



# Reception Long Term Plan 2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What makes me special?	What can we celebrate?	Who can help us?	Where can we go?	What's at the bottom of my garden?	Seaside
Topic Focus						
Characteristics of Effective Learning	<p><b>Playing and Exploring:</b> Exploring Elephant – I explore and plan my ideas, Go-For-It Gorilla – I try new activities based on my interests, Choosing Chimp - I make independent choices</p> <p><b>Active Learning:</b> Persevering Parrot – I keep trying, Proud Peacock – I achieve my goals, Analysing Alligator – I am beginning to correct my mistakes by myself</p> <p><b>Creating and Thinking Critically:</b> Slinky-Linky Snake – I can make links between ideas, Reflecting Rhino – I can check my progress and see how well I am doing, Creative Chameleon – I have my own ideas</p>					
High Quality Texts	Elmer Perfectly Norman The Lion Inside Ravi's Roar The Ugly Duckling Hello World	Room On The Broom You Must Bring A Hat Goldilocks The magic porridge pot The Little Glow We All Celebrate	The smartest giant in town Rumplestiltskin Cops and Robbers Ada Twist Scientist I Love Chinese New Year Hairy Maclary Rumpus At The Vet Life Savers	On the way home Mr. Wolf's Pancakes Harry's Home The way back home My Granny Went To Market Little Red Riding Hood	Oliver's Vegetables Oi Frog Superworm Handa's Surprise Omar, The Bees and Me Jack And The Beanstalk The Big Book Of Blooms	The Rainbow Fish Sharing A Shell Clean Up The princess and the frog Creature Features Ocean
Enrichment moments	Blackberry picking Phonics workshop Parent reading morning Parent in with baby Harvest	Nativity Tregolls Manor (Care Home) Christmas craft morning Posting letter	Visit from police, fire, nurses, vets, etc Pancake Day Lunar new year	School trip to Hall for Cornwall (Gruffalo's Child Live) Bus trip Visit from Space Dome	Woodland walk - Coosebean Tadpoles Visit from Marcs Ark Art show of clay animals	Beach school Lifeguard visit to school Reception graduation Transition days
British Values	<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>All about me box in September</p> <p><b>Book Focus:</b> My Skin, Your Skin</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.</p> <p>Done through celebrations</p> <p><b>Book Focus:</b> All are Welcome</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.</p> <p>Scholl rules and values</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>Book Focus:</b> This is me!</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>School rules and values</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>

			<b>Book Focus:</b> What Makes Me Do the Things I Do?		<b>Book Focus:</b> A Hero Like Me	
<b>Assessment opportunities</b>	Internal Baseline DFE baseline Wellcomm Baseline	RWI assessments Independent Writing End of term assessments Trust Network Day	RWI assessments Wellcomm assessment GLD predictions Pupil progress meetings	RWI assessments Independent Writing Cluster Meeting End of term assessments Trust network day	RWI assessments Wellcomm assessment Pupil progress meetings	ELG Data RWI assessments Trust network day
<b>Parental involvement</b>	Phonics workshop Parent reading morning Meet the teacher School trip helpers	Christmas craft morning Parent's evenings	Parent job visits Lunar New Year Dance Grandparent day Class assembly	Easter performance Parent's evening School trip helpers	Share writing books	Reception graduation School trip helpers
<b>Communication and language</b> <small>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions.</small>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Wellcomm assessments and gaps in development. Talking about ourselves, home languages, families, friends, likes and dislikes. Routines, register, days of the week song, weather song. Listening and responding to stories, rhymes and songs.  Learn friends and teachers names and vocabulary for resources in provision.	Continue Wellcomm and gaps in development and seasonal changes. Learn new rhymes and songs about Autumn changes and Christmas nativity songs. Listen, and respond in other ways to longer familiar stories such as movement, repeating words etc. Introduce new non-fiction texts  Learn new vocabulary relating to celebrations Continue to build up vocabulary for the provision and use of spaces.  <b>Tier 2 vocab for reception</b>	Continue Wellcomm and gaps in development Listen to each other for longer periods of time. Begin to ask questions to find out more information. Explore new non-fiction and fiction texts about job roles and occupations also imaginary texts. Listen , join in and respond to stories, rhymes and songs. Build up a range of songs and rhymes to sing/say from recall. New vocabulary relating to occupations. Learn new rhymes and songs about jobs and people who help us.	Continue Wellcomm and gaps in development Listen to each other for longer periods of time. Begin to ask questions to find out more information. Listen , join in and respond to stories, rhymes and songs. Build up a range of songs and rhymes to sing/say from recall. Explore new non-fiction and fiction texts about countries, destinations and transport. New vocabulary relating to countries, destinations and transport.	Continue Wellcomm and gaps in development Sustain listening and attention in different situations. Ask and answer questions to find out more information and continue conversations. Listen , join in and respond to stories, rhymes and songs. Build up a larger range of songs and rhymes to sing/say from recall. Begin to make up your own and rehearse with others. Explore new non-fiction and fiction texts about plants, growing, produce and healthy eating. New vocabulary relating to plants, growing, produce, farming and healthy eating.	Continue Wellcomm and gaps in development Sustain listening and attention in different situations. Ask and answer questions to find out more information and continue conversations. Explore new non-fiction and fiction texts about oceans, sea creatures, mythical creatures and pirates. Listen , join in and respond to stories, rhymes and songs. Sing and perform a large range of learnt songs and rhymes from recall. Begin to make up your own and rehearse with others. New vocabulary relating to sea creatures, protecting the environment, oceans and continents.
<b>PSED</b> Scheme: Jigsaw Children develop their personal, social and emotional skills throughout	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>the year through circle times, social stories, diversity stories, etc.</p>	<p>Jigsaw Being me in my world</p> <ul style="list-style-type: none"> <li>• I understand how it feels to belong and that we are similar and different</li> <li>• I can start to recognise and manage my feelings</li> <li>• I enjoy working with others to make school a good place to be</li> <li>• I understand why it is good to be kind and use gentle hands</li> <li>• I am starting to understand children's rights and this means we should all be allowed to learn and play</li> <li>• I am learning what being responsible means</li> </ul>	<p>Jigsaw Celebrating Differences</p> <ul style="list-style-type: none"> <li>• I can identify something I am good at and understand everyone is good at different things</li> <li>• I understand that being different makes us all special</li> <li>• I know we are all different but the same in some ways</li> <li>• I can tell you why I think my home is special to me</li> <li>• I can tell you how to be a kind friend</li> <li>• I know which words to use to stand up for myself when someone says or does something unkind</li> </ul>	<p>Jigsaw Dreams and Goals</p> <ul style="list-style-type: none"> <li>• I understand that if I persevere, I can tackle challenges</li> <li>• I can tell you about a time I didn't give up until I achieved my goal</li> <li>• I can set a goal and work towards it</li> <li>• I can use kind words to encourage people</li> <li>• I understand the link between what I learn now and the job I might like to do when I'm older</li> <li>• I can say how I feel when I achieve a goal and know what it means to feel proud</li> </ul>	<p>Jigsaw Healthy Me</p> <ul style="list-style-type: none"> <li>• I understand that I need to exercise to keep my body healthy</li> <li>• I understand how moving and resting are good for my body</li> <li>• I know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>• I know how to help myself go to sleep and understand why sleep is good for me</li> <li>• I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>• I know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<p>Jigsaw Relationships</p> <ul style="list-style-type: none"> <li>• I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>• I know how to make friends to stop myself from feeling lonely</li> <li>• I can think of ways to solve problems and stay friends</li> <li>• I am starting to understand the impact of unkind words</li> <li>• I can use Calm Me time to manage my feelings</li> <li>• I know how to be a good friend</li> </ul>	<p>Jigsaw Changing Me</p> <ul style="list-style-type: none"> <li>• I can name parts of the body</li> <li>• I can tell you some things I can do and foods I can eat to be healthy</li> <li>• I understand that we all grow from babies to adults</li> <li>• I can express how I feel about moving to Year 1</li> <li>• I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>• I can share my memories of the best bits of this year in Reception</li> </ul>
<p><b>Physical Development</b></p> <p><b>Fine Motor</b> 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><b>Gross Motor</b> Dexticing blocks Cooperation games i.e. parachute games, Climbing</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>6</sup>. 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 play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. 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>					
	<p>Pen Disco 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>Pen Disco 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>Pen Disco 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  Handling scissors. Pencils and glue effectively</p>	<p>Pen Disco Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed  Using cutlery appropriately</p>	<p>Pen Disco 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 Holding scissors correctly and cutting out small shapes</p>	<p>Pen Disco 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>

– 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	Beginning to use tripod grip when using mark making tools	Accurately drawing lines, circles and shapes to draw pictures				Forming letters correctly using a tripod grip.
	Get set for PE Dance Unit Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Get set for PE Gymnastics Unit Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Get set for PE Ball Skills Unit Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.			
Literacy Possible book focus Drawing Club	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Rhymes 1, 2 listen and do If you're happy and you know it Heads shoulders, knees and toes Here we go round the mulberry bush Rock-a-bye-baby Little Miss Muffet Incy-wincy spider	Rhymes London Bridge is falling down Are you sleeping? Frere Jacques Dingle dangle scarecrow Jack and Jill Hey Diddle Diddle Jack Horner Ding dong bell	Rhymes Miss Polly had a dolly Doctor Foster Polly put the kettle on Ten in a bed There was an old lady who swallowed a fly	Rhymes Alice the camel Pussycat pussycat Ride a cock horse The grand old duke of York This little piggy	Rhymes Fuzzy Wuzzy, creepy crawly Ladybird, ladybird Mary Mary quite contrary Shoo fly! The ants go marching Two little dickie birds	Rhymes Oranges and lemons Sing a song of sixpence The queen of hearts Peter Rabbit Boys and Girls
	RWI Learn Set 1 sounds, Read cvc blending books  Show a preference for a book, song or rhyme.	RWI Learn Set 1 sounds, blending practice. Read cvc and cvcc/ccvc words.  I can talk about events and characters in a story read to me.  Join in with rhymes and stories. Fill in missing words from well-known rhymes	RWI Learn Set 1 diagraphs , letter formation, blending practice, finger spaces. Learn some non-decodable words.  Show interest and answer simple questions about the text  Use words that I know to check my reading makes sense	RWI Learn Set 2 sounds, letter formation, finger spaces, full stops.  Demonstrate understanding when talking about what I have read Repeat words or phrases to check my reading  Learn more non-decodable words	RWI Learn Set 2 sounds,  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 Build up a larger range of non-decodable words.	RWI Learn Set 3 sounds. Retell stories and narratives using my own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	Writing initial sounds to label words. Begin to write cvc words for simple lists or labelling pictures.	Letter formation, finger spaces, full stops. Continue to develop cvc reading and writing, and have a go at longer words. Lists and labels.	Continue to write lists and labels with known sounds (CVC and CCVC/CVCC). Begin to write very short captions. Learn some non-decodable words.	Continue to write captions and develop into short simple sentences for a range of purposes. Learn more non-decodable words	Letter formation, finger spaces, full stops, capital letters. Simple sentences for nonfiction purpose and to re-tell parts of stories. Build up a larger range of non-decodable words.	Letter formation, finger spaces, full stops, capital letters. Write a range of sentences phonetically spelt which includes some correctly spelt non-decodable words
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
<b>Maths</b>	<p><b>Match, sort and compare</b> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p><b>Talk about measure and pattern</b> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p><b>It's me 1,2,3</b> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p>	<p><b>Circles and triangles</b> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p><b>1,2,3,4,5</b> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p><b>Shapes with 4 sides</b> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p><b>Alive in 5</b> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p><b>Mass and capacity</b> Compare mass Find a balance Explore capacity Compare capacity</p> <p><b>Growing 6,7,8</b> Find 6,7 and 8 Represent 6,7 and 8 1 more 1 less Composition of 6,7 and 8 Make pairs - odd and even Double to 8 (find a double)</p> <p><b>Length, height and time</b> Explore length</p>	<p><b>Building 9 and 10</b> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p> <p><b>Explore 3-D shapes</b> Recognise and name 3-D shapes Find 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p><b>To 20 and beyond</b> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p><b>How many now?</b> Add more How many did I add? Take away How many did I take away?</p> <p><b>Manipulate, compose and decompose</b> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes</p>	<p><b>Sharing and grouping</b> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with build doubles</p> <p><b>Visualise, build and map</b> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p><b>Make connections</b> Deepen understanding</p>

			Compare length Explore height Compare height Talk about time Order and sequence time		Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	Patterns and relationships
	A Pair of socks by Stuart J Murphy The Button Box by Margarette S. Reid  Where's My Teddy? By Jez Alborough Dear Zoo by Rod Campbell We're Going on a Bear Hunt by Michael Rosen  Anno's Counting Book by Mitsumasa Anno The Gingerbread Man A Squash and a Squeeze by Julia Donaldson	Triangle by Mac Barnett and Jon Klassen We're Going on a Bear Hunt by Michael Rosen Rosie's Walk by Pat Hutchins  Witches Four by Marc Brown Pete the Cat and his Four Groovy Buttons by Eric Litwin Kipper's Birthday by Mick Inkpen Anno's Counting Book by Mitsumasa Anno Bear in a Square by Stella Blackstone Square by Mac Barnett and Jon Klassen Night Monkey, Day Monkey by Julia Donaldson	None the Number by Oliver Jeffers Anno's Counting Book by Mitsumasa Anno I Spy Numbers by Jean Marzollo The Ugly Five by Julia Donaldson  Who Sank the Boat? by Pamela Allen Balancing Act by Ellen Stoll Walsh Handa's Surprise by Eileen Browne Six Dinner Sid by Inga Moore Simon Sock by Sue Hendra and Paul Linnet Missing Mittens by Stuart J. Murphy Double Dave by Sue Hendra Two of Everything by Lily Toy Hong  Superworm by Julia Donaldson I can only draw worms by Will Mabbitt Five Minutes Peace by Jill Murphy	Ten Little Fingers and Ten Little Toes by Mem Fox  Cockatoos by Quentin Blake One Gorilla by Anthony Browne Anno's Counting Book by Mitsumasa Anno Ten Black Dots by Donald Crews Two of Everything by Babette Cole One Odd Day by Doris Fisher and Dani Sneed  Circle! Sphere! by Grace Lin Changes, Changes by Pat Hutchins Shapes, Shapes, Shapes by Tana Hoban Pattern Fish by Trudy Harris Pattern Bugs by Trudy Harris The Leopard's Drum by Jessica Souhami	13 Ways to Eat a Fly by Sue Heavenrich One Moose, Twenty Mice by Claire Beaton Jack the Builder by Stuart J. Murphy 1 is One by Tasha Tudor  Mouse Count by Ellen Stoll Walsh Mr Gumpy's Outing by John Burningham  Mr Gumpy's Motor Car by John Burningham Which One Doesn't Belong? by Christopher Danielson Tangram Cat by Maranke Rinck and Martijn van der Linden Mouse Shapes by Ellen Stoll Walsh Pezzettino by Leo Lionni Perfect Square by Michael Hall Boxitects by Kim Smith	The Squirrels Who Squabbled by Rachel Bright One Hungry Cat by Joanne Rocklin Ness the Nurse by Nick Sharratt Bean Thirteen by Matthew McElligott Alison Hubble by Allan Ahlberg  Pattern Fish by Trudy Harris Pattern Bugs by Trudy Harris I See a Pattern Here by Bruce Goldstone Rosie's Walk by Pat Hutchins Martha Maps It Out by Leigh Hodgkinson What the Ladybird Heard by Julia Donaldson The Secret Path by Nick Butterworth Pirates Love Underpants by Claire Freedman  Mr Gumpy's Outing by John Burningham Ants Rule: The Long and Short of it by Bob Barner
<b>Understanding the World</b>	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.					



	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.</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>Recognise what makes them unique. Share stories from family life that have made them feel special. Children share shoeboxes. Simply recall the nativity story and discuss why Jesus is important</p>	<p>Talk about the lives of the people around them and their roles in society Invite Grandparents in to discuss some similarities and difference for their childhood to life now.</p> <p>Celebrate Chinese New Year and recognise that people have different beliefs. Know that there are different countries in the world (China)</p> <p><b>Discuss seasonal change</b></p> <p>Map of our journey to school. Map to Hall for Cornwall to link with school trip</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p>	<p>Beach study</p> <p>Bug and plant study at home and on school field. Make observational drawings. How do we look after our environment.</p> <p>Life cycle of plants, animals and caterpillars What is at the bottoms of someone's garden in other countries. Use books such as Handa's surprise to illustrate difference in animals and plants.</p> <p>Noticing changes to our local area in the Summer. Looking at places of interest in Cornwall</p>
<p><b>Expressive Arts and Design</b></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>Singing and performing- nursery rhymes, traditional/ familiar songs &amp; counting rhymes adding in music and sound effects eg footsteps and wind</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Create nature wreaths using natural objects to explore colour and pattern.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody – Christmas show.</p> <p>Charanga activities</p> <p>Cook a blackberry crumble from picked blackberries.</p>	<p>Singing and performing- build up a repertoire of songs Experiment with instruments to create different sounds (outdoor area) Chinese New Year Dances</p> <p>Charanga activities</p> <p>Develop cutting, threading, joining and folding skills to create their own musical instruments.</p> <p>Easter egg threading, apply skills in threading wool to create a hanging Easter decoration</p> <p>Experiments with joining materials- screws and screwdrivers (outdoor learning)</p> <p>Create waterproof boats and discuss and explore floating and sinking.</p> <p>Cook Easter biscuits.</p>	<p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures</p> <p>Paint imaginative designs with salt experimenting with colour and texture.</p> <p>Use small world and puppets to act own narratives Singing and performing- continue to build a repertoire of songs</p> <p>Explore and engage in music making and dance, performing solo or in groups. (End of year show for parents?)</p> <p>Music lessons planned through Charanga - exploring rhythm, pitch, dynamics, timbre, musical notation and composing</p> <p>Make sandwiches for a school trip to the beach.</p>

