one less nursery rhymes and songs.  <b>Automatic Recall of number bonds to 10</b>—sustained focus on number to 15 (working wall display)            Compare Length Weight and Capacity  <b>Continue, Copy and Create Repeated Patterns</b>—ABBC            Shape - <b>Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can)</b></p>	<p><b>Count Objects, Actions and Sounds</b>—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  <b>Subitise (Explore the composition of numbers to 10)</b>—0-5 and then linked to addition  <b>Link Number Symbol (Numeral) with Cardinal Number Value</b>—Linked to subitise. 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Ordering and counting numbers  <b>Count Beyond 10</b>—Count up 50 and back from 20.  <b>Compare Numbers</b>—Distribute items evenly (sharing), odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair  <b>Understand 1 More/1 Less</b>—One more, one less nursery rhymes and songs.  <b>Automatic Recall of number bonds to 10</b>—different conceptual variation (e.g. tens frames, PPW, numicon etc)            Compare Length Weight and Capacity            Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</p>	<p><b>Count Objects, Actions and Sounds</b>—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  <b>Subitise (Explore the composition of numbers to 10)</b>—0-3 building 0-5 and then linked to addition  <b>Link Number Symbol (Numeral) with Cardinal Number Value</b>—Linked to subitise. 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# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Do you Remember when....? Lets celebrate!	How big is big?	Ready Steady Grow	Big adventures with Little Feet	I wonder what's at the Seaside?
Computing	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas : Kinsky Art- i-pads (music to art) link colour monster.</p> <p>To screenshot using the home and lock buttons</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons</p> <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>Make an avatar- Link to 'Hello Ruby.com'</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Introduce i=pad/ kidizoom to CP to capture own learning.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Vlog- oracy link. Document changes- tadpoles/ plants/ weather</p> <p>Introduce i=pad/ kidizoom to CP to capture own learning.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Identify how technology is used to share information (Google Maps)</p> <p>Use of orboot globe and i-pad use of technology.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> <li>- explore a website</li> <li>- Research conservation</li> </ul> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>



# Reception Long Term Plan 21-22

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Understanding the world RE / Festivals At Bugle School we aim to provide every child with a greater understanding of themselves, the world and the people within it	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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.</p>																					
	<ul style="list-style-type: none"> <li>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</li> <li>Show interest in the lives of other people who are familiar to me</li> <li>I can recognise that people have different beliefs and celebrate special times in different ways</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>I can show an interest in different occupations and ways of life</li> <li>I can talk about things I have observed such as animals</li> <li>I show care for living things (pets)</li> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</li> <li>I can talk about significant events in my own experience</li> <li>I can talk about why things happen: making bread</li> <li>I can recognise and describe special times or events for family or friends</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>Celebrate Chinese New year</li> <li>Recognising that people have different beliefs</li> <li>Respecting difference</li> <li>Talk about lives of people around us</li> <li>Talk about experiences at different points in the year (class calendar for each month)</li> <li>Changing seasons: winter</li> <li>Ice experiments</li> <li>Knowing there are different countries in the world (China)</li> <li>I understand the effects of changing seasons on the world around me</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>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?</li> <li>I can describe special events (Easter)</li> <li>Growth &amp; Change: frog life cycle</li> <li>I can tell you what a plant needs to grow (growing the beanstalk)</li> <li>I can understand the key features of the life cycle of a plant and animal</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Growth &amp; Change: butterfly life cycle</li> <li>I can show care and concern for living things in the environment</li> <li>I can start to develop an understanding of growth, decay and changes over time</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects</li> <li>I can draw a simple map</li> <li>Google earth</li> <li>Similarities and differences between countries/environments/Africa/Animals using</li> </ul> <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Seasides long ago – Magic Grandad compare and contrast past and present</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>I can draw information from a simple map</li> <li>I can talk about ways in which I can look after the environment</li> <li>Pirate maps (maps of school to find treasure)</li> </ul>																
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<ul style="list-style-type: none"> <li>What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?</li> <li>What do Christians believe happened to Jesus? Why do Christians think this is such an important story?</li> <li>What do Christians do at Easter?</li> <li>Why do we have Easter eggs?</li> </ul>	<ul style="list-style-type: none"> <li>Plan learning experiences that enable children to ...</li> <li>Recognise and retell stories connected with celebration of Easter</li> <li>Say why Easter is a special time for Christians</li> <li>Talk about ideas of new life in nature</li> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, coals, eggs, etc. and make connections with signs of new life in nature</li> <li>Talk about some ways Christians remember these stories at Easter</li> </ul>																					
<b>Suggested questions you could explore:</b>	<b>Learning outcomes:</b>																					
<ul style="list-style-type: none"> <li>Where do you feel safe? Why?</li> <li>Where do you feel happy? Why?</li> <li>Where is special to me? Where is a special place for believers to go? What makes this place special?</li> </ul>	<ul style="list-style-type: none"> <li>Plan learning experiences that enable children to ...</li> <li>Talk about somewhere that is special to themselves, saying why</li> <li>Recognise that some religious people have places which have special meaning for them</li> <li>Talk about the things that are special and valued in a place of worship</li> <li>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>Express a personal response to the natural world.</li> </ul>																					



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Do you Remember when...? Lets celebrate!	How big is big?	Ready Steady Grow	Big adventures with Little Feet	I wonder what's at the Seaside?
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. 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>Art has the power to transform, to illuminate, to educate, to inspire and motivate.</p> <p>We aim to: Develop a love of Music and provide an understanding of this universal language.</p> <p>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.</p> <p>Work will be displayed in the classroom</p> <p>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.</p>	<p>Join in with songs beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Feelings: taking photos of children acting out emotions</p>	<p>Invent, design and create a new toy</p> <p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Watch performances: ballet, musical, orchestra</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Artist: Jackson Pollock Exploring dripping, pouring and splattering to create abstract art.</p> <p>Building rockets - choosing 3D recycling shapes / different methods of attachment.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: fruits and veg</p> <p>. I can combine media to make a collage</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Artwork themed observation drawings of plants, flowers, fruit and veg.</p> <p>Making fruit kebabs</p> <p>Encourage children to create their own music.</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>Andy Goldsworthy natural art</p> <p>Flower tile- clay</p> <p>Drama conventions through literacy</p>	<p>Junk modelling, houses, bridges boats and transport.</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</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Making boat models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil snail (link to the snail and the whale)</p> <p>Drama conventions through literacy</p>



# Reception Long Term Plan 21-22

## Early Learning Goals – 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><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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>