



Reception Long Term Plan							Early Learning Goal
<p>Cycle A 2026-27</p> <p>Cycle B 2025-26</p>	<p>Autumn 1 Marvellous Me! There's no place like home</p>	<p>Autumn 2 Let's celebrate! Reach for the stars!</p>	<p>Spring 1 Not all heroes wear capes Once upon a time...</p>	<p>Spring 2 I went to visit a farm one day... Down at the bottom of the garden</p>	<p>Summer 1 If you go down to the woods today... There's a rumble in the jungle</p>	<p>Summer 2 Under the Sea Let's take a trip!</p>	
Quality Texts	<p>Me and my feelings Marvellous Me, inside and out Feeling books (Set) Peace at Last Who's in my Family? All about families</p>	<p>Jolly Christmas Postman Non-fiction stories about celebrations/festivals Lighting a Lamp The Christmas Story Whatever Next Non- Fiction Space books Aliens Love Underpants</p>	<p>Superworm Supertato A Superpower Like Mine Real Superheroes Non Fiction- Emergency services books Jack and the Beanstalk Little Red Riding Hood Cinderella The Three Billy Goats Gruff</p>	<p>The Three Little Pigs Farmer Duck Little Red Hen The Hungry Caterpillar Oliver's Vegetables What the ladybird heard The Teeny Weeny Tadpole</p>	<p>We're going on a bear hunt Goldilocks and the Three Bears My Friend Bear Where's my Teddy? The Gruffalo Rumble in the Jungle Elmer Monkey Puzzle Giraffes Can't Dance Tiger who came to tea</p>	<p>The Rainbow Fish Commotion in the Ocean Shark in the Park Shark in the Dark You Can't Take an Elephant on a Bus I wish I were a Pilot Room on the Broom Non-fiction stories about transport Lost and Found</p>	
Reception Top 10 Books	<p>Monkey Puzzle by Julia Donaldson</p>	<p>Supertato by Paul Linnet and Sue Hendra</p>	<p>The 3 Billy Goats Gruff</p>	<p>Jack and the Beanstalk</p>	<p>How to Catch a Star by Oliver Jeffers</p>		
	<p>Shark in the Park by Nick Sharratt</p>	<p>Stick Man by Julia Donaldson</p>	<p>Peace at Last by Jill Murphy</p>	<p>Handa's Surprise by Eileen Browne</p>	<p>The Lion Inside by Rachel Bright</p>		
Reception Top 10 Rhymes	<p>5 Current Buns</p>	<p>5 Speckled Frogs</p>	<p>5 Little Men in a Flying Saucer</p>	<p>Heads, Shoulders Knees and Toes</p>	<p>10 Green Bottles</p>		
	<p>Dingle Dangle Scarecrow</p>	<p>10 Fat Sausages</p>	<p>The Grand Old Duke of York</p>	<p>Jack and Jill</p>	<p>Hey Diddle Diddle</p>		

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> ● To understand how to listen carefully ● To understand why listening is important. ● To be able to follow directions. ● To make connections using their prior knowledge. ● To begin to learn songs, poems and rhymes. 	<ul style="list-style-type: none"> ● To engage in story times, joining in with repeated phrases and actions ● To listen to and talk about stories building understanding and familiarity ● To begin to understand how and why questions ● To respond to instructions with more than one step. 	<ul style="list-style-type: none"> ● To ask questions to find out more and to clarify meaning ● To begin to understand humour ● To understand a range of complex sentence structures 	<ul style="list-style-type: none"> ● To retell a story ● To follow a story without pictures or props. ● To retell a story confidently. ● To listen to songs, rhymes and poems, paying attention to how they sound 	<ul style="list-style-type: none"> ● To understand questions such as who, what, where, when, why and how. 	<ul style="list-style-type: none"> ● To have conversations with adults and peers with back and forth exchanges ● To have a repertoire of songs, rhymes and poems. 	<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>
	Speaking	<ul style="list-style-type: none"> ● To be confident to talk ● To talk to the class teacher and other members of staff ● To learn new vocabulary. ● To talk in front of a small group. 	<ul style="list-style-type: none"> ● To answer questions in front of whole class during lunch surgery ● To use new vocabulary throughout the day. 	<ul style="list-style-type: none"> ● To develop the confidence to talk to other adults they see on a daily basis ● To talk in sentences using conjunctions, e.g. and, because. 	<ul style="list-style-type: none"> ● To answer questions in front of whole class during show and tell sessions. ● To share their work to the class-standing up at the front. ● To use new vocabulary in different contexts. ● To engage with non-fiction books. 	<ul style="list-style-type: none"> ● To link statements and stick to a main theme ● To take turns in longer conversations using well-formed sentences ● To use talk to organise, sequence and clarify thinking, ideas, feelings and events ● To use talk to negotiate and problem solve. 	<ul style="list-style-type: none"> ● To answer questions in front of whole class about a topic that interests them ● To talk to different adults around the school ● To talk about why things happen ● To talk in sentences using a range of tenses. 	<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>
Personal, Social and Emotional	Self-Regulation	<ul style="list-style-type: none"> ● To begin recognise different emotions ● To talk about their own emotions and begin to be able to say how they are feeling ● To focus during short class/group activities ● To follow one step instructions. 	<ul style="list-style-type: none"> ● To talk about how they are feeling ● To begin to consider the feelings of others. ● To adapt behaviour to a range of situations using: To stop, To think and then To choose. 	<ul style="list-style-type: none"> ● To focus during longer whole class lessons ● To follow two-step instructions. ● To become confident in choosing resources and their learning during structured play ● To begin to be able to adapt and persevere in the face of challenge. 	<ul style="list-style-type: none"> ● To identify and moderate their own feelings, socially and emotionally ● To consider the feelings and needs of others ● To understand how people show emotions. 	<ul style="list-style-type: none"> ● To control their emotions using a range of techniques ● To set a target and reflect on progress throughout ● To be able to talk about things they do well and what they want to do better. 	<ul style="list-style-type: none"> ● To maintain focus during extended whole class teaching ● To follow instructions of three steps or more. 	<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>

Physical	Managing Self	<ul style="list-style-type: none"> ● To wash hands independently ● To put their coat on independently using the flip trick. ● To hang their own coat on their peg ● To explore different areas within the environment. ● To use the toilet independently ● To make their lunch choices with adult support 	<ul style="list-style-type: none"> ● To develop class rules and understand the need to have rules ● To have confidence to try new activities. 	<ul style="list-style-type: none"> ● To begin to show resilience and perseverance in the face of challenge. ● To practise doing up their fastenings, e.g. zip, buttons, Velcro etc. ● To make their lunch choices in the dinner hall. 	<ul style="list-style-type: none"> ● To develop independence when dressing and undressing for activities such as dressing up, putting on wellies for the sandpit etc. 	<ul style="list-style-type: none"> ● To identify and name healthy foods ● To manage own basic needs independently. 	<ul style="list-style-type: none"> ● To understand the importance of healthy food choices. ● To show resilience and perseverance in the face of challenge ● To show a 'can do' attitude ● To see themselves as a valuable person within the community ● To put uniform on and do up different fastenings with minimal support. 	<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>
	Building Relationships	<ul style="list-style-type: none"> ● To seek support of adults when needed ● To gain confidence to speak to peers and adults ● To build positive relationships with all staff ● To begin to regulate their responses when working with different friends 	<ul style="list-style-type: none"> ● To play with children who are playing with the same activity ● To begin to develop friendships. 	<ul style="list-style-type: none"> ● To begin to work as a group with support ● To use taught strategies to support turn taking ● To have positive relationships with all staff 	<ul style="list-style-type: none"> ● To listen to the ideas of other pupils and agree on a solution and compromise ● To understand and accept freedom of choice and to be increasingly able to sort out own problems through talk. 	<ul style="list-style-type: none"> ● To work as a group ● To begin to develop relationships with other adults around the school. 	<ul style="list-style-type: none"> ● To have confidence to communicate with adults around the school ● To have strong friendships. 	<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>
	Gross Motor	<ul style="list-style-type: none"> ● To move around safely in space ● To follow instructions and stop safely ● To stop safely and develop control when using equipment ● To follow instructions and play safely as a group ● To follow a path and take turns 	<ul style="list-style-type: none"> ● To balance ● To run and stop ● To change direction ● To jump ● To hop ● To explore different ways to travel using equipment. 	<ul style="list-style-type: none"> ● To copy, repeat and explore actions ● To explore and remember actions ● To use a prop with control and co-ordination ● To move with control and co-ordination, expressing ideas through movement ● To remember and repeat actions moving in time with the music 	<ul style="list-style-type: none"> ● To create short sequences using shapes, balances and travelling action ● To balance and safely use apparatus ● To jump and land safely from a height ● To rock and roll ● To explore travelling around, over and through apparatus ● To create sequences 	<ul style="list-style-type: none"> ● To aim when throwing and practise keeping score ● To follow instructions ● To move safely ● To play against a partner ● To develop co-ordination ● To strike a ball and keep score ● To work co-operatively as a team 	<ul style="list-style-type: none"> ● To roll and track a ball ● To throw a ball at a target ● To dribble using hands ● To throw and catch with a partner ● To dribble a ball using feet ● To kick a ball at a target 	<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>

		<ul style="list-style-type: none">● To work co-operatively with a partner		<ul style="list-style-type: none">● To begin to use counts				
	Get set for P.E	Introduction to PE Ball Skills	Ball Skills Fundamentals Games	Dance	Fundamentals Games Gymnastics	Games	Gymnastics	
	Fine Motor	<ul style="list-style-type: none">● To use a dominant hand● To have secure shoulder, wrist and elbow pivot movements● To develop hand strength● To mark make using different shapes● To begin to use a tripod grip when using mark making tools● To use tweezer to transfer objects● To thread large beads● To use large pegs. ● To begin to copy letters.● To hold scissors correctly and make snips in paper.	<ul style="list-style-type: none">● To begin to use anticlockwise movement and retrace vertical lines.● To hold scissors correctly and cut along a straight and zigzagged lines.● To use a tripod grip when using mark making tools● To accurately draw lines, circles and shapes to draw pictures● To hold a fork and spoon correctly.	<ul style="list-style-type: none">● To use a tripod grip when using mark making tools● To hold scissors correctly and cut along a curved line● To thread small beads● To use small pegs● To write taught letters using correct formation.	<ul style="list-style-type: none">● To hold scissors correctly and cut out large shapes● To write letters using the correct letter formation and control the size of letters.	<ul style="list-style-type: none">● To hold scissors correctly and cut out small shapes● To paint using thinner paintbrushes	<ul style="list-style-type: none">● To hold scissors correctly and cut various materials● To create drawings with details● To independently use a knife, fork and spoon to eat a range of meals● To be confident in their skills as a writer.	<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>
Literacy	Comprehension	<ul style="list-style-type: none">● To use pictures to tell stories● To sequence familiar stories● To independently look at books, holding them the correct way and turning pages.	<ul style="list-style-type: none">● To engage in story times, joining in with repeated phrases and actions● To begin to answer questions about the stories read to them● To enjoy an increasing range of books including fiction, non-fiction, poems.	<ul style="list-style-type: none">● To act out stories● To begin to predict what may happen in the story● To suggest how a story might end	<ul style="list-style-type: none">● To retell a story● To follow a story without pictures or props● To talk about the characters in the books they are reading.	<ul style="list-style-type: none">● To begin to answer questions about what they have read● To use vocabulary that is influenced by their experiences of books.	<ul style="list-style-type: none">● To answer questions about what they have read● To know that information can be retrieved from books	<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>
		<ul style="list-style-type: none">● To recognise their name● To orally blend words	<ul style="list-style-type: none">● To blend simple words using known letter sounds.	<ul style="list-style-type: none">● To blend simple words using known letter sounds	<ul style="list-style-type: none">● To consolidate previous Phase 3 sounds: ai ee	<ul style="list-style-type: none">● To read words with a range of structures: Short vowel CVCC	<ul style="list-style-type: none">● To read words with a range of structures:	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>

	Word Reading	<ul style="list-style-type: none">● To learn the tricky words is, I, the <p>/s/ as in snake /a/ as in astronaut /t/ as in tiger /i/ as in iguana /p/ as in penguin /n/ as in net /m/ as in mouse /d/ as in duck /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite /k/ as in sock /e/ as in elephant /u/ as in umbrella /r/ as in rainbow /h/ as in helicopter /b/ as in bear /f/ as in flamingo /l/ as in lollipop</p>	<ul style="list-style-type: none">● To learn the tricky words: as, and, has, his, her, go, no into, she, he, of, we, me, be <p>/ff/ as in puff /ll/ as in bell /ss/ as in mess /j/ as in jellyfish /v/ as in volcano /w/ as in wave /x/ as in box /y/ as in yoyo /z/ as in zebra /zz/ as in buzz /qu/ as in queen</p> <p>words with /s/ at the end /ch/ as in cherries /sh/ as in shell /th/ as in thumb /ng/ as in ring /nk/ as in pink</p> <p>Words ending s /z/ (his) and with s /z/ added at the end (bags)</p>	<ul style="list-style-type: none">● To segment simple words with support.● To learn the tricky words: was you they my by all are sure pure <p>/ai/ tail in the rain /ee/ sheep in a jeep /igh/ a light in the night /oa/ soap that goat /oo/ zoom to the moon /oo/ hook a book /ar/ march in the dark /or/ born with a horn /ur/ curl the fur /ow/ wow owl /oi/ boing boing /ear/ get near to hear /air/ chair in the air /er/ a bigger digger</p> <p>Words with double letters: dd mm tt bb rr gg pp ff Longer words</p>	<p>igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none">● To consolidate all tricky word previously taught <p>Words with double letters Longer words Words with two or more digraphs Words ending in -ing Compound words Words with /s/ in the middle Words ending -s Words ending with -es</p>	<p>Short vowel CVCC and CCVC Short vowels CCVCC CCCVC and CCCVCC Longer words Compound words</p> <ul style="list-style-type: none">● To read words with word endings: -ing -ed /t/ -ed /id/ -est● To learn the tricky words: said so have like some come love do were here little says there when what one out today	<p>Long vowel sounds CVCC and CCVC Long vowel sounds CCVC CCCVC CCV and CCVCC Longer words</p> <ul style="list-style-type: none">● To read Phase 4 words ending with: -s /s/ -s /z/ -es● To read root words with the endings: -ing -ed /t/ -ed /id/ /ed/ -ed /d● To consolidate all tricky words previously taught	<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>
	Writing	<ul style="list-style-type: none">● To copy their name.● To give meanings to the marks they make● To copy taught letters● To write initial sounds● To begin to write CVC words using taught sounds● To begin to form letters correctly with support	<ul style="list-style-type: none">● To write their name● To use the correct letter formation of taught letters● To write words and labels using taught sounds● To begin to write captions using taught sounds● To form most taught letters correctly.	<ul style="list-style-type: none">● To form some lowercase letters correctly● To begin to write sentences using fingers spaces● To understand that sentences start with a capital letter and end with a full stop● To spell words using taught sounds● To spell some taught common exception words correctly	<ul style="list-style-type: none">● To form some lowercase letters correctly and begin to form capital letters● To write sentences using finger spaces and full stops● To spell words using taught sounds● To spell some taught tricky words correctly● To form most taught letters correctly.● To segment and write simple words.	<ul style="list-style-type: none">● To form most lowercase correctly● To begin to write longer words which are spelt phonetically● To use finger spaces and full stops when writing a sentence● To spell some taught tricky words correctly● To begin to read their work back● To segment and write simple words	<ul style="list-style-type: none">● To form lowercase letters correctly● To begin to write longer words and compound words which are spelt phonetically● To write sentences using finger spaces and a full stop● To spell some taught common exception words correctly● To read their work back and check it makes sense	<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>

							<ul style="list-style-type: none"> • Writes simple sentences. • Forms letters correctly and sits letters on the line 	
Mathematics	Number	<ul style="list-style-type: none"> • To recognise numbers 1-3 • To begin to subitise to 3. • To find one more of numbers to 3 • To find one less of numbers to 3 • To explore the composition of 2 and 3 	<ul style="list-style-type: none"> • To recognise numbers 1-5 • To begin to subitise to 5 • To find one more of numbers to 5 • To find one less of numbers to 5 • To explore the composition of 4 and 5. 	<ul style="list-style-type: none"> • To recognise numbers 0-8. • To subitise to 5 • To find one more of numbers to 8 • To find one less of numbers to 8 • To explore the composition of 6, 7 and 8 • To match the number to quantity. 	<ul style="list-style-type: none"> • To recognise numbers 0-10 • To explore the composition of 9 and 10. • To practise number bonds to 10 • To know addition facts to make 5 • To find one more of numbers to 10 • To find one less of numbers to 10 • To estimate a number of objects. 	<ul style="list-style-type: none"> • To recognise numbers to 20 • To revise number bonds to 5 • To explore how to make numbers above ten using tens and ones. • To match the number to quantity 	<ul style="list-style-type: none"> • To solve simple number problems • To recap the composition of each number to 10 • To know addition and subtraction facts to 10 • To know doubling facts. 	<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.</p> <p>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>
	Numerical Patterns	<ul style="list-style-type: none"> • To say which group has more. • To say which group has less. • To compare quantities to 3 • To count to 5. 	<ul style="list-style-type: none"> • To compare quantities to 5 • To compare equal and unequal groups. 	<ul style="list-style-type: none"> • To count to 10 • To count objects to 10. • To compare quantities to 8 • To begin to understand the difference between odd and even numbers up to 8 • To combine two groups of objects 	<ul style="list-style-type: none"> • To compare quantities to 10 • To explore odd and even numbers • To order numbers to 10 • To count back from 10. • To combine two groups of objects • To take away objects and count how many are left • To begin to find the missing number. 	<ul style="list-style-type: none"> • To count to 20 • To add numbers • To subtract numbers • To order numbers to 20 • To order numbers, e.g. 13, 15, 19 • To begin to find the missing number in an addition and subtraction sentence problem 	<ul style="list-style-type: none"> • To know that 1, 3, 5, 7 and 9 are odd • To know that 2, 4, 6, 8, 10 are even • To double numbers up to 10 • To find half of numbers up to 10 • To share quantities equally. • To combine groups of 2s, 5s and 10s. 	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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>
	Shape, Space and Measure	<ul style="list-style-type: none"> • To match objects • To sort objects • To compare capacity, length, height, size • To finish a repeating pattern of 2 objects or colours 	<ul style="list-style-type: none"> • To recognise and name square and rectangle. • To understand and begin to use positional language. 	<ul style="list-style-type: none"> • To order objects by height and length • To order the days of the week • To measure height using cubes • To measure time 	<ul style="list-style-type: none"> • To begin to name 3D shapes • To explore the properties of 3D shapes. • To explore patterns. • To develop spatial awareness 	<ul style="list-style-type: none"> • To measure capacity • To describe the properties of 3D shapes. • To make pictures with shape arrangements • To develop spatial reasoning. 	<ul style="list-style-type: none"> • To finish a repeating pattern • To make patterns using shapes • To name and describe 2D and 3D shapes. • Visualise and build. 	<p>Whilst there are no Early Learning Goals for this area, our pupils will enjoy rich learning opportunities to develop their skills in terms of spatial reasoning, shape and measure.</p>

Understanding the World								
	Past and Present	<ul style="list-style-type: none">●To recognise and name circle and triangle.		<ul style="list-style-type: none">●To begin to name 3D shapes●To explore the properties of 3D shapes.				
		<ul style="list-style-type: none">●To know about my own life-story●To know how I have changed●To talk about the lives of the people around us.	<ul style="list-style-type: none">●To know about the past through settings, characters and events encountered in books read in class and storytelling (through story time)● To know about figures from the past (Tim Peake)	<ul style="list-style-type: none">●To know about the past through settings, characters and events encountered in books read in class and storytelling (through story time)● To know that Fairy tales have been around for a long time●To know that the emergency services exist and what they do.	<ul style="list-style-type: none">●To know about the past through settings, characters and events encountered in books read in class and storytelling (through story time)	<ul style="list-style-type: none">●To know about the past through settings, characters and events encountered in books read in class and storytelling (through story time)	<ul style="list-style-type: none">●To know about the past through settings, characters and events encountered in books read in class and storytelling (through story time)	<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>
	People, Culture and Communities	<ul style="list-style-type: none">● To know about family structures and talk about who is part of their family●To identify similarities and differences between themselves and peers.●To know the name of our school and that it is in Chaddesden●To know about features of the immediate environment●To know about people who help us within the local community● To draw information from a simple map	<ul style="list-style-type: none">● To talk about the Christmas Story and how it is celebrated● To know that people around the world have different religions● To talk about Diwali and how it is celebrated● To talk about how Bonfire Night is celebrated● To talk about Hannukah and how it is celebrated● To explore similarities and differences between celebrations● To know what the role of an astronaut is	<ul style="list-style-type: none">● To talk about things that they find interesting● To identify ways to look after animals and plants● To think about the wonders of the natural world● To identify ways people look after our world	<ul style="list-style-type: none">● To talk about the Easter Story and how it is celebrated● To talk about people who are special to us● To describe what makes their friends and family special to them● To reflect on the question “ Am I a good friend?”● To begin to identify which stories special people tell in different religions	<ul style="list-style-type: none">● To talk about somewhere that is special to themselves● To be aware that some religious people have places which have special meaning for them● To recognise a place of worship● To identify some significant features of sacred places	<ul style="list-style-type: none">● To talk about some religious stories● To begin to identify some sacred texts (Bible, Qur'an)● To recognise some religious words● To begin to explore similarities and differences between stories	<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>

Expressive Arts and Design		RE: Where do we belong?	RE: Which times are special and why?	RE: What is special about our world and why?	RE: Which people are special and why?	RE: Which places are special and why?	RE: Which stories are special and why?	
	The Natural World	<ul style="list-style-type: none"> ● To know about and recognise the signs of Autumn ● To respect and care for the natural environments 	<ul style="list-style-type: none"> ● To know about and recognise the signs of Winter ● To explore the changes in matter (freezing) ● To know what nocturnal means ● To identify nocturnal animals ● To know that we live on Earth ● To know aspects of the solar system: sun, Earth and moon ● To identify ways people reach the moon ● To identify the things humans need to stay alive ● To explore different light sources 	<ul style="list-style-type: none"> ● To identify different settings (woods, meadow, castle) 	<ul style="list-style-type: none"> ● To know about and recognise the signs of Spring ● To identify that animals can live in different places (mud, field, pond) ● To identify the stages of a life cycle (butterfly, frog) ● To identify the things needed for plants to live ● To observe what happens when beans are planted 	<ul style="list-style-type: none"> ● To identify that animals can live in different places (jungle, desert) 	<ul style="list-style-type: none"> ● To know about and recognise the signs of Summer ● To know how to stay safe in Summer ● To identify that animals can live in different places (in the sea/near the sea) ● To recognise similarities in this country to life in other countries 	<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>
	Creating with Materials	<ul style="list-style-type: none"> ● To name colours ● To experiment with mixing colours ● To create simple representations of people and objects ● To draw and colour with pencils and crayons ● To role play using given props and costumes ● To explore different techniques for joining materials. (Glue Stick) ● To know how to work safely and hygienically. 	<ul style="list-style-type: none"> ● To use colours for a particular purpose ● To share their creations ● To explore different techniques for joining materials. (Glue Stick, PVA) ● To know how to work safely and hygienically. ● To use non-statutory measures. (spoons, cups) ● To use some cooking techniques. (biscuits) 	<ul style="list-style-type: none"> ● To experiment with different mark making tools such as art pencils, pastels & chalk ● To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape) ● To know how to work safely and hygienically. ● To use non-statutory measures (spoons, cups) ● To use some cooking techniques (spreading, 	<ul style="list-style-type: none"> ● To use natural objects to make a piece of art ● To share creations and talk about the process ● To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Split Pins) ● To make props and costumes for different role play scenarios ● To know how to work safely and hygienically. ● To use non-statutory 	<ul style="list-style-type: none"> ● To know which prime colours you mix together to make secondary colours ● To plan what they are going to make (cooking, wood work, construction, junk modelling) ● To draw more detailed pictures of people and objects ● To manipulate materials ● To create observational drawings 	<ul style="list-style-type: none"> ● To know some similarities and differences between materials ● To learn about and compare artists ● To explore, use and refine a variety of artistic effects to express their ideas and feelings ● To share creations, talk about processes and evaluate their work ● To adapt work where necessary 	<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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

		<ul style="list-style-type: none">● To use non-statutory measures. (spoons, cups)● To use some cooking techniques● To use different construction materials.		cutting, threading, coring, mixing) (Sandwiches) <ul style="list-style-type: none">● To use tools to cut and join wood● To know the names of tools.	measures. (spoons, cups) <ul style="list-style-type: none">● To use some cooking techniques	<ul style="list-style-type: none">● To know how to work safely and hygienically.● To use non-statutory measures. (spoons, cups)	<ul style="list-style-type: none">● To use some cooking techniques	
	Being Imaginative	<ul style="list-style-type: none">● To sing and perform nursery rhymes● To experiment with different instruments and their sounds● To talk about whether the like or dislike a piece of music● To create musical patterns using body percussion● To use costumes and resources to act out narratives.	<ul style="list-style-type: none">● To learn and perform songs in the Christmas Concert● To pitch match● To sing the melodic shape of familiar songs.● To begin to build up a repertoire of songs● To sing entire songs● To use costumes and resources to act out narratives	<ul style="list-style-type: none">● To create musical patterns using un-tuned instruments● To begin to create costumes and resources for role play.	<ul style="list-style-type: none">● To associate genres of music with characters and stories● To create costumes and resources for role play.	<ul style="list-style-type: none">● To move in time to music● To learn dance routines● To join in with whole school singing assemblies.● To act out well know stories● To follow a musical pattern to play tuned instruments● To create narratives based around stories.	<ul style="list-style-type: none">● To create own compositions using tuned instruments● To invent their own narratives, making costumes and resources.● To join in with whole school assemblies for transition	<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.</p> <p>Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with music.</p>
	Get Set For Music	Music: Journeys Unit 2	Music: Whatever the Weather Unit 2	Music: Space Unit 2	Music: Minibeasts Unit 2	Music: Circus Unit 2	Music: Deep Blue Sea Unit 2	