

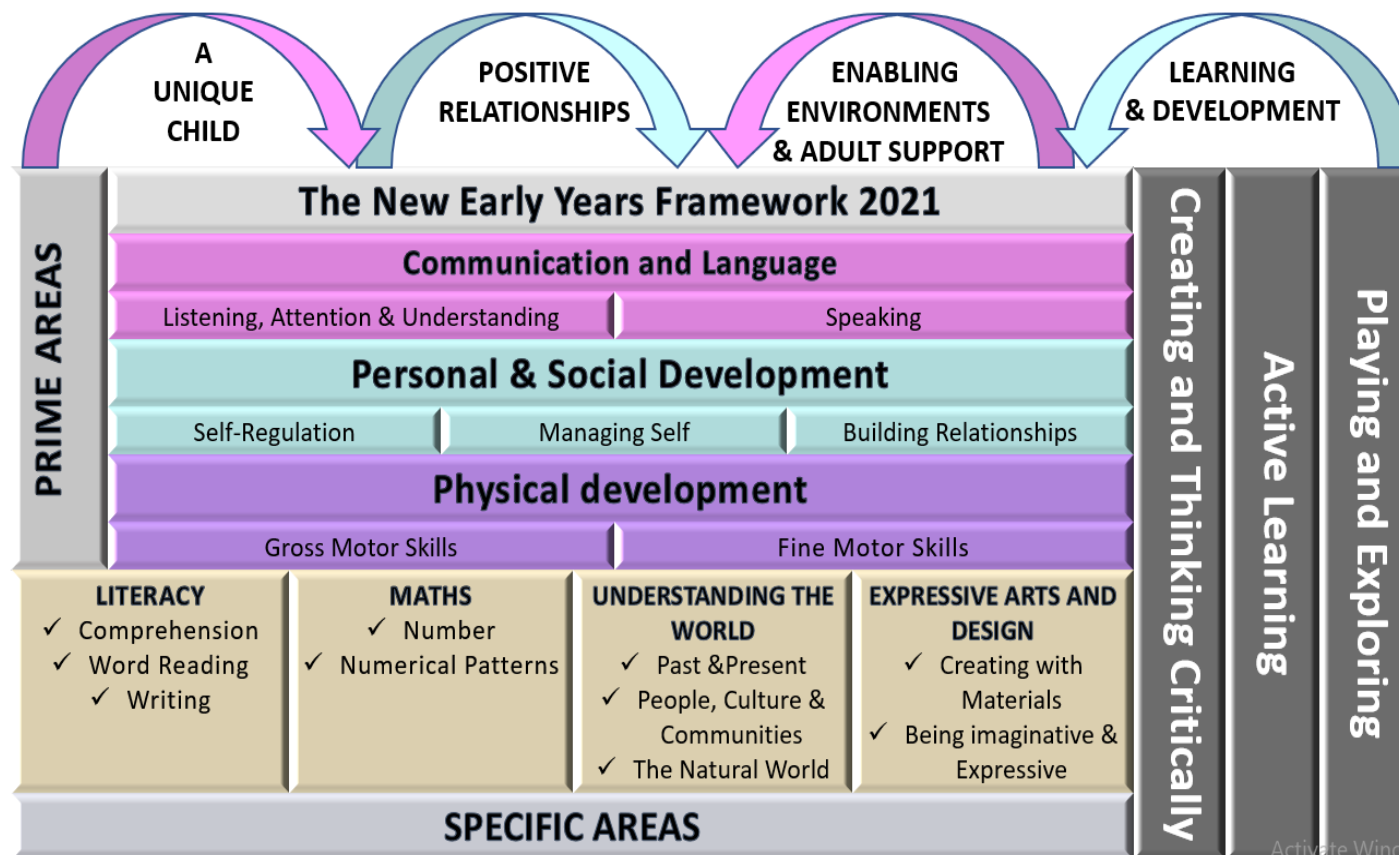


# Reception Long Term Plan 2022 - 2023

Our school motto 'Dream, Believe, Achieve' underpins our desire to ensure that all of our children can reach their full potential. We strive to provide a rich, vibrant curriculum which stimulates the children's interest, offers challenge to all, and support where appropriate; making learning fun. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors.


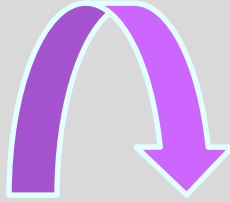
Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make good progress from their starting points. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.

The EYFS Team



	 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>ALL ABOUT ME!</b></p> <p>Starting school / my new class / New Beginnings People who help us My family / PSED focus /relationships/feelings What am I good at?</p> <p>Autumn</p>	<p><b>LETS CELEBRATE!</b></p> <p>Bonfire night celebrations Little Red Hen – Harvest Diwali The Nativity Christmas Lists Letters to Father Christmas</p> <p>Autumn / Winter</p>	<p><b>AMAZING ANIMALS THE ARCTIC AND AFRICA</b></p> <p>Where do we live in the world? What is it like here? Where do the polar bears, penguins, lions, elephants etc live in the world? How are these places the same/ different to where we live? Chinese New Year Winter</p>	<p><b>AMAZING ANIMALS AFRICAN ANIMALS (CONT) AND PRECIOUS PETS</b></p> <p>Which animals can we have living at home with us? Which animals cant we have as pets in our homes? Why not? Spring time – new life</p>	<p><b>ONCE UPON A TIME/ HOW DOES YOUR GARDEN GROW?</b></p> <p>The great outdoors Plants &amp; Flowers S Planting beans/seeds Life cycles of minibeasts</p> <p>Traditional stories – retelling and writing</p> <p>Spring</p>	<p><b>THE WORLD AROUND ME!</b></p> <p>My local area – Map making. France, Italy and Spain – What can we learn about these countries?</p> <p>Now and then – famous people from the north east.</p> <p>Summer – a trip to the beach</p>
<p>HIGH QUALITY TEXTS</p>	<p>Harry and the Dinosaurs series of books We re going on a bear hunt Gruffalo Stick Man</p>	<p>Little Red Hen Room on a broom Dipal's Diwali The Christmas Story</p>	<p>Handas Surprise Handas Hen One Snowy Night Giraffes cant dance The Emperor's Egg Chinese New Year Blue Planet – David Attenbrough</p>	<p>See Spring 1 plus Hairy McClary stories How to choose a pet Mog the forgetful cat 6 dinner Sid Information books about pets</p>	<p>Oi Frog The Hungry Caterpillar Minibeast Encyclopedia The Tadpoles Promise The Billy Goats Gruff Jack and the Beanstalk 3 Little Pigs The Gingerbread Man</p>	
<p>'WOW' MOMENTS CULTURAL CAPITAL UNFORGETTABLE EXPERIENCES</p>	<p>Reading parents workshop Family Coffee mornings Stay and play after school sessions</p>	<p>Guy Fawkes / Bonfire Night Remembrance Day Making bread Remembrance day No pens day (Nov) Christmas Time / Nativity/Santa/ Panto Visit to Gibside Christmas Trail</p>	<p>Valentines day Food tasting – different cultures Chinese New Year</p>	<p>Mother's Day World Book Day Animal Antics visit Zoo visit</p>	<p>Growing caterpillars into butterflies Bug Hunts Scotswood garden visit</p>	<p>Father's Day Graduation End of year family picnic Family beach trip</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	AMAZING ANIMALS! THE ARCTIC AND AFRICA	AMAZING ANIMALS! AFRICA AND PRECIOUS PETS	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME!

OVER  
ARCHING  
PRINCIPLES

**Characteristics of Effective Learning**

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

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

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

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

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

*EYFS Team*

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

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	AMAZING ANIMALS – THE ARCTIC AND AFRICA	AMAZING ANIMALS – PRECIOUS PETS AND FUN AT THE FARM	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
BRITISH VALUES SHARING CIRCLES	<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 opportunity 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.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term Phonics assessments EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments	GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data Transition to Year 1 meetings
PARENTAL INVOLVEMENT	Welcome info via class dojo Weekly updates via class dojo Parent visits to school Phonics parents workshop	Weekly updates via class dojo. Nativity Parents consultations	Weekly updates via class dojo. Coffee morning/parent workshop	Weekly updates via class dojo. Parents consultations Coffee morning / parent workshop	Weekly updates via class dojo. Coffee morning	Parents Consultations End of year family Picnic Graduation assembly Family trip to the beach Sports Day

# DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<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</p>	<p>THE BIG BOOK OF FAMILIES            MAISIE'S SCRAPBOOK            HATS OF FAITH            THE JASMINE SNEEZE            GOLDEN DOMES AND SILVER LANTERNS</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 UNBUDGABLE CURMUDGEON</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</p>	<p>MY PIRATE MUMS            MT TWO GRANDDADS            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</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	AMAZING ANIMALS ARCTIC AND AFRICA	AMAZING ANIMALS AFRICA AND PETS	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
COMMUNICATION AND LANGUAGE	<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>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions such as Talk Boost, LIVELY and NELI.</p> <p><b>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)</b></p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Speech and Lang interventions Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b> Develop vocabulary: NELI and LIVELY interventions Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Develop vocabulary: NELI and LIVELY interventions Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Explain to me!</b> Develop vocabulary: NELI interventions Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into simple sentences I can ask questions to find out more</p>	<p><b>Can you recount an event?</b> Develop vocabulary: NELI interventions I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Articulate a life cycle Using the iPad to take a photograph I can describe events in some detail</p>	<p><b>Tell me about differences?</b> Develop vocabulary: NELI and LIVELY interventions I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now I can talk about the experiences I have had at different points in the school year (end of year assembly and video)</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	AMAZING ANIMALS – ARCTIC AND AFRICA	AMAZING ANIMALS – AFRICA / PRECIOUS PETS	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
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 SELF REGULATION MAKING RELATIONSHIPS	<p><b><u>SCARF: Me and My Relationships</u></b> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques) Know that some actions and words can hurt others feelings. Handwashing Class rules: Behavioural expectations in the class/boundaries set</p>	<p><b><u>SCARF: Valuing Difference</u></b> I’m special you’re special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on Oral hygiene: teeth cleaning linked to the dental nurse</p>	<p><b><u>SCARF: Keeping myself safe</u></b> What’s safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>SMART rules</p>	<p><b><u>SCARF: Rights and responsibilities</u></b> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2)</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p><b><u>SCARF: Being my best</u></b> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep</p> <p>Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p><b><u>SCARF: Growing and changing</u></b> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys</p> <p>Transition into Year 1 Year 1 readiness</p>
<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p>						

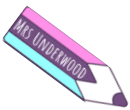


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	AMAZING ANIMALS – ARCTIC AND AFRICA	AMAZING ANIMALS – PRECIOUS PETS / THE FARM	ONCE UPON A TIME/HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
PHYSICAL DEVELOPMENT	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p><b>Multi- skills</b></p> <p>Balance</p> <p>Different ways of moving</p> <p>Negotiate space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p>	<p><b>Gymnastics</b></p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p> <p><b>Games</b></p>	<p><b>Dance</b></p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p> <p>I can perform teacher led warm ups</p>	<p><b>Ball skills:</b></p> <p>throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p>	<p><b>Games</b></p> <p>Follow the rules of a game</p> <p>Use a racket / bat</p> <p>I can join in with a game</p>	<p><b>Athletics</b></p> <p>Running skills</p> <p>Agility</p> <p>Sports day</p>
GROSS MOTOR	<p><b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams.</p> <p><b>From Development Matters 20’:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					
LOTS OF OUTDOOR TIME TO DEVELOP GROSS MOTOR SKILLS WEEKLY PE LESSONS						





	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	AMAZING ANIMALS – ARCTIC AND AFRICA	AMAZING ANIMALS – AFRICA / PRECIOUS PETS	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
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 - DEVELOPING A PASSION FOR READING <small>Children will visit the library weekly</small>	<p>I can show a preference for a book, song or rhyme.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>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</p> <p>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</p> <p>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</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>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 (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and during role-play.</p>
WORD READING <small>Children will be following Little Wandle phonics programme having daily group sessions and 1-1 reading opportunities with an adult.</small>	<p><b>Phonic Sounds:</b> Little Wandle Whole class</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p><b>Phonic Sounds:</b> Little Wandle Differentiated groups</p> <p>I can link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 corr) across 2-3 lines of print</p> <p>I can read some Phase 2 words including some tricky words</p>	<p><b>Phonic Sounds:</b> Little Wandle Differentiated groups</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>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> Little Wandle Differentiated groups</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p><b>Phonic Sounds:</b> Little Wandle Differentiated groups</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p><b>Phonic Sounds:</b> RW1 Differentiated groups</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	AMAZING ANIMALS – ARCTIC AND AFRICA	AMAZING ANIMALS – AFRICA / PRECIOUS PETS	ONCE UPON A TIME /HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
WRITING	<p><b>Texts as a Stimulus:</b></p> <p>Harry and the dinosaurs We re going on a bear hunt The Grufalo</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play</p>	<p><b>Texts as a Stimulus:</b></p> <p>Little Red Hen Stick Man Room on a broom Dipal’s Diwali The Christmas Story Christmas Week</p> <p>Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels</p>	<p><b>Texts as a Stimulus:</b></p> <p>One Snowy Night Animal Boogie, Elmer stories, Walking through the jungle, Polar Bear, Polar bear, The Little Penguin, Rumble in the jungle, Giraffes can’t dance, The emperors egg</p> <p>Exciting adjectives ‘Wow words’ Rhyming words/sentences Instructions Captions Writing recipes, lists.</p>	<p><b>Texts as a Stimulus:</b></p> <p>Hairy McClary stories How to choose a pet Mog the forgetful cat 6 dinner Sid Farmer Duck The Pig in the pond</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story Recount Zoo trip</p>	<p><b>Texts as a Stimulus:</b></p> <p>Oi Frog The Tadpoles Promise The Billy Goats Gruff Jack and the beanstalk The Gingerbread Man Little Red Riding Hood</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Writing traditional stories</p>	<p><b>Texts as a Stimulus:</b></p> <p>Alba the 100 year old fish Blue Planet David Attenborough Welcome to our World Seaside stories and info texts</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Recount beach trip.</p>

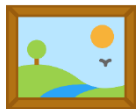


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	AMAZING ANIMALS – ARCTIC AND AFRICA	AMAZING ANIMALS – AFRICA / PRECIOUS PETS	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
<b>MATHS</b> <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	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.					
	X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts, representing numbers and amounts Subitising Compare size / length	Representing and comparing numbers Composition of numbers Subitising One more one less Comparing shapes Night and day (routines/time) Shape	Representing and comparing numbers Composition of numbers Addition and subtraction Mass and capacity Shape	Representing and comparing numbers Composition of numbers Addition and subtraction facts 3D shape Pattern	Numbers beyond 10 Counting patterns/spatial reasoning Addition and subtraction Exploring pattern Shape	Numbers beyond 10 Doubles Sharing and grouping Odd and Even Spatial reasoning Problem solving Patterns Consolidation

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	LETS CELEBRATE	AMAZING ANIMALS ARCTIC AND AFRICA	AMAZING ANIMALS AFRICA / PRECIOUS PETS	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
COMPUTING						
<p>Our aim is that children leave Simonside:</p> <ul style="list-style-type: none"> <li>- having had their lessons brought to life through ICT</li> <li>- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world</li> <li>- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed</li> <li>- being able to confidently debug and solve problems</li> </ul>	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <p>To screenshot using the home and lock buttons</p> <p>interact with simulation software</p> <ul style="list-style-type: none"> <li>- use a package to produce a picture on screen</li> <li>- understand that 'output' is the result of a trigger (pressing the play button)</li> <li>- control a programmable toy</li> <li>- talk about how everyday technology is controlled</li> </ul> <p><b>SMART RULES:</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves</li> <li>to know that not everything they see on the internet is true</li> </ul>	<p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves</li> <li>to know that not everything they see on the internet is true</li> </ul>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Interact with multimedia software: children to send a video to parents on Seesaw</p> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves</li> <li>to know that not everything they see on the internet is true</li> </ul>	<p>Identify how technology is used to share information (Google Maps)</p> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves</li> <li>to know that not everything they see on the internet is true</li> </ul>	<p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice</p> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves</li> <li>to know that not everything they see on the internet is true</li> </ul>	<p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> <li>- explore a website</li> <li>- collect and sort information using ict</li> <li>- produce a simple program</li> </ul> <p><b>SMART RULES</b></p> <ul style="list-style-type: none"> <li>to tell an adult if they see something on a digital device that upsets them</li> <li>to know not to give out any information about themselves</li> <li>to know that not everything they see on the internet is true</li> </ul>



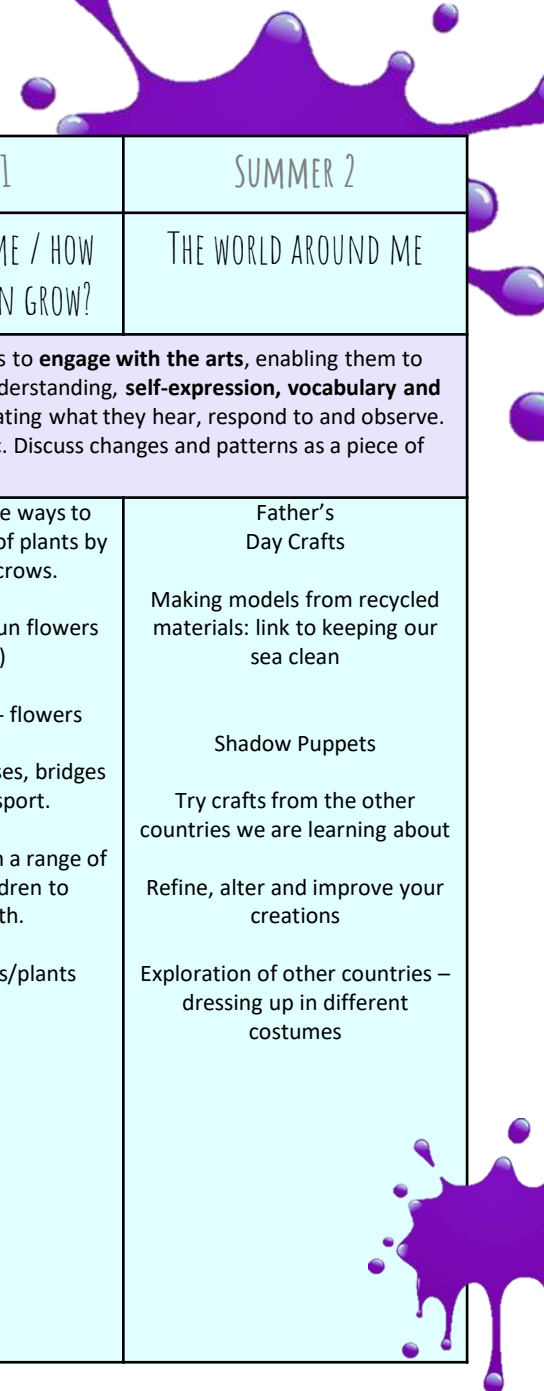
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	AMAZING ANIMALS ARCTIC AND AFRICA	AMAZING ANIMALS AFRICA / PRECIOUS PETS	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me</li> <li>Show interest in the lives of other people who are familiar to me</li> <li>I can recognise that people have different beliefs and celebrate special times in different ways</li> <li>Can talk about what they do with their family and places they have been with their family.</li> <li>Can draw similarities and make comparisons between other families</li> <li>I can talk about things I have observed.</li> <li>I can ask questions about aspects of my familiar world such as the place where I live or the natural world</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about significant events in my own experience and celebrations that I have taken part in</li> <li>I can talk about why things happen: making bread</li> <li>I can recognise and describe special times or events for family or friends</li> <li>I can learn about what happens during the festival of Diwali.</li> <li>I know about Remembrance Day and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>I know some similarities and differences between countries/environments – Arctic, Antarctic, Africa, UK</li> <li>I can use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Celebrate Chinese New year</li> <li>I can recognise that people have different beliefs</li> <li>I show respecting difference Talk about lives of people around us</li> <li>Changing seasons: winter</li> <li>Ice experiments</li> <li>I have explored google earth</li> <li>I understand the effects of changing seasons on the world around me</li> </ul>	<ul style="list-style-type: none"> <li>I can describe special events (Easter)</li> <li>I can talk about and name animals</li> <li>from different countries.</li> <li>I can talk about the animals we saw at the zoo.</li> <li>I know which animals can live with me and how to take care of them.</li> <li>I can describe animals and know their names.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you what a plant needs to grow (growing the beanstalk)</li> <li>I can understand the key features of the life cycle of a plant.</li> <li>Growth &amp; Change: frog life cycle, watch the caterpillars grow</li> <li>I can identify different minibeasts</li> <li>I can show care and concern for living things in the environment</li> <li>I can start to develop an understanding of growth, decay and changes over time</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>I know there are different countries in the world</li> <li>I can make maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</li> <li>I know about famous buildings/landmarks in Spain, Italy and France.</li> <li>I can count to 10 in Spanish, Italian and French and know some key words such as hello and goodbye.</li> <li>I know how the seaside has changed. Seasides long ago – Magic Grandad compare and contrast past and present</li> <li>I can talk about how places are different to each other.</li> </ul>
	<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</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>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of our Reception class school family</p>	<p>What times are special and why? Diwali Bonfire Night Remembrance Day Christmas</p>	<p>What times are special and why? Chinese new year</p>	<p>What times are special and why? Valentines Day Mother’s Day Which stories are special and why? Easter</p>	<p>What times are special and why? Father’s Day</p>










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	AMAZING ANIMALS – ARCTIC AND AFRICA	AMAZING ANIMALS – AFRICA / PRECIOUS PETS	ONCE UPON A TIME / HOW DOES YOUR GARDEN GROW?	THE WORLD AROUND ME
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>Join in with songs beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Feelings: taking photos of children acting out emotions</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: tiger skin</p> <p>Colour mixing - Elmer</p>	<p>Make different textures; make patterns using different colours</p> <p>Mother’s Day crafts</p> <p>Artwork themed around African Art</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Collage animals</p> <p>Learning to draw animals step by step</p>	<p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Painting - Flowers-Sun flowers (Van Gogh)</p> <p>Still life drawings - flowers</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Rubbings of leaves/plants</p> <p>Collage</p>	<p>Father’s Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Shadow Puppets</p> <p>Try crafts from the other countries we are learning about</p> <p>Refine, alter and improve your creations</p> <p>Exploration of other countries – dressing up in different costumes</p>

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*

*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.*



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

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<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>