

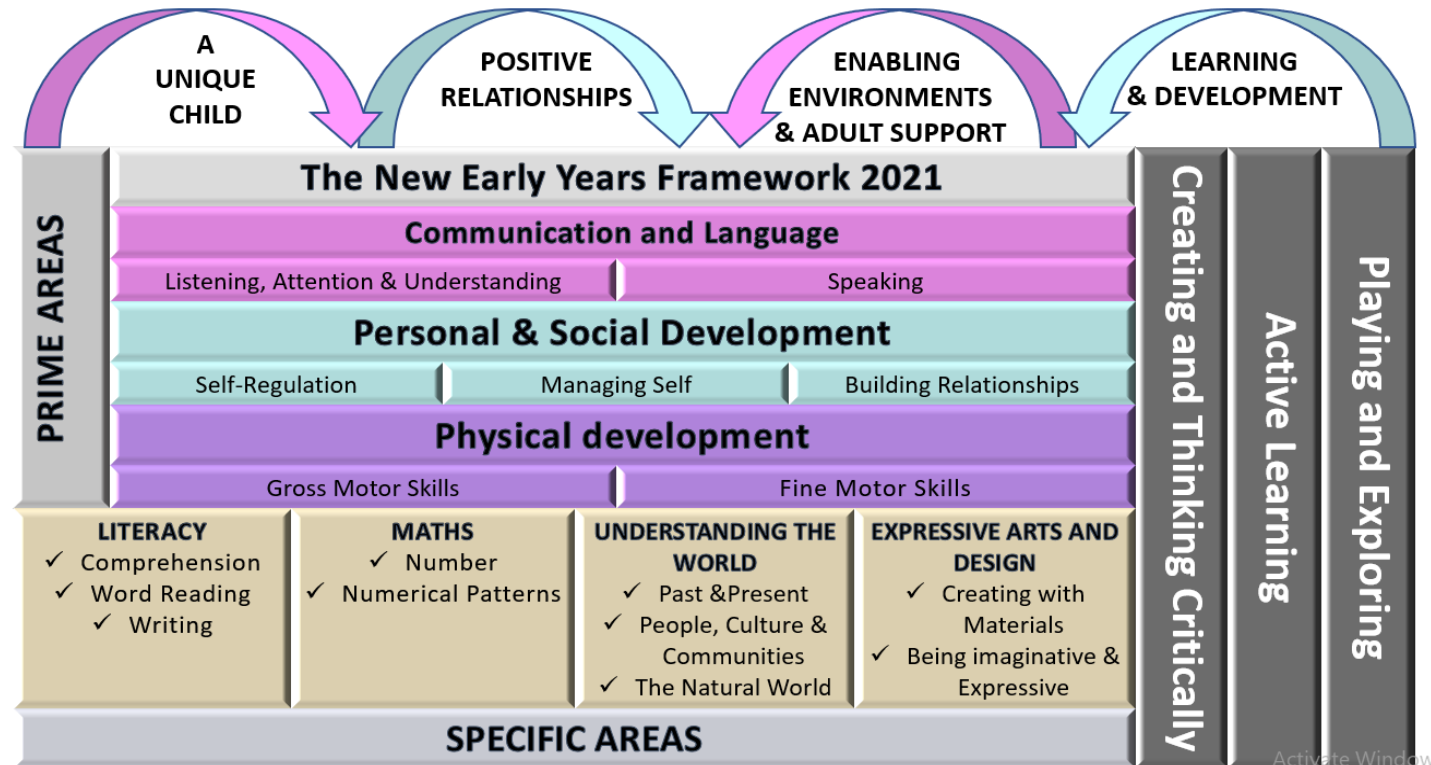


# Reception Long Term Plan 23-24

At St Josephs, we aspire for the children to be “Loving to Learn”. This is embedded and shown in the outstanding provision we provide for our EYFS children both inside and outside within their provision. The children always feel valued and appreciated and all adults pride themselves on creating wonderful relationships with both parents/carers and the children.

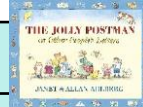
We teach literacy and maths to a high level and teach RWI (Read Write Inc) phonics from Nursery throughout the school. Every child is treated as an individual and a bespoke learning journey is created for each and every one of them.

We hope to inspire children to become confident, resilient, independent, creative and respectful learners by the time they leave St Josephs with Catholic values and beliefs at the heart of their education.







# Reception Long Term Plan 23-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><b>NB: These themes may be adapted at various points to allow for children's interests</b></p>	<p><b>My Community</b> Differences and similarities My family and my heritage Changes and starting school Responsibilities Growth</p> <p><b>Artist: Music:</b> Nursery Rhymes</p> <p><b>TWITTL:</b> Gods World (Creation Story)</p>	<p><b>Celebration</b> Differences in the seasons Nature and the trees Colors and senses Bonfire night celebrations The Nativity Letters to Father Christmas</p> <p><b>Artist:</b> Claude Monet (finger painting landscapes) <b>Music:</b> Vivaldi – The Four Seasons</p> <p><b>TWITTL:</b> Gods Family (Celebrating being different, part of Gods family)</p>	<p><b>Space!</b> Planets and the solar system Kandinsky shape images of space Night-time adventures Chinese New Year</p> <p><b>Artist:</b> Kandinsky (Shape/Math's) and O'reilly Folk Art Fusion <b>Music:</b> Ludovico Einaudi (Classical)</p> <p><b>TWITTL:</b> Getting to know Jesus (What Jesus has done for his people, Wedding of Cana, Jesus healing the sick)</p>	<p><b>People who help us</b> Love of reading Fairytles and retelling stories Hot seating stories Journey of a Letter Fiction vs Non-fiction Tales Toolkit (creating stories)</p> <p><b>Artist:</b> Salvador Dali <b>Music:</b> Steel Drums/Afro Caribbean Music</p> <p><b>TWITTL:</b> Joy and Sorrow (How to be kind to others, Zones of Regulations, kindness and importance of apologising, Zacchaeus story)</p>	<p><b>Minibeasts!</b> What lives in our pond? Life cycles Lifecycle of a butterfly Metamorphosis Sorting types of minibeasts Environments/habitats</p> <p><b>Artist:</b> Andy Goldsworthy (natural art) <b>Photographer:</b> Phill Good <b>Music:</b> South America/Brazilian Music</p> <p><b>TWITTL:</b> New Life (Resurrection and Assentation Story)</p>	<p><b>Traditional Tales</b> At the seaside Past/Present how swimming costumes have changed/seaside behavior Animals under the sea The Oceans Summer Holidays Geography links</p> <p><b>Artist:</b> David Hockney <b>Music:</b> Orchestra themed music</p> <p><b>TWITTL:</b> Our Church (God's house, the purpose and use of a church and how to look after it).</p>
<p><b>High quality Texts</b></p>	<p><b>Fiction texts:</b> Rainbow Fish Our Community Garden Bloom In every house on every street Martha maps it out</p> <p><b>Traditional Tale:</b> The Ugly Duckling</p> <p><b>Non: Fiction:</b> PSED, The Colour Monster, Emotions</p>	<p><b>Fiction texts:</b> Handa's Surprise Rosie's Walk The Story Orchestra Leaf Man</p> <p><b>Traditional Tale:</b> Hansel and Gretel The Christmas Story</p> <p><b>Non: Fiction:</b> The Seasons and Senses</p>	<p><b>Fiction texts:</b> How to Catch a Star Aliens love Underpants Space Tortoise Look Up</p> <p><b>Traditional Tale:</b> The Elves and the Shoemaker</p> <p><b>Non - Fiction:</b> You Choose Space</p>	<p><b>Fiction texts:</b> The Jolly Postman Room on a Broom Goldilocks and the Three Bears Where the Wild things Are The Gruffalo Super Daisy &amp; Traction Man</p> <p><b>Traditional Tale:</b> All</p> <p><b>Non: Fiction:</b> Library and Reading</p>	<p><b>Fiction texts:</b> The Hungry Caterpillar The Grumpy Ladybird The Very Busy Spider Mad about Minibeasts The Teeny Weeny Tadpole The Ugly Bug Ball</p> <p><b>Traditional Tale:</b> The Enormous Turnip</p> <p><b>Non: Fiction:</b> Plants and Minibeasts</p>	<p><b>Fiction texts:</b> Snail and the Whale Katie Morag The Storm Whale Sally and the Limpet</p> <p><b>Traditional Tale:</b> The Wishing Well</p> <p><b>Non: Fiction:</b> You Choose</p>
<p><b>'Wow' moments Enrichment /Culture Capital</b></p>	<p>Topic Launch (Week 1) Stay and Play session x1 each half term Food tasting – different cultures</p> <p><b>Cultural Capital:</b> Diwali Day 24<sup>th</sup> October Mental Health Day 10<sup>th</sup> October Wandsworth Library Visit</p>	<p>Topic Launch (Week 1) EYFS Art Exhibition (In the Hall, end of term) EYFS Family Picnic in Wandsworth Park Deen City Farm (Week ½) Firefighter Visit</p> <p><b>Cultural Capital:</b> Guy Fawkes / Bonfire Night Remembrance Day 11<sup>th</sup> November Anti-Bullying Week 15-19<sup>th</sup> November Father Christmas Visit &amp; Fair</p>	<p>Topic Launch (Week 1) Pop up Space Visit Chinese New Year Cooking Afternoon Weather Forecast Videos/Space Journey</p> <p><b>Cultural Capital:</b> Chinese New Year (Week ½) London Planetarium (Week 3) Tate Modern/Tate Britain Wandsworth Library Visit</p>	<p>Topic Launch (Week 1) Pyjama Party (Bake cookies and have a storytime) Jolly Postman Walk around Wandsworth EYFS Art Exhibition (In the Hall, end of term)</p> <p><b>Cultural Capital:</b> Thursday 23<sup>rd</sup> March World Book Day Mother's Day 19<sup>th</sup> March Holi Festival 8<sup>th</sup> March Egg Roll (End of Spring 2)</p>	<p>Topic Launch (Week 1) Caterpillars into butterflies Planting Seeds and plant growth Frogspawn in classroom or pond visits EYFS Forest School</p> <p><b>Cultural Capital:</b> Laudato Si (Last week) World Environment Day 5<sup>th</sup> June Kew Gardens Horniman Museum (minibeast workshop) Wandsworth Library Visit</p>	<p>Topic Launch (Week 1) Father's Day End of year family picnic Sandpit competition EYFS Art Exhibition (In the Hall, end of term)</p> <p><b>Cultural Capital:</b> EYFS Seaside Trip Fathers Day 18<sup>th</sup> June Transition Day What do you want to be? Day Sports Day EYFS Art Exhibition (In the Hall, end of term)</p>



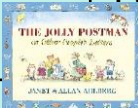



# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My Community	Celebrations	Space!	People who help us	Minibeasts!	Traditional Tales
 	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> 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.</p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					



# Reception Long Term Plan 23-24

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General Themes	My Community 	Celebrations 	Space! 	People who help us 	Minibeasts!	Traditional Tales
British Values PATHS (PSED Scheme of work)	<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.	<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	<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	<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.	<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 chance to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<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.
RE Values	<b>September:</b> Understanding <b>October:</b> Patience	<b>November:</b> Faith <b>December:</b> Empathy	<b>January:</b> Hope <b>February:</b> Appreciation	<b>March:</b> Peace <b>April:</b> Unity	<b>May:</b> Happiness <b>June:</b> Co-operation	<b>July:</b> Courage
Assessment opportunities	In-house - Baseline data on entry National Baseline data by end of term High Frequency word assessments SALT Initial concern assessments EYFS weekly team meetings SALT Assessments (NELI)	On going assessments Pupil progress meetings Parents evening EYFS weekly team meetings In house moderation End of term assessments Phonics assessments (half termly) High Frequency word assessments Initial Concerns (discuss at Parents Evening)	GLD Projections for EOY Cluster moderation EYFS weekly team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS weekly team meetings End of term Assessments Phonics assessments High Frequency word assessments	Cluster moderation? Reports/data EYFS team meetings	Pupil progress meetings Phonics assessments SALT Initial concern assessments EYFS team meetings High Frequency word assessments EOY data (GLD Wandsworth)
Parental Involvement	Welcome meeting (Expectations & Evidence Me) Stay and Play PATHS Early Reading/RWI Workshop Parents picnic <b>Reading Mornings (Monday/Friday)</b>	Nativity Parents Evening EYFS Art Exhibition Class assembly Fine/Gross Motor Workshops (Week ½) Communication & Language Workshops Maths Workshop <b>Reading Mornings (Monday/Friday)</b>	<b>Reading Mornings (Monday/Friday)</b> Class assembly Early Reading/RWI Workshops PSED & Paths Workshops	Parents Evening Class assembly EYFS Art Exhibition <b>Reading Mornings (Monday/Friday)</b>	EYFS Art Exhibition <b>Reading Mornings (Monday/Friday)</b> Early Reading/RWI Workshops	Parent Check In Reports End of year family Picnic RWI Workshops Class assembly <b>Reading Mornings (Monday/Friday)</b> Transition/Home Visits



# Diversity Texts to be read throughout the year during story time sessions



Ethnically diverse characters	Cultural diversity	Neurodiversity	Physical disabilities	Gender equality	Refugee equal rights
<p>So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books The Proudest Blue</p>	<p>The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns Handa's Surprise Look Up! Clever Sticks! Little People Big Dreams Julian is a Mermaid Dipal's Divali Amazing Grace Clive is a Nurse</p>	<p>We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The Unbudgeable curmudgeon Some Brains The Girl who Thought in Pictures Why Jonny doesn't Flap Planet Earth is Blue</p>	<p>Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears The 5 of Us The Ugly Five</p>	<p>My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies And Tango Makes 3 Big Book of Families</p>	<p>Feed are not for kicking The Colour Monster The Skin I live in Hands are not for hitting Sharing a Shell Inside Out Giraffe's Can't Dance Red rockets and Rainbow Jelly Kindness is my superpower</p>



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<p><b>Communication and Language</b></p> <p><small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small></p>	<p>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>.</p>					
<p><b>Whole EYFS Focus :</b></p> <p>C&amp;L is developed throughout the year through high quality interactions, weekly word, high frequency words, daily group discussions, sharing circles, PATHS times, stories, singing, speech and language interventions, Pie Corbett T4W actions, Tales Toolkit, Zones of Regulation and NELI interventions.</p>	<p><b>NELI Interventions</b> Nursery rhyme of the week <b>Word of the week</b></p> <p>I can explain my own thoughts. I can describe a story, setting and characters using my own words (TTK). I can engage in non-fiction books and understand how to get information from a text. I can use social phrases. I can begin to use the correct tense when describing past events in the correct order. I can start a conversation with someone and take turns. I can understand the importance of listening and why it is important. <b><u>I can take part in our daily RE practice.</u></b></p>	<p><b>NELI Interventions</b> Nursery rhyme of the week <b>Word of the week</b></p> <p>I can listen and respond to stories and remember what has happened in it. I can follow 2-part instructions (Get your coat and pick up your book bag). I can take part in a group discussion. I can articulate my thoughts into well formed sentences. I can implement key and new vocabulary in different contexts of my learning.</p>	<p><b>NELI Interventions</b> Nursery rhyme of the week <b>Word of the week</b></p> <p>I can understand why questions and answer using conjunctions (because/and). I can recreate a familiar story using my own ideas and imagination. I can describe events in detail using key vocabulary. I can listen to and talk about stories to build familiarity and understanding.</p>	<p><b>NELI Interventions</b> Nursery rhyme of the week <b>Word of the week</b></p> <p>I can pay attention to more than one thing at a time. I can maintain focus and attention during an activity/carpet time. I can retell a story using storytelling language and recently introduced vocabulary (T4W). I can engage in storytime, using repetitive rhyme refrains.</p>	<p><b>NELI Interventions</b> Nursery rhyme of the week <b>Word of the week</b></p> <p>I can ask relevant questions to find out more and to check my understanding. I can explain why things happen “Why did the tower fall down?” and the child replied “The tower fell down <b>because</b> it was too heavy”. I can connect one idea to another using a range of connectives. I can work with a small group to discuss what is presented to us.</p>	<p><b>NELI Interventions</b> Nursery rhyme of the week <b>Word of the week</b></p> <p>I can ask a question to clarify my understanding. “Can you get the box? Which box do you mean?”. I can use the correct tenses when expressing my ideas and feelings about experience with minimal support. I can speak clearly and confidently when speaking to a small group. I can participate in an active conversation and offer a relevant contribution.</p>

# Reception Long Term Plan 23-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My Community	Celebration	Space!	People who help us	Minibeasts!	Traditional Tales
Personal, Social and Emotional Development	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> .					
Managing Self	<p><b>Paths:</b> Circle rules Fostering a positive classroom climate Pupil of the day/compliments We all have feelings Happy/Sad</p> <p>I can follow rules without needing an adult to remind me. I can show more confidence in new social situations and to talk with others. I can recognize the zones of regulation and verbalize how I am feeling. I am starting to understand how others might be feeling. I can use my words to ask for help.</p> <p><b>RE: I can say some of the ways that God made me special. I know that God has asked us to care for the world. I can think of ways in which we can look after it.</b></p>	<p><b>Paths:</b> Emotion sharing Mad or angry Scared or afraid Learning to do the Turtle</p> <p>I can show that I can be responsible within my classroom. I can recognize that all feelings are valid and okay. I can find a solution to conflict without support. I can use my words to explain how someone else has made me feel. I can play with a variety of children in small groups and create short role play. <b>I can understand the use of the bins in the classroom and the importance of recycling.</b></p> <p><b>RE: I can understand that God made all the people in the world to be a part of his family and that I am part of it too.</b></p>	<p><b>Paths:</b> Revisit the Turtle Calm or relaxed Review all feelings Emotion Sharing</p> <p>I can consider the feelings of others and express my feelings using the zones of regulation. I can talk with others to resolve conflict. I can become more confident with new adults/children in my setting. I can independently choose a task I can talk about different factors linked to my health and why they are important (healthy eating, exercise, teeth cleaning, sleep etc).</p> <p><b>RE: I can understand that Jesus has a great love for each and everyone of us. I can think of ways in which we can show our love for Jesus.</b></p>	<p><b>Paths:</b> Review The Turtle Feelings of sharing and caring Review all feelings</p> <p>I can regulate my behavior when needing to calm down. I can play with different children and create extended role play/talking opportunities with them. I can manage my own basic needs without support/reminding.</p> <p><b>RE: I can understand that I can hurt others and that I need to be kind to each other.</b></p>	<p><b>Paths:</b> Making choices Solving problems Review the Turtle Emotion Sharing</p> <p>I can be resilient and persevere in the face of a challenge. I can follow 2-step instructions even when engaged in an activity. I can understand that my friends do not have to share the same ideas as me, particularly in conflict. <b>I can recognise what I need to do to look after my planet.</b></p> <p><b>RE: I can understand how Jesus is a gift of Joy and Peace from God.</b></p>	<p><b>Paths:</b> Feelings review of all Saying Goodbye Ending/Transitioning Paths Patry</p> <p>I can take turns with others show sensitivity to my peers and their needs in play. I can form a positive attachment with adults and children. I can explain why we have rules. I can understand the difference between good and bad choices. I can see myself as a valued member of a community.</p> <p><b>RE: I can understand that the church is a holy church to pray and we are all welcome.</b></p>
Self regulation						
Making relationships						



# Reception Long Term Plan 23-24

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General Themes	My Community	Celebrations	Space!	People who help us	Minibeasts!	Traditional Tales
Physical development	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> .					
Fine motor	<p>I can make snips in paper using scissors. I can begin to hold the scissors correctly. I can understand how to be safe with scissors. I can attempt to cut across a line drawn for me. I can draw simple lines and circles using a 3 finger/Tripod grip. I can write my name using a 3 finger/Tripod with support. I can show a preference for a dominant hand.</p>	<p>I can write my name using a 3 finger/Tripod without support. I can manipulate and rotate objects to complete a task (turning my book around to fit into my bag/puzzles).</p>	<p>I can cut out simple shapes without support. I can create recognizable realistic objects using playdoh; rolling, cutting, molding and shaping.</p>	<p>I can get myself ready for home time: put my coat on, bag on my back, fill my bag, empty my tray.</p>	<p>I can cut out shapes or objects with accuracy and an appropriate grip. I can form some capital letters including "I" and my name. I can do up my buttons on my shirt/coat.</p>	<p>I can hold a pencil using the tripod grip/3 fingers. I can hold a pair of scissors correctly and safely. I can use appropriate cutlery to eat my food and recognize the differences for each one. I can show accuracy and care when drawing pictures. I can form the numbers 0-9 correctly. I can form lower case letters using anti-clockwise motion, starting and finishing in the right place.</p>
Gross motor	<p>I can throw a ball using two hands at a target. I can go up steps and stairs or climb up apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. I can choose the appropriate physical skills and choose whether to crawl, walk or run across a plank depending on its length/width. I can show a good spatial awareness when moving at speed around the playground. I can recognize when I need to go to the toilet and address this without support.</p>	<p>I can balance and walk along a designated line without falling over. I can understand the importance of physical exercise and the effect it has on my body. I can collaborate with others to manage large items and to transport large objects. I can use my core strength to achieve a good posture when sitting on a chair. I can confidently move through, around, over, under, across equipment and verbalize my movements.</p>	<p>I can use an appropriate throw based on the distance (rolling, underarm). I can form a steady stance to complete a throwing/catching. I can use my core strength to achieve a good posture when sitting on the carpet. I can use my balance to help me stand, hop and jump and land on two feet. I can use my arms and my core to support me when climbing up and down with confidence.</p>	<p>I can create a pattern of movement and recall a short sequence. I can decide how to travel safely in and outside of the classroom: running, sprinting, slowing down, speeding up. I can understand the effectiveness of a warm up, cool down and how it can support my body strength.</p>	<p>I can combine different movements with ease, safety and fluency. I can confidently use a range of small/large apparatus indoors, outside and within a group. I can catch a ball with two hands. I can kick a ball towards a rough target.</p>	<p>I can throw and catch a ball at differing distances with a correct stance, accurate throw and grip. I can negotiate space and obstacles safely with consideration for myself and others. I can move energetically, such as running, jumping, dancing, hopping and climbing.</p>

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

- Threading
- Handwriting Practice
- Tweezer practice
- Cutlery use in Lunch
- Getting dressed PE

- Daily Cosmic Yoga
- Daily Mile
- Outdoor Provision
- ½ Termly Jungle Playground





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Literacy	<p>It is crucial for children to develop a <b>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)</p>					
Comprehension	<p>I can show a preference for a book, song or rhyme. I can use the front cover to predict my story.</p>	<p>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.</p>	<p>I can show interest and answer simple questions about the text. I use words that I know to check my reading makes sense.</p>	<p>I can demonstrate understanding when talking about what I have read. I can repeat words or phrases to check my reading.</p>	<p>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.</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. I can anticipate key events in the story. I can use and understand recently introduced vocabulary during class discussions.</p>
Word Reading	<p><b>Phonic Sounds:</b> RWI Phonics Streaming (Ditty)</p> <p>I can recognise my full name. I can handle books correctly and follow print left to right, top to bottom. I can recognise words that rhyme I can locate the title I can segment and blend words orally.</p>	<p><b>Phonic Sounds:</b> RWI Phonics Streaming (Ditty)</p> <p>I can link most single sounds to letters. I can blend VC and some CVC words. I can read some Set 1 CVC and tricky words. I can clap syllables inside any word (alien included) as part of RWI.</p>	<p><b>Phonic Sounds:</b> RWI Phonics Streaming (Ditty)</p> <p>I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Set ½). 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.</p>	<p><b>Phonic Sounds:</b> RWI Phonics Streaming (Ditty)</p> <p>I can read and understand simple sentences. I can use phonic knowledge to read and decode regular words. I can read all Set 1 and 2 words.</p>	<p><b>Phonic Sounds:</b> RWI Phonics Streaming (Ditty)</p> <p>I can read Set 2 words (decodable and tricky). I can say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p><b>Phonic Sounds:</b> RWI Phonics Streaming (Ditty)</p> <p>I can read words consistent with my phonic knowledge by sound blending. I can re-read books showing increased accuracy and fluency.</p>

Children will visit the library every term

Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.

# Reception Long Term Plan 23-24



**Writing**

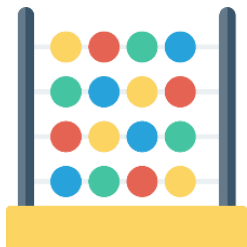
Children will practice oracy of each traditional tale every half term with actions and storytelling language.

TFW used as stimulus across the year

Texts may change due to children's interests

SEE SCHOOL WRITING TARGETS FOR RECEPTION

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>My Community</b>	<b>Celebrations</b>	<b>Space!</b>	<b>People who help us</b>	<b>Minibeasts!</b>	<b>Traditional Tales</b>
<p><b>Fiction texts:</b> Giraffes can't dance Alfie's first day Marvellous Me What makes me Me!</p> <p><b>Traditional Tale:</b> The Ugly Duckling</p> <p><b>Non: Fiction:</b> PSED, The Colour Monster, Emotions</p> <p>I can recall a sentence and repeat it. I can write simple lists and captions using marks and initial sounds. I can write simple CV and CVC words.</p>	<p><b>Fiction texts:</b> Handa's Surprise Rosie's Walk The Story Orchestra Leaf Man</p> <p><b>Traditional Tale:</b> Hansel and Gretel The Christmas Story</p> <p><b>Non: Fiction:</b> The Seasons and Senses</p> <p>I can record tricky words such as: I, me, to, you, my, the. I can write CVC words and give meaning to them.</p>	<p><b>Fiction texts:</b> How to Catch a Star Aliens love Underpants Space Tortoise Look Up</p> <p><b>Traditional Tale:</b> The Elves and the Shoemaker</p> <p><b>Non - Fiction:</b> You Choose Space</p> <p>I can use simple adjectives to up level my sentence. I can recognise and record simple rhyming sentences with support "The cat sat on the mat". I can sequence and record simple instructions. I can start to use correctly formed letters in my writing.</p>	<p><b>Fiction texts:</b> The Jolly Postman Room on a Broom Goldilocks and the Three Bears Where the Wild things Are The Gruffalo Super Daisy &amp; Traction Man</p> <p><b>Traditional Tale:</b> All</p> <p><b>Non: Fiction:</b> Library and Reading</p> <p>I can sequence a story using time connectives. I can sequence a story using a story map. I can record captions and key phrases in the story on a story map. I can write short sentences to accompany my story map. I can start to use storytelling language in my writing.</p>	<p><b>Fiction texts:</b> The Hungry Caterpillar The Grumpy Ladybird The Very Busy Spider Mad about Minibeasts The Teeny Weeny Tadpole The Ugly Bug Ball</p> <p><b>Traditional Tale:</b> The Enormous Turnip</p> <p><b>Non: Fiction:</b> Plants and Minibeasts</p> <p>I can write for a purpose in my role play using phonetically plausible words. I can use finger spaces. I can keep my letters on the line. I can use full stops at the end of a sentences. I can form all lower case letters correctly and some capital letters. I can write a brief descriptive account of an event.</p>	<p><b>Fiction texts:</b> Snail and the Whale Katie Morag The Storm Whale Sally and the Limpet</p> <p><b>Traditional Tale:</b> The Wishing Well</p> <p><b>Non: Fiction:</b> You Choose</p> <p>I can include a selection of tricky words in my sentences. I can spell I, you, said, the, he, she, me, and, put correctly. I can recreate a familiar story using my own words (T4W). I can look at my writing and recognise what I need to add/take away/improve on.</p>



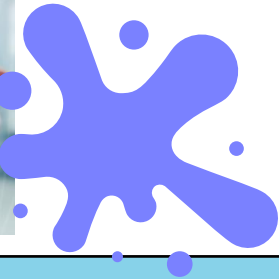
# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My Community	Celebrations	Space!	People who help us	Minibeasts!	Traditional tales
Math's	<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>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation



# Reception Long Term Plan 23-24

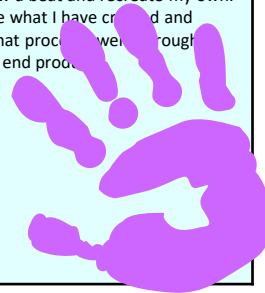
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My Community	Celebrations	Space!	People who help us	Minibeasts!	Traditional Tales
<p><b>Understanding the world RE / Festivals</b></p> <p>Understanding the world involves guiding children to <b>make sense of their physical world and 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> <p>Our RE Curriculum <i>"The Way The Truth The Life"</i> enables children to develop a positive sense of themselves and to transfer their understanding of how Jesus behaves and how we can use these qualities in our everyday life.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<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>					
	<p><b>Past and Present:</b></p> <p>I can talk about significant events in my own experience and share them with others. I can identify different members of my family and explain who they are to me. I can show an interest in different occupations and ways of life.</p>	<p><b>Past and Present:</b></p> <p>I can recall events that have taken place with my family and places we have been together. I can talk about my family history. I can compare materials, talk about their differences and the changes I notice.</p>	<p><b>Past and Present:</b></p> <p>I can comment on familiar images and compare then to the past. I can explore how things work and how things might have changed.</p>	<p><b>Past and Present:</b></p> <p>I can talk about the roles of the people around me and their role in society.</p>	<p><b>Past and Present:</b></p> <p>I know some similarities and differences between the past and now. I can understand the past through stories, characters and settings from looking at books.</p>	<p><b>Past and Present:</b></p> <p>I can comment on images in the past using past tense language/vocabulary. I can understand how the world has changed now compared to 50 years ago. I know that toys from the past are different from my own.</p>
	<p><b>People, Culture and Communities:</b></p> <p>I can describe people who are similar to me. I can show interest in the lives of other people. I can recognise that people have different beliefs and celebrate special times in different ways. I can understand the life cycle of a person (baby, toddler, child etc).</p>	<p><b>People, Culture and Communities:</b></p> <p>I can recognise and describe special times or events for family or friends. I can draw a simple map with support. I can explore different cultures and talk about how they are different.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can recognise the different continents in the world. I can understand that some places are special to certain people in the community.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can describe special events in my community. I can discuss a variety of different celebrations and respect that different cultures celebrate different things.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can understand the past through events discussed in class. I can recognise similarities and differences between life in my country and other countries.</p>	<p><b>People, Culture and Communities:</b></p> <p>I can describe my immediate environment using knowledge from my learning including non-fiction texts and maps. I can recall similarities and differences between an array of cultures and communities.</p>
	<p><b>The Natural World:</b></p> <p>I can talk about things I have observed in the natural world such as trees, animals, water. I can start to ask questions about aspects of my familiar world such as the place where I live or the natural world. I can use my understanding of the senses to explore the natural world.</p>	<p><b>The Natural World:</b></p> <p>I can understand the need to respect and care for the environment. I understand the effects of changing seasons on the world around me. I can plant seeds and show care for growing plants. I can start to explain the life cycle of a plant.</p>	<p><b>The Natural World:</b></p> <p>I can listen to children describing and commenting on things they have seen whilst outside, including plants and animals. I can explore and explain the different forces I can feel. I can explore different materials with similar/different properties.</p>	<p><b>The Natural World:</b></p> <p>I can tell you what a plant needs to grow (growing the beanstalk). I can understand the key features of the life cycle of a plant and animal I can talk about what I can see and observe using recently introduced vocabulary.</p>	<p><b>The Natural World:</b></p> <p>I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p><b>The Natural World:</b></p> <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants. I can recognize similarities and differences between a range of environments drawing on my own experience. I can understand important processes of change in the natural world. I can name the parts of the body that you can see and which one is used for each of the 5 senses.</p>
		<ol style="list-style-type: none"> <li>1. Who do I look like?</li> <li>2. Who is in my family?</li> <li>3. Where do I come from?</li> <li>4. Where do I live?</li> <li>5. How do I feel?</li> <li>6. What can I do?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do I know that it won't be hot and sunny tomorrow?</li> <li>2. How can I create autumn colours?</li> <li>3. How do I know that it is colder now than when I went on vacation?</li> <li>4. Are all leaves the same shape?</li> <li>5. What happens to all the leaves that were on the ground?</li> <li>6. What is it really?</li> </ol>	<ol style="list-style-type: none"> <li>1. How many stars are there?</li> <li>2. Can you see a star in the daytime?</li> <li>3. Do stars make patterns and what are their names?</li> <li>4. Can we see stars on the television?</li> <li>5. Why do stars twinkle?</li> </ol>	<ol style="list-style-type: none"> <li>1. Could you be a superhero like Traction Man or Super Daisy?</li> <li>2. Where are the wild things?</li> <li>3. Is there room on the broom for me?</li> <li>4. Could you help the three Billy Goat's gruff get to the other side of the bridge?</li> <li>5. Would you like to have tea with the Gruffalo?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why does a spider need a web?</li> <li>2. Where did the butterfly come from?</li> <li>3. Does a worm have legs?</li> <li>4. Why does a snail carry its house around?</li> <li>5. Why does a ladybird have spots?</li> <li>6. Do minibeasts have birthday?</li> </ol>



# Reception Long Term Plan 23-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	My Community	Celebrations	Space!	People who help us	Minibeasts!	Traditional tales
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. 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><i>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.</i></p> <p><i>Work will be displayed in the classroom 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.</i></p>	<p><b>Artist:</b> Austin's Butterfly <b>Music:</b> Nursery Rhymes</p> <p>I can remember and sing a selection of nursery rhymes. I can mix colours and describe primary colours mixing to create new ones. I can build stories around toys (small world) use available props to support role play. I can build simple models using a variety of construction equipment. I can use a variety of 'Junk Modelling' resources to create objects and give them meaning. I can explore sounds and how they can be changed, tapping out of simple rhythms. I can start to clap to the beat. I can draw a self portrait using open shapes to show simple features. I can do an observational drawing of a pet.</p>	<p><b>Artist:</b> Claude Monet (finger painting landscapes) <b>Music:</b> Vivaldi – The Four Seasons</p> <p>I can take part in simple pretend play and give my objects/role play meaning. I can use construction to create imaginative and constructive small world. I can develop my own ideas and choose which materials to support them. I can use different mediums to create a desired effect. I can try and match the pitch of a sound whilst humming or singing. I can listen with increased attention to sounds. I can explore using playdoh to create imaginative objects using simple techniques. I can explore finger painting to recreate landscapes based on Claud Monet.</p>	<p><b>Artist:</b> Kandinsky (Shape/Math's) and O'reilly Folk Art Fusion <b>Music:</b> Ludovico Einaudi (Classical)</p> <p>I can talk about a famous artist and explain the type of art work they create. I can respond to a piece of music and describe what I like, dislike and what I can hear. I can name a selection of instruments. I can choose an instrument for a particular purpose. I can showcase different emotions using my facial expressions. I can explore using shape, drawing lines to create Kandinsky inspired art work. I can use drama to recreate stories using storytelling language and actions.</p>	<p><b>Artist:</b> Salvador Dali <b>Music:</b> Steel Drums/Afro Caribbean Music</p> <p>I can create something collaboratively and share ideas and resources with my friends. I can explore, use and refine a variety of artistic effects to express their ideas and feelings. I can return to and build on my prior learning and developing my ability to represent them. I can listen, move to and talk about music, expressing my feelings and responses. I can use an object to explore abstract art and verbalise my understanding of it. I can sing in a group, increasingly focusing on pitch and melody. I can develop imaginative storylines in my pretend play. I can explore and engage in music and dance.</p>	<p><b>Artist:</b> Andy Goldsworthy (natural art) <b>Photographer:</b> Phill Good <b>Music:</b> South America/Brazilian Music</p> <p>I can safely use a variety of tools including scissors and cutting tools. I can showcase different techniques of using different materials: cutting, sticking, scrunching, tearing. I can use my knowledge of Andy Goldsworthy to create natural art pieces linked to Minibeasts. I can make use of props and materials when role playing characters in narratives and stories.</p>	<p><b>Artist:</b> David Hockney <b>Music:</b> Orchestra themed music</p> <p>I can sing a range of well known nursery rhymes and songs off by heart. I can perform songs, rhymes and poems in front of the class. I can recreate David Hockney inspired art using watercolours and oil pastels. I can sing a song in front of the class using actions. I can try and move in time with the music. I can follow a beat and recreate my own. I can share what I have created and explain what process went through to get to the end product.</p>





# Reception Long Term Plan 23-24



## Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Math's	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>