



Reception Class Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES These themes may be adapted at various points, with mini topics, to allow for children's interests to flow through the provision.	<ul style="list-style-type: none"> - My and my family - Space - Harvest 	<ul style="list-style-type: none"> - Traditional stories - Festivals and light 	<ul style="list-style-type: none"> - Winter Wonderland - Chinese New Year - Dinosaurs 	<ul style="list-style-type: none"> - Making sandwiches - Making Pancakes - Gingerbread Man - Signs of spring 	<ul style="list-style-type: none"> - Planting seeds - Animal lifecycles - Minibeasts 	<ul style="list-style-type: none"> - Fairy tales - Superheroes - Transport
BUILDING CULTURAL CAPITAL	<ul style="list-style-type: none"> - Planting produce to harvest 	<ul style="list-style-type: none"> - Celebrating different language, festivals and cultures. - Harvest. 	<ul style="list-style-type: none"> - Build a snowman - Making bird feeders - Making dark dens - Awe and wonder of the Moon and darkness - Awe and wonder of snow and ice - Chinese New Year 	<ul style="list-style-type: none"> - Slashing in puddles - Growing plants. - Visiting our allotment - Visit to local Farm shop - Easter 	<ul style="list-style-type: none"> - Mini beast hunt - Pond dipping - Create a mini garden - Observe frog spawn - Watching caterpillars - Make a wormery - Make a Bug Hotel - Visit the local woods 	<ul style="list-style-type: none"> - Build a sandcastle - Rock pooling - Pebble art
KEY TEXTS	<ul style="list-style-type: none"> - It's Okay to be Different - The great big book of families - 'The large family' books - Peace at Last - Whatever Next - Toys in Space - Little kids first big book of space - Here come the Aliens - Man on the moon - Pumpkin soup - The Enormous Turnip - We're Going on a Bear Hunt - Little Rabbit foo foo 	<ul style="list-style-type: none"> - Billy Goats Gruff - Three Little Pigs - Goldilocks - Leaf Man - Bears in the Night - Let's Celebrate 5 days of Diwali - The Jolly Christmas Postman - Christmas in Exeter street - Dear Santa 	<ul style="list-style-type: none"> - What can you see in winter? - The bear's winter house - The owl who was afraid of the dark - Custard the dragon - Tell me a dragon - The dragon machine - Holidays and festivals - Chinese New Year 	<ul style="list-style-type: none"> - Stanley's stick - Stickman - Dinosaur roar - The dirty great dinosaur - Linus the vegetarian T-rex - Ketchup on your cornflakes? - The giant jam sandwich - Mr. Wolf's pancakes - The Gingerbread man (Various Hamilton reads based on spring) - Wakey wakey - The odd egg - Spring for birds - The egg drop 	<ul style="list-style-type: none"> - The tiny seed - Jasper's beanstalk - Seed to sunflower - Olivers vegetables - Olivers fruit salad - Grass for tea - The very helpful hedgehog - People Who Help Us-Vet & People Who Help Us-Dentist - People Who Help Us-Firefighter & People Who Help Us-Police Officer - The very hungry caterpillar - Tadpoles promise - - 	<ul style="list-style-type: none"> - Sleeping beauty - Jack and the beanstalk - Jim and the beanstalk - Hansel and Gretel mixed up fairy tales - Midnight superhero - Superhero ABC - Supertato - You cant take an elephant on the bus - The hundred decker bus - Naughty bus - The train ride
ROLE PLAY IDEAS	<ul style="list-style-type: none"> - Health centre - writing names in a list. - Home corner - Spaceship 	<ul style="list-style-type: none"> - Harvest Supper - Building site for 3 little pigs, hard hats, tools etc. - Santa's workshop 	<ul style="list-style-type: none"> - Winter den - Sleep over setting 	<ul style="list-style-type: none"> - Dinosaur museum - can introduce a time machine the week after. - Bakery / café - Flower shop 	<ul style="list-style-type: none"> - Garden centre - Dentist - Fire station - Baby clinic - Pet shop 	<ul style="list-style-type: none"> - Castle - Fairytale land - Hansel and Gretel sweet shop - Superhero school - Bus stop / Airport -

SPECIFIC AREAS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>LITERACY</p> <p>Reading</p> <ul style="list-style-type: none"> - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment <p>Word Reading / Phonics</p> <ul style="list-style-type: none"> - Read individual letters by saying the sounds - for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them - Read a few common exception words matched to the school's phonic programme. 	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p><u>It's all about books!</u> Texts are carefully chosen to promote reading for pleasure. Age appropriate books are shared with children every day. Texts are carefully planned for to support learning across the areas of learning in through general topics and the Continuous Provision. This ensures that children build important knowledge and widen children's vocabulary to support later reading comprehension.</p> <p><u>It's all about decoding!</u> Twinkl phonics along with Letters and Sounds Revised, are followed so that the progression of GPCs and tricky words are taught term- by-term. Teachers match children's secure phonic knowledge to the appropriate decodable reading books.</p>					
	<p><u>Phase 2</u></p> <p>s a t p i n m d g o c k c k e u r h b f l</p> <p><u>Tricky words</u></p> <p>is I the</p>	<p><u>Phase 2 ff</u></p> <p>ll ss jv w x y z zz qu sh th ng nk</p> <p><u>Tricky Words</u></p> <p>put to pull into full she as push and he has of his we her me go no</p>	<p><u>Phase 3</u></p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff</p> <p><u>Tricky words</u></p> <p>was you they my by all are sure pure</p>	<p><u>Review Phase 3</u></p> <p>ai ee igh oa oo ar or ur oo ow oi ear er air</p> <ul style="list-style-type: none"> - Words with double letters longer words words with two or more digraphs - Words ending in -ing - Compound words - Words with s in the middle /z/ - Words ending -s - Words with -es at end /z/ 	<p><u>Phase 4</u></p> <ul style="list-style-type: none"> - Short vowels CVCC - Short vowels CCVCC CCCVC CCCVCC - Longer words - Compound words - Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est <p><u>Tricky words</u></p> <p>said so have like some come love do were here little says there when what one out today</p>	<p><u>Phase 4</u></p> <ul style="list-style-type: none"> - long vowel sounds CVCCCCVC - long vowel sounds CCVCCCCVC CCV CCVCC - Phase 4 words ending - s /s/ - Phase 4 words ending -s /z/ - Phase 4 words ending -es - Longer words - Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ - Phase 4 words endingin: -s /s/, -s /z/, -es <p><u>Tricky words</u></p> <p>Review all taught so far Secure spelling</p>
<p>WRITING</p> <ul style="list-style-type: none"> - Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) - Form lower-case and capital letters correctly - Spell words by identifying 	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Develop small motor skills so that can use a range of tools competently, safely and confidently. - Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop a tripod grip - Use rhymes from phonics scheme to correctly form lower case letters (print) - Correctly form upper case letters <p><u>Spelling</u></p> <ul style="list-style-type: none"> - HFWs taught in sequence (see Phonics) - Children recall taught HFWs independently to their writing - Accurate application of the spelling of taught HFWs - Grapheme/phoneme correspondence taught in sequence (see Phonics) 					

<p>the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> - Write short sentences with words with known sound-letter correspondences - Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> - Applying grapheme/phoneme correspondence to CVC words - Applying knowledge of taught digraphs to writing simple words - Making phonetically plausible attempts when writing new words independently. <hr/> <ul style="list-style-type: none"> - <u>Composition</u> - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once developed a deep familiarity with the text; some as exact repetition and some in their own words (T4W) - Orally rehearse what want to say/message want to write - Write simple phrases/sentences using phonic knowledge and recalling tricky words from memory. - Re-read what is written to check that it makes sense - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <hr/> <ul style="list-style-type: none"> - <u>Writing opportunities</u> - In the continuous provision, indoors and outdoors, there are opportunities for children to choose what to write, when to write, where to write, who to write for and who to write with - In the continuous provision there are resources that motivate children to write such as books and props - Provocations such as caterpillars, curiosity cubes, artefacts, role play, book area, creative play <hr/> <ul style="list-style-type: none"> - <u>Poetry and Performance</u> - Learning simple rhymes - Engage in story times when poetry and rhymes are shared - Learn rhymes, poems and songs - Retell the poem, rhyme or song, once they have developed a deep familiarity with it - Develop storylines in pretend play - Perform poetry in the book areas where QR codes provide live performances <hr/> <ul style="list-style-type: none"> - <u>Teacher led/directed</u> - Modelling letter formation - Story Maps - Modelling oral blending - Modelling hearing and writing the corresponding grapheme that matches the phoneme - Modelling hearing and writing the corresponding digraph that matches the phoneme in simple words - Model orally rehearsing a message before writing - Model using Language to compose a simple phrase/sentence
<p>MATHS</p>	<p>Developing a strong grounding in number sense is essential so that all children develop the necessary building blocks to excel mathematically. To gain number sense children need to secure the 3 concepts of Nominality (number name), Cardinality (how many) and Ordinality (position of number). Children should be able to count and subitise confidently when using number to denote "How Many?". Subitising is an essential tool to support children's understanding of the concepts Comparison and Composition. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and five/tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Number songs, rhymes and stories also support children to develop mathematical concepts.</p>

<p>Maths adult input plan (White Rose Maths Scheme)</p> <p><u>Development Matters</u></p> <ul style="list-style-type: none"> - Count objects, actions and sounds - Subitise. - Link the number symbol (numeral) with its cardinal number value. - Count beyond 10 - Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers - Explore the composition of numbers to 10 - Automatically recall number bonds for numbers 0–5 and some to 10 	<ul style="list-style-type: none"> - Baseline assessments and observations for Tapestry. - Key times of the day, routines and exploring the continuous provision - Matching and sorting skills - Comparing Amounts, 5 frames to support children to subitise and compare - Comparing size, mass and Capacity - Making simple patterns <p><u>Key Texts</u></p> <ul style="list-style-type: none"> - Dear Zoo - Where's My Teddy? - We're Going on a Bear Hunt - Busy, Busy, Busy! <p><u>Number Rhymes/songs</u></p> <ul style="list-style-type: none"> - In and out the Dusty Bluebells - Clap your hands and wiggle your fingers 	<ul style="list-style-type: none"> - Representing 1,2,3 using perceptual subitising and fingers as tools to denote "how many?". - Using counting as a tool to denote "how many?". - Comparing 1,2,3 using 5 frames. - Composition of 1,2,3 - Subitising and counting as tools - Representing 4, 5 - Circles and Triangles - Shapes with 4 sides - Spatial awareness, positional language, Night and Day <p><u>Key Texts</u></p> <ul style="list-style-type: none"> - The Three Pigs - Washing line - Rose's Walk - Love Triangle <p><u>Number Rhymes/songs</u></p> <ul style="list-style-type: none"> - When Goldilocks went to the house of the bears - Three around the world - Five little ducks - One Elephant went out to play 	<ul style="list-style-type: none"> - Introducing zero - Comparing numbers to 5, using the tools of perceptual subitising and counting - Composition of 4 and 5 using the tools of conceptual subitising and counting (5 frames and double-sided counters) - Compare mass - Compare capacity - Representing 6,7,8 (using 10 frames) using perceptual subitising and fingers as tools to denote "how many?". - Composition of 6,7,8 using conceptual subitising and counting as tools - Combining 2 groups - Length and height - Time <p><u>Key texts</u></p> <ul style="list-style-type: none"> - A Squash and a Squeeze - Who sank the boat - Don't forget the bacon <p><u>Number Rhymes/Songs</u></p> <ul style="list-style-type: none"> - 5 monkeys jumping on the bed 	<ul style="list-style-type: none"> - Representing 9,10 (using 10 frames) using perceptual subitising and fingers as tools to denote "how many?". - Composition of 9,10 using conceptual subitising and counting as tools - Comparing numbers to 10 - Number bonds using the tools of perceptual and conceptual subitising and counting (ten frames) - 3D shape - Pattern (repeating) - Consolidation weeks <p><u>Key texts</u></p> <ul style="list-style-type: none"> - How do Dinosaurs count to 10? - Make a wish Albert - 10 Rubber Ducks 	<ul style="list-style-type: none"> - Building numbers beyond 10 - Verbally counting patterns beyond 10 - Spatial reasoning (through art and design) - Adding more (changing a quantity of a groups) - Taking away (the quantity of the group is changed) - Spatial reasoning (combining shapes to make new shapes) <p><u>Key texts</u></p> <ul style="list-style-type: none"> - 1 is a snail, 10 is a crab - Snail trail: a journey through modern art - A dozen ducks lost and found - Mr Gumby's outing - The shopping basket <p><u>Number rhymes/songs</u></p> <ul style="list-style-type: none"> - 10 in the bed - 10 green bottles - Footsteps 	<ul style="list-style-type: none"> - Doubling (using ten frames) to show "twice as many". - Sharing and grouping mini project using the story "When the Doorbell Rang" - Even and odd (using ten frames and grouping) - Spatial reasoning (playing games and using models to give verbal instructions). - Patterns and relationships project using the text "How many legs?". - Spatial reasoning using maps from stories <p><u>Key texts</u></p> <ul style="list-style-type: none"> - When the doorbell rang - How many legs? - Pattern fish - Billy's Bucket <p><u>Number Rhymes/songs</u></p> <ul style="list-style-type: none"> - 10 fat sausages
<p>UNDERSTANDING THE WORLD</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Development Matters provides the building blocks for children to acquire sufficient knowledge and the progression documents ensure that children acquire the skills they need to for the next stage of their education. It is important that the knowledge and skills for subject domains are taught over the year to provide the building blocks for the curriculum in year 1, subject progression grids are planned from Nursery to y6. The content knowledge and skills are revisited many times over the year and tailored towards the needs and interests of the children.</p>						

<p>Science</p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> - Observing the changing season as move from Summer to Autumn through outdoor play, stories and non-fiction books - Observe the weather and play with weather boxes outside (i.e. sunny day box...) - Observe animal/minibeast/bird habitats in this season Observe features of plants and use related vocabulary roots leaf seeds stem petal - Planting seeds and seedlings to grow vegetables. - Observe and harvest produce from the school's "secret garden". - Tasting food from different cultures 	<ul style="list-style-type: none"> - Observing the changing season as move from Autumn to Winter through outdoor play, environment walks, QR codes. Stories and Non-fiction books. - Observe the weather and play with weather boxes outside (i.e. windy day box) - Observe animal / minibeast / bird habitats in this season - Observe the features of farm animals and use relevant vocabulary - Skeleton scales hair gills feathers - Cooking and tasting home grown produce - Observe growth of produce planted at school. - Record the temperature outside 	<ul style="list-style-type: none"> - Observing the season of Winter through outdoor play, environment walks, QR codes. Stories and Non-fiction books. - Observe the weather and play with weather boxes outside (i.e. cold day box) - Observe and discuss the darker nights. Read stories about the dark. Opportunities to observe natural and artificial light. - Use relevant vocabulary light natural artificial shadow torch - Observe animal/minibeast/bird habitats in this season - Observe the natural process of ice melting - Record the temperature outside 	<ul style="list-style-type: none"> - Observing the changing season as move from Winter to Spring outdoor play, environment walks, QR codes. Stories and Non-fiction books. - Record rainfall and size of puddles - Animals, changes and new life - Observe animal/minibeast/bird habitats in this season - Use related vocabulary to describe key features Skeleton scales hair gills feathers - Growing and looking after plants that need water, sun, light to survive. - Use related vocabulary to describe key features roots leaf seeds stem petal 	<ul style="list-style-type: none"> - Observing the changing season as move from Spring to Summer through outdoor play, environment walks, QR codes. Stories and Non-fiction books - Observing the features of minibeasts and use related vocabulary Skeleton wings Antennae Legs Abdomen - Observing life cycles and use related vocabulary - Observing and making different habitats for minibeasts - Explore local environments, minibeast hunt and different habitats - Record the temperature outside 	<ul style="list-style-type: none"> - Observing the season of Summer through outdoor play, environment walks, - Stories and Non-fiction books. - Observe the weather and play with weather boxes outside (i.e. hot day box) - Observe minibeasts / animals / bird habitats in this season - Observing and exploring features and habitats of fish and rock pool sea creatures - Use related vocabulary to describe key features skeleton scales gills - Explore how objects float and sink (boats floating) and the forces of push and pull - Use related vocabulary for forces Float Sink Push Pull
<p>EXPRESSIVE ARTS AND DESIGN</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Music Express is used to provide a progressive model for the curriculum.</p>					
<p>PRIME AREAS</p>	<p>AUTUMN 1</p>	<p>AUTUMN 2</p>	<p>SPRING 1</p>	<p>SPRING 2</p>	<p>SUMMER 1</p>	<p>SUMMER 2</p>
<p>COMMUNICATION AND LANGUAGE</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. C&L is developed throughout the year through high quality interactions during Child Initiated Time, daily group discussions, PSHE times, stories/poems, singing, role play and story-telling with Pie Corbett T4W. Reading and sharing stories across the day builds important knowledge and extends children's familiarity with words so that their vocabulary is enriched and widened. Subject specific vocabulary is planned for and taught explicitly across all areas of learning.</p>					
<p>Talk for Writing Texts</p>	<p>Goldilocks and the Three Bears</p>	<p>The Enormous Turnip</p>	<p>The Gingerbread Man</p>	<p>The Three Little Pigs</p>	<p>Little Red Riding Hood</p>	<p>The Three Billy Goats Gruff</p>

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT (PSED)	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Self – Regulation	New Beginnings -Getting to know each other -Feeling welcome and welcoming others -Forming a classcommunity -Self awareness -Social skills -Motivation	Getting on and fallingout -Co-operation -Friendship and working together - Understanding andmanaging feelings -Conflict resolution and problem solving -Seeing things from another point of view	Going for Goals -Resilience -Perseverance -Dealing with frustration -Making choices -Taking risks -Overcoming obstacles to succeed	Relationships -Understanding difficult feelings - jealous, fair/unfair, loneliness -Dealing with hurt feelings -People who are important -Loss and bereavement -Safe relationships, NSPPC PANTS rules	Good to be me -Calming down -Feeling proud -Standing up for myself -Controlling my anger -Agreeing and disagreeing -Feeling excited	Change - Transition and changeover time - Welcome and unwelcome changes -Being resilient - Understanding individual differences in our responses to change -Saying goodbye andmoving on
PHYSICAL DEVELOPMENT Fine and Gross Motor skills	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for playboth indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
EXPRESSIVE ARTS AND DESIGN	<p>-Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.</p> <p>-Discuss and personally respond by using paint, wax crayons, colouring pencils, malleable materials, collage sculpture, junk modelling. Practise & rehearse taught techniques through the continuous provision.</p> <p>-Visits from local artists /visits to art galleries/exhibitions provide inspiration and enriched experiences alongside the study of key artists.</p>					

Vocabulary that is specific to each subject domain or area of learning in the Continuous Provision

History	today, yesterday, tomorrow, day, week, month, year, present, past, future, when I was little, remember, ago, old, new, then, now, same, different
Geography	community, town, village, city, farm, beach, woods, desert, polar, jungle, rainforest, world, globe, earth map, street, road, bridge, building, sea, river, lake, land, school, church, supermarket, house, flat
Science	experiment, investigate, predict, sort, group, record, compare, describe force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, skeleton, human wood, metal, plastic, glass, rock, hard, rough, smooth
Art	paint, draw, colour, mark-make, lines, circles, squares, rectangles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, sculptor
DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe, chop, cut, grate, peel
Music	song, chorus, verse, tune, percussion instrument names, rhythm, loud, quiet, fast, slow, compose, dance, move, perform,
Computing is embedded in all areas of learning	internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume
Water Play	full, empty, more, less, same, float, sink, evaporate, liquid, puddle, droplet, drift, absorbs, heavy/light, freezing, melting, ice
Sand play	fall, fallen down, fill, full, half-full, overflow, pile, press, damp, crumbly, lumpy, gritty, solid
Block/ construction play	circle, triangle, square, shape, flat, curved, straight, round, hollow, solid, corner (point, pointed), cube, sphere, pyramid, cone Positional language: Over, under, above, below, top, bottom, side on, in, outside, inside, behind, front, back, before, after, besides, next to, opposite join, shape, design, build, model, cut, shape, stick

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

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