



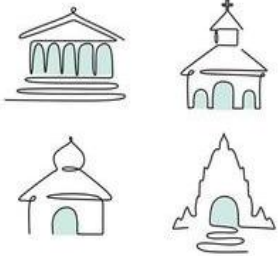



Bramley St Peter's C of E Primary School Reception: Long term Plan 2025-26

Journey Together with God

This is an overview of the expected learning to be taught in Reception during the academic year of 2025-26. In addition, EYFS' outdoor learning is based purely on the children's interests and is primarily 'needs based'. Termly analysis will identify specific curriculum areas in need of targeted improvement – enhancements will be added according to this need.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Theme and Big Question</u>	Me and my World Where do I belong?	Sparkle and Shine What do we celebrate	Home and Away What is it like in the Southern Hemisphere?	On my Way! How will we get there?	Spring and growth What grows?	Under the Sea How do we look after our world?
<u>Hook and Enrichment</u>	Forest Garden	Christmas Nativity Christmas Service	Trip to Costa for a hot chocolate Lent Service	Visit from Police Officer Easter Service	Visit to Cannon Hall Farm Duck eggs hatching in the classroom Pentecost Service	Sports Day Museum/Art Gallery Trip
<u>Overview</u>	The 'Me and My World' topic helps Reception children explore their personal identity, families, communities, and the wider world through self-awareness, empathy, and social skills, fostering a sense of belonging and an understanding of different environments and people.	'Sparkle and Shine' topic explores diverse festivals, cultures, and personal special events like birthdays, focusing on themes of community, beliefs, and values through crafts, stories, and food.	In 'Home and Away', children explore the idea of home and different places around the world, focusing on winter as a seasonal theme. We'll look at how people and animals live in cold places compared to our own homes and learn about changes in the environment during winter.	In this 'On My Way!' topic, children explore journeys, travel, and moving from one place to another — both in the real world and through imagination. We'll think about how we get from place to place, the different types of transport we use, and what it means to go on a journey as we grow and learn.	In the 'Spring and Growth' topic, children explore the changes that happen during springtime and learn about growth in plants, animals, and people. They will observe nature, talk about life cycles, and think about how living things grow and change over time. This topic encourages curiosity, care for living things, and a sense of wonder about the natural world.	In 'Uner the Sea', children dive into the wonders of the ocean and discover the amazing animals and plants that live under the sea. Alongside learning about marine life, the topic focuses on environmental awareness — helping children understand how we can care for our oceans, reduce pollution, and protect sea creatures.

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE (UW)	Unit F4: Being Special Where do we belong? 	Unit F2: Incarnation Why do Christians perform Nativity Plays at Christmas? 	Unit F6 Which stories are special and why? 	Unit F3: Salvation Why do Christians put a cross in an Easter garden? 	Unit F5 Which places are special and why? 	Unit F1: God/Creation Why is the world so important to Christians? 

Communication and Language 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**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions. Throughout the year children will:

- Learn to speak with confidence during circle/carpet times
- Learn to listen and respond appropriately with relevant comments, questions or actions
- Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to topics.

ELG 1- Listening, Attention and understanding
Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

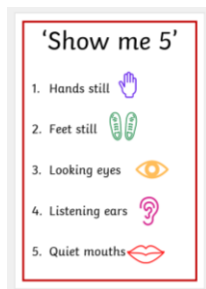
ELG 2- Speaking
Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Listening, Attention & Understanding

To understand how to listen carefully and know why listening is important.
 To follow instructions with two parts.
 To be able to listen to story time sessions, rhymes, and songs.
 To be able to listen to a longer picture book.
 To listen to and talk about stories to develop understanding with a focus around sequencing and prediction (begin to link with level 3 blanks level of questioning in preparation for Spring).
 To explore non-fiction texts and categorise into groups (what is fiction/ non-fiction and talk about their choices)
 Understand that actions can represent the meaning of words.
 To maintain attention during whole class sessions and small group activities.
 To be able to listen in familiar and new situations.
 To understand why questions.
 To be able to identify different sounds and the symbolisation that works around these (visual and auditory – shakers).
 Follow an instruction from this.
 Introduce Poetry Basket to develop awareness of rhyme.
 Identify syllables in their name.
 Begin to build auditory memory (remember 3 things and in sequence to build for phonics)

Active Listening Skills

(developmentally and medically appropriate)

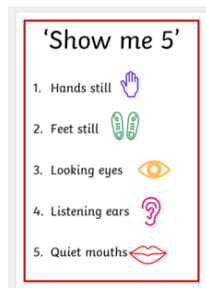


Speaking

Listening, Attention & Understanding

To build on concentrate and maintain attention in a range of contexts.
 To be able to listen attentively in a range of situations and respond with relevant questions, comments, or actions.
 Listen carefully and respond to stories; encouraging children to join in with repeated refrains
 To enjoy and explore listening to nonfiction books to learn new knowledge and vocabulary.
 Continue to develop key vocabulary through provision, routines and carefully selected stories
 Continue to learn, embed and recite rhyme using Poetry Basket

Active Listening Skills



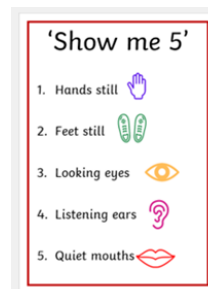
Speaking

To continue participate in whole class, small group and 1:1 discussion, sharing own ideas.
 To articulate their ideas and thoughts in well-formed sentences.
 To consider the listeners needs and take turns in conversation.
 Make relevant comments about what they have heard.
 To begin to use the past tense when speaking.
 To be able to recount past events.
 To begin to use the language of reason.
 To use talk to work out problems and organize their thinking and ideas

Listening, Attention & Understanding

To maintain attention for longer periods of time and concentrate in a range of contexts.
 To be able to carry out and maintain an activity while listening.
 To be able to listen and attend to others during play including listening to each others feelings and responding appropriately.
 To understand how, why, where questions.
 Listen attentively in KS1 collective worships, sharing their thoughts/reflections where appropriate.
 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.

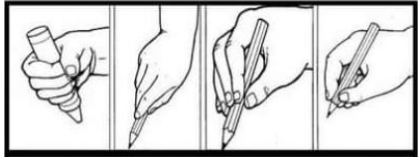
Active Listening Skills



Speaking

To make comments and clarify thinking with questions.
 To be able to speak in well-formed, full sentences, using past (reflection of their experiences during reception), present, and future tenses (e.g. when discussing life cycles and feelings of what they anticipate for Year 1).
 To use a range of conjunctions to extend and articulate their ideas.
 To listen and understand instructions whilst busy with another task.
 To retell well known stories using their own words and to make use of repetitive phrases.
 To be able to hold a conversation and engage in back-and-forth exchanges when speaking

<p>PSED (PSHE)</p> <p>PSED is not specifically planned for across the year, however PSED principles underpin daily classroom practises which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having awareness and managing feelings and behaviour.</p>	<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> <p>Throughout the year children are also taught how to keep themselves safe whilst using technology. This is delivered through discrete teaching opportunities e.g. Online Safety Week but also through daily routines such as learning that teachers send and receive emails, using the walkie talkies safely and through child led conversation.</p>					
	<p>ELG 3: Self-regulation: Children at the expected level of development will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG 4: Managing Self: Children at the expected level of development will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG 5: Building relationships: Children at the expected level of development will: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>					
	<p>Building Relationships</p> <p>Self-Regulation</p> <p>Managing Self</p>	<p>One Life</p> <p>Self-Identity & Self awareness</p> <p>Families</p> <p>Caring Friendships</p> <p>Healthy Eating</p>	<p>One Life</p> <p>Response System</p> <p>Body image</p> <p>Boundaries</p> <p>Consent</p> <p>Privacy</p>	<p>One Life</p> <p>Bouncing Back</p> <p>Forgiveness</p> <p>Bouncing back in friendships</p> <p>Self-care</p>	<p>One Life</p> <p>Self-compassion</p> <p>Compassion for others</p> <p>Stereotypes</p> <p>Emergency response</p>	<p>One lfe</p> <p>Power of Now</p> <p>Respectful relationships</p> <p>Online relationships</p> <p>Cyberbullying</p>

Physical Development Children will also have the opportunity to take part in daily Movement Play as well as the EYFS playground to support Gross Motor Development	Gross and fine Motor Skills	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 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>ELG 6: Gross Motor : Children at the expected level of development will negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG 7: Fine Motor: Children at the expected level of development will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>						
	Complete PE	Locomotion: Walking and Jumping	Dance: IMoves-nursery ryhmes or healthy me	Ball skills: Hands 1	Gymnastics: High, Low, Under, Over	Ball skills: Feet	Attack V Defence: Games for Understanding
	A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child’s individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to faster their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Children will be provided with resources so they can practise skills they have learnt during PE lessons too. Activities will be both child initiated and adult directed. Other interventions, such as Dough Disco, will be planned and delivered whilst children’s pencil grip will be monitored and supported throughout, at their own appropriate level.						
	Throughout the year children will be provided with multiple opportunities which will strengthen some of the key stages of physical development. These are not confined to certain points in the year but are in line with the children’s next steps.						
	Shoulder Pivot <i>Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck.</i> Painting with mops, digging, painting in big spaces, sweeping, pushing large objects, scooter play.	Elbow Pivot <i>Children will be able to use movement further down their arm.</i> Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.	Wrist Pivot <i>Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin.</i> Threading, sewing, lacing pictures, water and sand play	Fine Motor Strength <i>Children need to develop their fine motor skills. This means muscles in their hands can strengthen.</i> Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.	Pencil Grip Development <i>According to their stage of development, children will progress through stages of pencil grip. It’s important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently.</i>		

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

English

(Literacy/ PD/ Communication and Language C&L)

ELG 8: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
ELG 9: Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
ELG 10: Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

English texts (including drawing club)



Video Clip: Pigeon Street

Additional texts:

What Makes Me a Me
A Superhero Like You
The Colour Monster



Video Clip: Moomins and the Winter Wonderland

Additional Texts:

Gordon's Great Escape
Supertato: Carnival-Castro Pea
Oh Christmas Tree – Sue Hendra



Video Clip: Trapdoor

Additional Texts:

Coming to England
Supertato: Evil Pea Rules
Snowball – Sue Hendra
Pole Apart



Video Clip: Wacky Races

Additional Texts:

Emma Jane's Aeroplane
The Great Hot Air Balloon Adventure
Last Stop on Market Street



Video Link: Mr Benn or Magic roundabout

Additional Texts:

What the Ladybird heard
Next
Egg to Chick

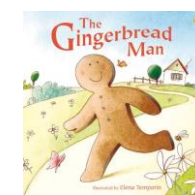
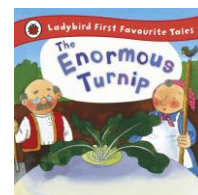
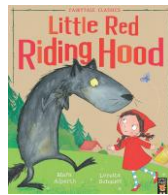
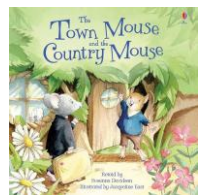
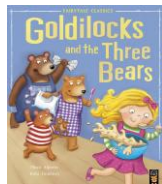


Video Clip: Marine Boy

Additional Texts:

The Rainbow Fish
Tropical Terry
Boo! A Fishy Mystery
Gigantic – Rob Biddulph

Traditional Tale



<p>Word Reading Development</p>	<p>Hear general sound discrimination and be able to orally blend and segment.</p> <p>Build auditory memory by remembering 3 things and in order for blending preparation.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<p>Phonics development</p> <p>Although these are in half terms, the pace may differ depending on the cohort.</p>	<p>Phase 1 /2</p> <ul style="list-style-type: none"> Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. 	<p>Phase 2</p> <p>Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go)</p>	<p>Phase 2</p> <p>Consolidate learning as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p>	<p>Phase 2 / 3</p> <p>Consolidate Phase 2. Begin Phase 3. Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Phase 3</p> <p>Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Phase 3 / 4</p> <p>Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs.</p>

Mathematics	NCETM Mastering Number	<p>ELG 11: number: Children at the expected level of development will Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG 12: Numerical Patterns: Children at the expected level of development will verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <ul style="list-style-type: none"> - Identify when a set can be subitised and when counting is needed - Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills - Spot smaller numbers 'hiding' inside larger numbers - Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. - Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - Compare sets of objects by matching - Begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> - Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - Begin to identify missing parts for numbers within 5 - Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - Focus on equal and unequal groups when comparing numbers - Understand that two equal groups can be called a 'double' and connect this to finger patterns - Sort odd and even numbers according to their 'shape' - Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - Order numbers and play track games - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> - Continue to develop their counting skills, counting larger sets as well as counting actions and sounds - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 - Begin to generalise about 'one more than' and 'one less than' numbers within 10 - Continue to identify when sets can be subitised and when counting is necessary - Develop conceptual subitising skills including when using a rekenrek
	Whiterose: Shape, Space and measure	<ul style="list-style-type: none"> - Comparisons in size, mass, length and capacity (Block 1) - Talk about pattern. (ABAB patterns) (Block 2) - Circles and Triangles (Block 4) - Describing Position (Block 4) - Shapes with 4 sides (block 6) - Shapes with 4 sides (block 6) 	<ul style="list-style-type: none"> - Explore and compare capacity (Sp Block 2) - Explore and compare length (Sp Block 4) - Explore and compare height (Sp Block 4) - Order and sequence time (Sp Block 4) - Recognise and name 3D shape (Sp block 6) - Find 2D shapes within 3D shapes (Sp block 6) - Identify more complex patterns (Sp block 6) - Copy and continue patterns (Sp block 6) - Rotate shapes(Su block 3) - Manipulate shape(Su block 3) - Compose shapes Manipulate shape(Su block 3) - Decompose shapes (Su block 3) 	<ul style="list-style-type: none"> - Identify unit of repeating patterns (Su block 5) - Create and explore pattern rules(Su block 5) - Describe position(Su block 5) - Give instructions to build(Su block 5) - Explore mapping(Su block 5) - Review and assess.

<p>Understanding the World</p> <p>(Geography History Science)</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.</p>					
	<p>ELG 13: Past and Present: Children at the expected level of development will talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG 14: People, Culture and Communities: Children at the expected level of development will Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG 15: The Natural World: Children at the expected level of development will Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
<p>Use 'Do you remember when...?'</p>	<p>Past and Present Seasonal changes – exploring Autumn time</p> <p>People and Cultures and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them</p> <p>The Natural World Describe what they see, feel and hear whilst outside.</p>	<p>Past and Present Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>People and Cultures and Communities Understand that some places are special to members of their communities. Recognise that people have different beliefs and celebrate special times in different ways (Diwali and Xmas)</p> <p>The Natural World Describe what they see, feel and hear whilst outside.</p>	<p>Past and Present Compare and contrast characters from stories, including figures from the past.</p> <p>People and Cultures and Communities Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World Describe what they see, feel and hear whilst outside. understand the effect of changing seasons on the natural world around them Understand the effects of changing seasons on the natural world around them. Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Past and Present Compare and contrast characters from stories, including figures from the past.</p> <p>People and Cultures and Communities Draw information from a simple map Simple maps based on journeys</p> <p>The Natural World Describe what they see, feel and hear whilst outside. understand the effect of changing seasons on the natural world around them Understand the effects of changing seasons on the natural world around them. Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>ELG 13: Past and Present</p> <p>ELG 14: People, Culture and Communities</p> <p>ELG 15: The Natural World</p>	<p>ELG 13: Past and Present</p> <p>ELG 14: People, Culture and Communities</p> <p>ELG 15: The Natural World</p>

Expressive and Design	<p>Art 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. 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>ELG 16: Creating with materials: Children at the expected level of development will Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG 17: Being imaginative and expressive: Children at the expected level of development will Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>					
Focus Artist	<p>Bridget Riley</p> <ul style="list-style-type: none"> - Exploring the patterns in Bridget Riley’s work – lines, spirals etc. Textures, chalks and paints. - Drawing pictures of families/themselves - Autumnal painting – colour mixing 	<p>Andy Goldsworthy</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p>Australian Art – find Aboriginal artist OR</p> <p>Hot and Cold colours – Eric Carle and Franz Marc</p> <ul style="list-style-type: none"> - Use other cultures/ hot and cold to explore, use and refine a variety of artistic effects to express their ideas and feelings - Colour mixing cold colours/Winter art – use wax crayons and water colours. 	<p>Yayoi</p> <p>Art inspired by train and road markings.</p> <ul style="list-style-type: none"> - Art-inspired markings provide opportunities for children to express their creativity and imagination through play and art. 	<p>Hockney including art inspired by our living world.</p> <p>ELG objectives</p>	<p>Guy Harvey</p> <p>Or JMW Turner</p> <p>ELG objectives</p>
Design Technology and	<p>Creating with Materials</p> <ul style="list-style-type: none"> -Create collaboratively, sharing ideas, resources and skills. Within continuous provision children will have the opportunity to fold, bend, scrunch, rip, cut, curl, and combine different materials to create hair for a picture of themselves or their family and friends. 					
Music (EAD)	<p>Charanga</p> <p>– Me!</p>	<p>Charanga</p> <p>– My Stories</p>	<p>Charanga</p> <p>– Everyone</p>	<p>Charanga</p> <p>– Our world</p>	<p>Charanga</p> <p>– Big Bear Funk</p>	<p>Charanga</p> <p>– Reflect, Rewind and Replay</p>

Other Areas						
Computing	In Reception children have a computing session each week where they learn basic keyboard and mouse skills. Children have opportunities to use ICT in class during lessons and through continuous provision.					
Online Safety	During Computing sessions children learn about how to keep safe online. Online safety is also taught through PSHE in Reception.					
Fundamental British Values (ongoing) (PSHE)	<p>Democracy: making decisions together (PSED: BR, MS, SR) - Children to know their views count, value each other's views and values and talk about their feelings. When appropriate demonstrate democracy in action, for example, children sharing views in what theme of their role play area could be with a show of hands.</p> <p>Rule of law: Understanding rules matter (PSED: BR, MS, SR) - Children understand their own and other's behaviour and its consequences and learn to distinguish right from wrong. Rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.</p> <p>Individual liberty: Freedom for all (PSED: BR,MS,& SR; UW: P, C & C) - Develop a positive sense of themselves, develop their self – knowledge, self-esteem and increase their confidence in their own abilities, for example, talking about their experiences and learning. Explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. (Links to One Life)</p> <p>Mutual respect and tolerance: treat others as you want to be treated (PSED: BR, MS & SR; UW: P, C & C) - Ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Acquire a tolerance and appreciate of and respect for their own and other culture; know about similarities and differences between themselves and others and among families, faith and communities, cultures and traditions and share and discuss practices, celebrations and experiences. Importance of tolerant behaviours such as sharing and respecting other's opinions, promote diverse attitudes and challenge stereotypes; for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					
Outdoor Learning	Autumn Scavenger Hunt Make blueberry ink Animal seed dispersal game Stick spotter sheet Make their own stick man based on stick man story	Balance ropes and rope swing Autumn leaf sorting and autumn crowns Play – what am I? Leave printing.				
Parental engagement	Stay and Play Parents Phonics workshop Learning and Reporting Meetings	Stay and Play Christmas Nativity performance	Stay and Play	Stay and Play Learning and Reporting Meetings	Stay and Play - Grandparents tea	Stay and Play End of year reports to parents Sports Day

A more detailed long term planning document is held in school with detailed progression and progressive curriculum coverage for all areas of learning development.