



Water Mill Primary School

EYFS Long Term Curriculum Plan (LTP)

This Reception long-term plan at Water Mill is grounded in celebrated, research-informed practice. It reflects the **EEF Early Years Toolkit** and **Early Years Evidence Store** in its emphasis on rich adult–child interactions, explicit vocabulary teaching, high-quality shared reading, purposeful play, and sequenced early maths—approaches consistently linked to strong language, self-regulation, and cognitive development. We draw on a breadth of peer reviewed evidence, including **Siraj-Blatchford (2002, 2009)** whose work on Sustained Shared Thinking shows how intentional, collaborative dialogue between adult and child deepens understanding and extends learning, and on the **DfE’s ‘Getting It Right From the Start’ (2024)** which evidences that frequent, high-quality practitioner–child interactions, delivered by well-qualified staff, are central to early years quality. Together, these sources underpin a curriculum that is purposeful, inclusive, and grounded in the best available evidence of what works in the early years.

Throughout all learning, we will ensure activities and interactions support the

Characteristics of Effective Learning

- Playing & Exploring** – Finding out & exploring. Playing with what they know. Being willing to ‘have a go’.
- Active Learning** – Being involved and concentrating. Enjoying achieving what they set out to do. Keeping on trying.
- Creating & Thinking Critically** – Having their own ideas. Making links. Choosing ways to do things

<p>Intent What are you trying to achieve?</p>	<ul style="list-style-type: none"> • Our LTP is built around enquiry questions and half-term drivers that ensure clear progression across all 7 areas of learning. • Strong focus on oracy (ShREC, story retelling, vocabulary teaching) because language underpins all future learning. • Curriculum is ambitious for all children — adaptations (SEND/EAL) are planned into every term. • Cultural capital is planned explicitly through visits, visitors, and celebration learning. • End goal: by Summer 2, children achieve the ELGs with confidence and are ready for KS1.
<p>Implementation How do you deliver it?</p>	<ul style="list-style-type: none"> • Daily systematic synthetic phonics (Little Wandle) with 3x weekly decodable reading practice. • Daily Mastering Number and counting trajectories to secure number sense to 10. • Continuous provision enhanced with role play, oracy scaffolds, and problem-solving opportunities. • Assessment: Light-touch, formative, and interaction-based. No excessive paperwork — guided by EYFS §2.2. • Adaptive teaching: Pre-teaching vocabulary, visuals, dual-language books, scaffolded practice, Makaton, fine/gross motor support. • Safeguarding is threaded through PSED/PD each term (self-care, asking for help, online/road safety).
<p>Impact What is the effect?</p>	<ul style="list-style-type: none"> • ELG Coverage Map shows when each goal is taught, revisited, and assessed across the year. • Ongoing assessment and pupil voice confirm progression and readiness.

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	<ul style="list-style-type: none"> Children show: <ul style="list-style-type: none"> - Growing independence in self-care and routines. - Increasing fluency in reading and writing. - Automatic recall within 10, applying maths in real problems. - Ability to talk, explain, reason, and retell stories with vocabulary depth. - By Summer 2, most children meet ELGs, with clear evidence of progress for SEND/EAL. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question <i>(but not limited to ...)</i>	What is Magical About Me?	How Do We Use Light to Celebrate?	Who Will You Call?	What Magic Can We Find in Animals and Minibeasts?	How Does My Garden Grow?	What Lives Under the Sea and Around the World?
Adaptive Teaching	We adapt teaching so all children, including those with SEND and EAL, can access the curriculum through visuals/real objects, use dual-language/wordless texts, pre-teaching vocabulary, model with reduced language load, modelling, scaffolded practice and provide repeated rehearsal in role-play					
Topic Theme & Core Stories <i>Children's interests will be followed as and when they arise.</i>						
Talk for Write Story						Making our own NON Fiction Book- 'How to look after our World?'
Unit Focus:	Children explore their identity, emotions, families, and personal uniqueness. <i>This unit sets the foundations for self-awareness, communication, and forming positive relationships.</i>	Children learn about different celebrations and traditions around the world. They explore light and dark, the changing seasons, and how people come together to celebrate. <i>This unit strengthens children's understanding of cultural diversity, gratitude, and remembrance.</i>	Children learn about real-life superheroes: the people in our communities who help us. From firefighters to doctors, postal workers to paramedics, children develop a sense of responsibility, respect, and gratitude. <i>This unit also helps children understand rules, risk, and safety while developing their communication and imagination</i>	Children explore the magic of the animal kingdom, focusing on minibeasts, farm animals, lifecycles, and their habitats. Through stories, songs, and scientific discovery, children begin to understand the processes of growth, change and the diversity of living things. <i>This unit lays the foundation for curiosity and care for the natural world.</i>	Children learn how plants grow and what they need to thrive. Through real planting experiences, sensory exploration, and stories, they understand the concepts of change, growth, decay, and care. <i>This unit also focuses on healthy lifestyles, food origins, and sustainable living.</i>	Children dive into the ocean and travel the globe as they explore marine life, global environments, and ways we can care for our world. <i>This unit encourages curiosity, environmental responsibility, and knowledge of geographical diversity through stories, science, non-fiction and creative expression.</i>
Key Knowledge linked to	<ul style="list-style-type: none"> I am unique and my name is special. I belong to a family and can talk about who is in it. 	<ul style="list-style-type: none"> There are special celebrations that happen in different cultures. 	<ul style="list-style-type: none"> There are people in our communities who help us. I can name different jobs and say what people do. 	<ul style="list-style-type: none"> Minibeasts and farm animals have different features, needs, and habitats. 	<ul style="list-style-type: none"> Plants grow from seeds or bulbs and need water, light and warmth to grow. 	<ul style="list-style-type: none"> Oceans are home to many different sea creatures.

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<p>Intended Themes:</p>	<ul style="list-style-type: none"> I can describe my feelings and recognise the feelings of others. I know some rules that help us stay safe and happy at school. I can name body parts and describe what they do. I can use my five senses to explore the world. I can talk about how I have changed since I was a baby. I know what a good friend does and how to be kind. 	<ul style="list-style-type: none"> Some people celebrate Diwali, Bonfire Night, Christmas, and Hanukkah. Light is used in different celebrations (e.g. candles, fireworks, lanterns). I can talk about why we remember people on Remembrance Day. I can talk about day and night. I know how to stay safe around fire and darkness. I can talk about why and how we celebrate. I can notice seasonal changes in Autumn and Winter. I can retell stories linked to celebrations and festivals. 	<ul style="list-style-type: none"> Emergency services keep us safe and help in danger. I know how to stay safe (at home, on the road, around strangers). I can talk about my aspirations and the jobs I might like to do. I know my full name and address. I can call 999 in an emergency. I know how to follow rules that keep me and others safe. 	<ul style="list-style-type: none"> Animals change as they grow and follow lifecycles (e.g. egg to chick, caterpillar to butterfly). Some animals help humans (e.g. bees, farm animals). Insects, amphibians, mammals and birds are types of animals. I can talk about how to care for animals and their habitats. I can compare and describe how animals move and live. 	<ul style="list-style-type: none"> I can name parts of a plant (root, stem, leaf, flower). I know the difference between fruit and vegetables. I can observe and describe how plants grow and change. Some food grows underground, on trees, or on vines. I understand that we must care for living things to help them grow. I know how to keep myself healthy by eating well and staying active 	<ul style="list-style-type: none"> I can name sea animals and describe their features and habitats. I can compare life under the sea to life on land. There are different countries in the world with unique landscapes and traditions. I can talk about how to care for the planet and reduce pollution. I can use non-fiction books to find information. I can create and share my own non-fiction book
<p>Events & Experiences</p>	<ul style="list-style-type: none"> Starting school Share 'All About Me Bag' Share photos of their house and talk about where they live. Find houses on Google Earth Autumn begins, go on an autumn walk Recycling week <i>Sept 22nd</i> 	<ul style="list-style-type: none"> HOOK Investigate spiders Go on an autumn walk World Kindness Day Road Safety Week Walk to post-box -Posting Santa letters Christmas crafts Visit from Father Christmas Nativity Children in Need Winter begins 	<ul style="list-style-type: none"> HOOK Stage a classroom 'emergency' to introduce real-life community superheroes. Visiting Veterinarian or Nurse Chinese New Year Send a card to a Friend Day Safer Internet Day Valentine's Day Go on a walk exploring signs of Winter 	<ul style="list-style-type: none"> HOOK Stage a magical creature hunt with clues and habitats to spark curiosity about animals and minibeasts. World Oral Health Day Art Exhibition Trip to Farm Observe frogspawn/ wormery and caterpillars Make Easter nests (changing of state - melting) Easter Hunt Spring Concert and Easter Bonnet Parade 	<ul style="list-style-type: none"> HOOK Woodland Walk Earth Day Sun Awareness Week Planting sunflower seeds and beans Class Assembly (May 15th) International Week 	<ul style="list-style-type: none"> HOOK World Oceans Day celebration with clues and activities to explore sea life and caring for our world. Upcycled Sea creatures Healthy Eating Week Insect Week Shark Awareness Day Weston Sports Day Transition Enterprise Week Field Study Week
<p>Festivals/ Celebrations</p>	<ul style="list-style-type: none"> World Smile Day 	<ul style="list-style-type: none"> Halloween Bonfire Night Remembrance Day Diwali Christmas 	<ul style="list-style-type: none"> Chinese New Year Safer Internet Day 	<ul style="list-style-type: none"> World Book Day Shrove Tuesday Science Week Red Nose Day Mother's Day Easter 	<ul style="list-style-type: none"> St George's Day May Day Sun Awareness Week World Bee Day 	<ul style="list-style-type: none"> Diversity week Father's Day
<p>Parents as Partners</p>	<ul style="list-style-type: none"> Home Visits Parents Evening 	<ul style="list-style-type: none"> Stay play and learn sessions for parents. Parent phonics workshop Walk to the post box to deliver letters to Santa Nativity 	<ul style="list-style-type: none"> Parents Evening Love reading afternoon with parents 	<ul style="list-style-type: none"> Stay, Play and Learn sessions for parents 	<ul style="list-style-type: none"> Stay, Play and Learn sessions for parents Bring a plant gardening day – outdoor learning? 	<ul style="list-style-type: none"> End of Year Reports End of year celebration / End of year picnic, eat ice creams on the lawn with children and families






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<p>TERMS Key Vocabulary:</p>	<p>unique, special, feelings, happy, sad, angry, excited, calm, proud, family, home, body, senses, name, share, take turns, kind, friend, rules, listen, talk, grow</p>	<p>celebration, Diwali, Christmas, Hanukkah, Remembrance, Bonfire Night, fireworks, lantern, light, dark, day, night, Autumn, Winter, festival, family, memory, respect, candle, decorate, sparkle, shine</p>	<p>police, firefighter, ambulance, nurse, doctor, lollipop person, postman/postwoman, uniform, siren, danger, emergency, help, safety, rule, job, community, hospital, fire station, police station, respect</p>	<p>minibeast, insect, habitat, lifecycle, frogspawn, chrysalis, cocoon, metamorphosis, predator, prey, farm, mammal, amphibian, insect, omnivore, herbivore, carnivore, alive, care, change, creature, environment</p>	<p>plant, seed, bulb, grow, soil, root, stem, leaf, flower, petal, sunlight, water, healthy, vegetable, fruit, garden, compost, harvest, sprout, shoot, nutrition</p>	<p>ocean, sea, coral reef, jellyfish, octopus, turtle, dolphin, pollution, plastic, habitat, clean, recycle, country, world, map, globe, protect, environment, beach, compare, non-fiction, facts</p>
<p>Learning Opportunities and Experiences:</p>	<ul style="list-style-type: none"> • "All About Me" bags and circle time sharing • Create a class Colour Monster display • Make emotion faces with playdough and mirrors • Family photo gallery and discussion • Self-portrait drawing with labelled body parts • Create a body outline using loose parts (buttons, string, fabric) • Taste/smell/sound/feel trays for exploring the senses • Home corner role play enhancement: "My Home" • Singing and acting out "Head, Shoulders, Knees and Toes" • Story times: Colour Monster, Owl Babies, Marvellous Me, The Dot • Fine motor focus: name writing, threading, cutting, tweezers • Explore birthday months using tally charts 	<ul style="list-style-type: none"> • Diwali: create rangoli patterns, clay diva lamps, and act out the Rama and Sita story • Bonfire Night: firework art using chalk and glitter, safety circle time, firework dance • Christmas: decorate the class tree, write letters to Santa, make Christmas cards • Hanukkah: candle exploration, counting and sequencing candles on a menorah • Remembrance Day: create poppies and talk about memories and heroes • Light and dark exploration: shadow play, torch games, light boxes • Make lanterns for a lantern parade • Storytelling sessions using props and puppets • Sequence photos of a birthday or Christmas morning • Explore and describe Autumn/Winter changes on seasonal walks 	<ul style="list-style-type: none"> • Visits or video calls with real people who help us (e.g., paramedic, police officer) • Create an emergency services small world area • Draw and label different uniforms and tools • Role play: doctor's surgery, post office, fire station • Make thank-you cards and write short notes of appreciation • Create a class book: "Who Do You Want to Be?" • Learn and act out a rhyme about emergency numbers • Make maps for emergency vehicles to reach destinations • Practice safe pedestrian skills with a zebra crossing mat • Junk model fire engines, ambulances, police cars • Build obstacle courses that replicate emergency routes 	<ul style="list-style-type: none"> • Observe class caterpillars or frogspawn and record lifecycle changes. • Visit a farm or animal handler experience in school. • Create lifecycle wheels (frog, butterfly, chicken). • Bug hunt in local green space with tally charts. • Role play a vet's clinic or minibeast discovery lab. • Nature craft: build bug hotels using recycled/natural materials. • Story focus: The Very Hungry Caterpillar, Mad About Minibeasts, Tadpole's Promise, Three Little Pigs. • Retell animal stories with masks, puppets and props. • Sorting activities: land/sea/air animals, animals with legs/wings/fur. • Animal movement games (slither like a snake, hop like a frog). 	<ul style="list-style-type: none"> • Planting sunflowers, beans, cress and recording growth in diaries. • Explore compost and soil with magnifying glasses. • Visit a local garden, greenhouse or allotment. • Cut and taste fruits and vegetables and talk about textures and flavours. • Sequence the lifecycle of a plant. • Class role play garden centre or greengrocers. • Read The Enormous Turnip, Jasper's Beanstalk, Oliver's Vegetables, Sam's Seeds, Bloom. • Vegetable printing using real produce. • Create plant-based patterns and mandalas using natural objects. 	<ul style="list-style-type: none"> • Explore ocean zones and what animals live where • Non-fiction fact-finding using books and videos • Create a class non-fiction book on sea creatures or caring for the planet • Design posters on how to keep our seas clean • Sensory play with water, shells, seaweed, and sand • Junk model sea animals and coral reefs • Read: The Rainbow Fish, The Odd Fish, Somebody Swallowed Stanley, Dear Greenpeace • Explore different cultures through food, music, clothing and celebrations • Locate continents and oceans on a globe • Movement and dance like sea creatures or to world music
<p>Assessment Opportunities:</p>	<ul style="list-style-type: none"> • In House Baseline assessments (all areas) +National RBA • Wellcomm baseline • Ongoing observations (PSED, C&L, PD) • Individual discussions: "Tell me about your family." • Drawings and annotations: "This is me." 	<ul style="list-style-type: none"> • In house moderation • Observation of how children describe light/dark • Retelling stories of Diwali, Christmas, etc. • Child's explanations of their artwork or craft • Participation in role play and discussion • Mark making and writing for a purpose (cards, tags, lists) 	<ul style="list-style-type: none"> • Observations during role play and team tasks • Vocabulary uses in continuous provision • Pupil voice: "What job do you want to do and why?" • Drawings and explanations of people who help us • Mark-making and writing tasks in role play • Concept mapping: before/after learning about jobs 	<ul style="list-style-type: none"> • Scientific drawings and explanations of life cycles. • Observing vocabulary used during role play and story time. • Evidence of empathy and care (e.g. handling minibeasts gently). • Group discussions: "How do animals change?" • Captions and labels in child-initiated writing. 	<ul style="list-style-type: none"> • Drawings and annotations of growing plants. • Oral and written sequencing of plant life cycles. • Group discussions: "What does a plant need to grow?" • Vocabulary use in small group and continuous provision. 	<ul style="list-style-type: none"> • Pupil voice: "What can we do to help the sea?" • Children share facts in their own words from non-fiction books • Non-fiction writing in provision and adult-led work • Observation of fine motor skills during poster-making and model building







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	<ul style="list-style-type: none"> Evidence of mark-making and early writing Listening for vocabulary use in provision Colour Monster check-ins and pupil reflections Observed use of sentence stems and story recall. Phonics assessments 	<ul style="list-style-type: none"> Talk around different celebrations (pupil voice) Use of vocabulary in continuous provision Phonics assessments Wellcomm assessment 	<ul style="list-style-type: none"> Phonics assessments 	<ul style="list-style-type: none"> Bug tally chart interpretation and discussion. Phonics assessments Wellcomm assessment 	<ul style="list-style-type: none"> Responsibility and care shown when tending to plants. Phonics assessments Wellcomm assessment 	<ul style="list-style-type: none"> Understanding of world and sea creature differences Phonics assessments Wellcomm assessment
Oracy Focus and Sentence Stems:	<p>"I feel ___ because..."</p> <p>"This is my family. This is my ___"</p> <p>"I am special because..."</p> <p>"I can smell/hear/taste/see/feel..."</p> <p>"When I was a baby, I... Now I..."</p>	<p>"I celebrate ___ with my family."</p> <p>"My favourite celebration is ___ because..."</p> <p>"I see light in ___ (e.g., candles, stars, torches)."</p> <p>"On Bonfire Night we ___ because..."</p> <p>"I remember ___ because..."</p>	<p>"I would call ___ if ___ happened."</p> <p>"A ___ helps us by..."</p> <p>"My favourite job is ___ because..."</p> <p>"I want to be a ___ when I grow up."</p> <p>"You must never ___ because it's not safe."</p>	<p>"I noticed the ___ has ___ legs/wings."</p> <p>"The caterpillar changed into a ___ because..."</p> <p>"I care for animals by..."</p> <p>"This animal is a ___ and lives in a ___ because..."</p> <p>"The lifecycle goes: ___, ___, ___, then ___"</p>	<p>"I planted a ___ and it needs ___ to grow."</p> <p>"My plant has grown ___ cm tall."</p> <p>"Plants grow in ___ but not in ___."</p> <p>"We must water plants because..."</p> <p>"This is the ___, it helps the plant by..."</p>	<p>"This animal lives in the ___ zone because..."</p> <p>"I found out that..."</p> <p>"We can help the ocean by..."</p> <p>"This country is different to mine because..."</p> <p>"I chose this sea creature because..."</p>
Safeguarding: Each term we teach everyday safety (indoors/outdoors, asking for help, road and online safety) and link to the whole-school safeguarding curriculum.						
PSED Key objectives for the term/ Assessment points	<p>Self-Regulation</p> <ul style="list-style-type: none"> - I understand my body can feel different emotions and that these emotions change throughout the day. - I am beginning to use taught strategies to manage my feelings. - I can link emotions with feelings inside my body. - I recognise that all emotions are ok even unpleasant ones. - I can name my five senses. - I can follow a simple instruction as part of a group. <p>Managing Self</p> <ul style="list-style-type: none"> - I am beginning to try new activities independently, with an adult or with peers. - I understand that rules are important to keep us safe and the importance of following rules. - I can put on and fasten my coat independently (zips and buttons). - I can fasten my shoes independently (buckles and Velcro). - I can dress and undress myself with little adult support. <p>Building Relationships</p> <ul style="list-style-type: none"> - I can take turns with support from an adult. - I understand the concepts 'same' and 'different' and I can celebrate and discuss our similarities and differences. - I can perform an 'act of kindness' and understand the positive impact that can have on another. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - I can use the strategies learnt in class to manage my emotions. - I can name my five senses and begin to describe how they can affect my emotions. - I can follow instructions and respond appropriately. <p>Managing Self</p> <ul style="list-style-type: none"> - I can try new activities independently, with an adult or with peers. - I can follow the class rules and behave accordingly. - I am beginning to develop confidence in myself and my unique talents. - I can dress and undress myself independently. <p>Building Relationships</p> <ul style="list-style-type: none"> - I can take turns with others. - I understand that boys and girls should both express their feelings and that boys and girls can both do the same things. - I am beginning to demonstrate empathy towards others who have different ideas or interests. - I am beginning to demonstrate an understanding of compassion for those less fortunate than me 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - I can demonstrate an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. - I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. - I can 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>Managing Self</p> <ul style="list-style-type: none"> - I am confident to try new activities and show independence, resilience and perseverance in the face of challenges. - I can explain the reasons for rules, know right from wrong and try to behave accordingly - I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> - I can work and play cooperatively and take turns with others. - I can form positive attachments to adults and friendships with peers - I can show sensitivity to my own and to others' needs. - I can discuss strategies that can be used to help others feel included. - I can use strategies for peaceful conflict resolution base 			
Communication & Language Focus:	<p>Whole EYFS Focus: C&L is developed throughout the year through:</p> <ul style="list-style-type: none"> High quality interactions (ShREC approach) Develop social phrases Daily group discussions Circle time 					

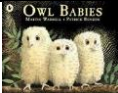




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	<ul style="list-style-type: none"> • Language interventions • Story time and focus questions (poems, fiction and non-fiction) • Core story time and focus questions • Retelling stories/ learning rhymes, poems and songs • Listening carefully 					
Vocabulary Focus	 vocab to explore: school, teacher, classroom, friends, playtime, lunchtime, happy/sad, scared/excited...  vocab to explore: three, night, gone, hunting, wait, big/small, swoop, love  vocab to explore: marvellous, energy, brain, imagination, same/different, special, skills/talents	 vocab to explore: Glow Candle / Flame, Light, Festival / Celebration, Community, Hope Shy, Shimmer, Flicker  vocab to explore: Sparkle, Crackle, Whizz, Bang, Dazzle, Glow, Glitter, Burst  vocab to explore: Special, Starry, Shiny, Bright, Joyful, Magical, Celebrate, Peaceful  vocab to explore: Plant, Wheat, Bake, Bread, Help, Crop, Share, grind, Busy, Tired, Helpful, Golden, Fresh, Delicious, Crisp, Hard-working	 vocab to explore; Emergency, Quick, Flashing, Wailing, Brave, Racing, Urgent, Loud, Rescue  vocab to explore: Brave, Caring, Helpful, Kind, Strong, Quick, Important, Respectful, superhero  Vocab to explore; Vegetables, Freezer Trap, Rescue, Chase, Catch, Supermarket, Brave, Caring, Helpful, Kind, Strong, Quick, Important, Respectful	 vocab to explore: Colourful, Patchwork, Bright, Cheerful, Different, Unique, Proud, Happy  vocab to explore: Caterpillar, Egg, Food (or specific foods: apple, pear, plum, strawberry, orange), Hungry, Grow, Cocoon, Butterfly  vocab to explore: ground, slimy, shelter, scuttle, tasty/munch, rotten, clever, beautiful  vocab to explore: Materials, Straw, Sticks, Bricks, House, Build, Huff, Puff, Blow, Strong, Weak, Sneaky, Clever, Safe	 vocab to be explore: Tiny, Gentle, Tall, Golden, Bright, Healthy, Delicate, Bloom  vocab to explore: Wiggle, Stretch, Curl, Twist, Whirl, Reach, Droop, Sway  vocab to explore: ground, Sun, Soil, Leaf, Stem, Flower, Root, Blooming, Healthy  vocab to explore: Enormous Heavy, Strong, Tug, Stubborn, Juicy, Hard-working, together	 vocab to explore: Shimmering, Sparkling, Scales, Precious, Share, Lonely, Proud, Special, Scales, wise  vocab to be explore: Odd, Unique, Patterned, Colourful, Brave, Strange, Wonder  vocab to be explore: Journey, Explore, Discover, Festival, Delicious, Traditional, Famous, Adventure
Core Set of Poems & Rhymes	One finger, one thumb...	One two buckle my shoe...	On a cold and frosty morning...	Mary had a little lamb	Frog lifecycle song The Enormous Turnip Song	Oh I do like to be beside the seaside... Down in the ocean...
C&L Key objectives for the term/ Assessment points	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - I can understand and respond to a two-part question. - I can understand and respond appropriately when asked a 'why' question. - I can join in with stories by joining in with repeated refrains and filling in rhyming words. - I can use new vocabulary throughout the day. - I am beginning to ask a question when I do not understand or want to find out more. <p>Speaking</p> <ul style="list-style-type: none"> - I am beginning to talk in well-formed sentences. - I am beginning to use connectives to connect one idea or action to another. - I can use some social phrases - I am beginning to be able to retell some familiar stories. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - I am beginning to hold a back-and-forth conversation with my teachers and peers - I can recite some familiar nursery rhymes and poems. - I can talk about stories that have been read to me. I can talk about the setting, characters and plot. - I am beginning to use newly learnt vocabulary in different contexts. - I am beginning to ask a question when I do not understand or want to find out more. <p>Speaking</p> <ul style="list-style-type: none"> - I can articulate my ideas in well-formed sentences. - I can use social phrases with confidence. - I am beginning to be able to retell some familiar stories. Sometimes as exact repetition and sometimes in my own words. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - I can hold a back-and-forth conversation with my teachers and peers. - I can make comments about what I have heard and ask questions to clarify my understanding. <p>Speaking</p> <ul style="list-style-type: none"> - I participate in whole-class, group and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. - I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - I can express my ideas and feelings about my experiences using full sentences, including the use of past, present and future tenses and make use of conjunctions, with modelling and support from my teacher. 					

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PE (The PE HUB) / PD Focus	<p>Gymnastics Develop confidence in fundamental movements. Experience jumping sliding rolling moving over and under apparatus. Link simple balance, jumps and travel actions. Develop coordination and gross motor skills</p>	<p>Body Management Explore balance and managing own body. able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command</p>	<p>Dance Recognise actions can be performed to music. Copy, create, repeat, and perform some basic actions to music. Use their body to recreate and symbolise people and actions. Themes of transport and people who help us</p>	<p>Cooperate & Solve Problems Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas and questions. Collect, distinguish and differentiate colours and create a shape as a team.</p>	<p>Manipulation & Coordination Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of an activities and in different ways.</p>	<p>Speed Agility Travel Change direction at speed through both choice and instructions. Perform actions changes in speed. Stop, Start, pause, prepare.</p>
Handwriting (Kinetic letters)	<p>FOCUS: Building Strength, 6 Letter Moves & single letters Begin foundations as appropriate Flow movement</p>	<p>FOCUS: Strength & Dexterity Single letters Pencil Pick-Up routine Flow movement</p>	<p>FOCUS: Strength/ Writing Position Single letters (extrn Pairs) Pencil Pick-Up routine increase Flow</p>	<p>FOCUS: Strength & Dexterity Pairs & Numbers Pencil Checks Snuggling</p>	<p>FOCUS: Strength & Writing Position Capitals & words Pencil Hold maintenance Targets</p>	<p>FOCUS: Strength & Dexterity Words & Numbers Pencil Hold maintenance Snuggling words</p>
PD Key objectives for the term/ Assessment points	<p>Gross Motor - I can change direction safely when running by bending my knees and facing the other way. - I can bend my knees when landing. - When running, I can use small steps to help me stop safely. Fine Motor - I can use a knife and fork to eat my lunch. - I can hold a pencil correctly using a tripod grip. - I can cut in straight lines using scissors. - I can form all the letters in my name correctly. - I can build creations using larger joining parts such as Duplo and mega blocks.</p>	<p>Gross Motor - I can safely travel over, around and along apparatus. - I can keep my chest up and bend my knees to help me land safely. - I can squeeze my muscles to help me stay balanced. - I can hold a tuck, straight and star shape. Fine Motor - I can form recognisable letters for the full alphabet. - I can use scissors to cut out curved shapes. - I am beginning to build creations using smaller joining parts (e.g. Lego).</p>	<p>Gross Motor - I can safely travel over, around and along apparatus. - I can keep my chest up and bend my knees to help me land safely. - I can squeeze my muscles to help me stay balanced. - I can hold a tuck, straight and star shape. Fine Motor - I can form recognisable letters for the full alphabet. - I can use scissors to cut out curved shapes. - I am beginning to build creations using smaller joining parts (e.g. Lego).</p>	<p>Gross Motor - I can catch a ball using two hands. - I can throw a ball towards a target. - I can keep a ball under control using my feet, using small soft touches. - I can move around safely, with consideration for others, by navigating myself into space. - I demonstrate strength, balance and coordination when playing. Fine Motor - I can form most lower case and uppercase letters correctly. The letters will be of the correct size and sat on the line. - I can use scissors correctly, using the correct cutting technique to cut more intricate shapes such as the eye holes on a mask. - I am beginning to show accuracy and care when drawing.</p>		
Literacy Focus	We follow the Little Wandle , which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Please see Phonics at Water Mill and https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/ for further information.					
Little Wandle End of half term expectations	<p>Read phase 2 graphemes. Blend sounds into words orally. Tricky words: is I the</p>	<p>Read phase 2 graphemes. Blend sounds to read simple words. Tricky words: as and has his her go no to into she he of we me be</p>	<p>Read phase 3 graphemes. Words with double letters. Tricky words: was you they my by all are sure pure</p>	<p>Read phase 3 graphemes. Words with double letters and longer words. Tricky words: review all taught so far. Secure spelling.</p>	<p>Read phase 4 words. Read short vowel words and longer words. Tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Read phase 4 words. Words with long vowel sounds and root word ending Tricky words: review all taught so far. Secure spelling.</p>
Topic Theme & Core Stories Children's interests will be followed as and when they arise.			 <p>+ NF</p>			

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Talk for Write Story						Making our own NON Fiction Book- 'How to look after our World?'
Reading: Children practise fully decodable books 3x weekly, with a focus on decoding, prosody, and comprehension						
Theme links	<i>Labelling body parts, retelling Owl Babies, recognising their name in a name hunt.</i>	<i>Writing messages, labels, sequencing stories (e.g., Rama and Sita)</i>	<i>Labels, lists, cards, information booklets</i>	<i>Sequencing lifecycle stories, labelling animal parts, non-fiction mini books</i>	<i>Writing garden labels, instructions, plant fact pages.</i>	<i>Creating a class non-fiction book, writing fact sentences, using labelled diagrams</i>
LITERACY Key objectives for the term/ Assessment points	<p>Reading</p> <ul style="list-style-type: none"> - I can say the sound for each letter in the alphabet - I can read short CVC words made up of known GPCs - I can read some common exception words. - I can sequence three or more events when retelling a story <p>Writing</p> <ul style="list-style-type: none"> - I can write a simple CVC words using the taught GPCs - I can write my name and form all of the letters correctly - I can segment a CVC word before writing it 		<p>Reading</p> <ul style="list-style-type: none"> - I can say the sound for each letter of the alphabet and at least 5 digraphs. - I can read the common exception words that I have been taught - I can read captions and phrases made up of known GPCs - I can verbally retell a well-known story. - I am beginning to link what I hear in books with my own experiences. - I am beginning to predict what might happen next based on what I have heard. <p>Writing</p> <ul style="list-style-type: none"> - I can form recognisable letters for the full alphabet - I can leave spaces between words when writing - I can write a short caption or phrase using taught GPCs - I can orally rehearse a sentence before writing it, breaking the flow of speech into words 		<p>Reading</p> <ul style="list-style-type: none"> - I can say the sound for each letter of the alphabet and at least 10 digraphs. - I can retell simple stories, looking for patterns and comparing books where appropriate. - I can read aloud words and sentences that are consistent with my phonic knowledge, including some common exception words. - When discussing books, I can use the terms: beginning, middle, end, author, blurb, index page and glossary <p>Writing</p> <ul style="list-style-type: none"> - I can form most lowercase and capital letters correctly. - I can write sentences independently using the GPCs taught. The sentences will include capital letters, letter spacing and full stops. - I can re-read 	
Maths Focus Theme links	<i>Matching body parts to number (e.g., 2 eyes, 5 fingers), counting candles and birthday data.</i>	<i>countdown timers, 2D shape patterns in rangoli, counting candles and decorations</i>	<i>Maps, measuring lengths of emergency vehicle routes, number recognition (999)</i>	<i>Sorting and classifying, tallying, comparing size</i>	<i>Measuring height in cm, comparing quantities, using 10-frames for seeds.</i>	<i>Estimating and comparing quantities, measuring sea creature lengths</i>
The following content overview has been taken for the Mastering Number Programme https://axis.ncetm.org.uk/media/qytg0juv/mastering-number-reception-overview.pdf						
Week 7	NCETM 4: Subitise objects and sounds					
SSM FOCUS	Compare size – Making simple patterns–	Circles and triangles – Shapes with 4 sides – Spatial awareness (positional language) – Time (night and day) –	Comparing Mass – Comparing capacity – Length and height –	Time (sequencing) - 3-D shape – Pattern –	Spatial reasoning: match, rotate and manipulate – Spatial reasoning: compose and decompose –	Spatial reasoning, replicating models, patterns and relationships - Spatial reasoning, mapping -
MATHS Key objectives for the term/ Assessment points	<p>Numerical Pattern/ Number</p> <ul style="list-style-type: none"> - I can represent, compose and compare numbers to 5. - I can count up to, and back from, the number 5. - I can tell you what one more or one less is when working with numbers to 5. - I can subitise sets of up to 5 objects <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> - I can compare two objects by size - I can make a simple AB pattern - I know what a circle is and I can tell you that a circle has one curved side. 		<p>Numerical Pattern/ Number</p> <ul style="list-style-type: none"> - I can count to 10 (forwards and backwards) - I can represent all numbers up to 10 in lots of different ways - I can recall most of the number bonds to 5 - I can recall some number bonds to 10 - I know that an odd amount is an amount that cannot be shared equally or cannot be paired. - I can combine two groups of items to make a larger amount (within 10) <p>Shape, Space and Measure</p>		<p>Numerical Pattern/ Number</p> <ul style="list-style-type: none"> - I can recall all of the number bonds to 5 - I can recall some number bonds to 10 - I can verbally count beyond 20, recognising the pattern of the counting system. - I can distribute amounts equally and tell you when a number is odd/even. - I can tell you some double facts (within 10) - I can compare quantities up to 10 and can tell you when an amount is greater than, less than or equal to another amount. <p>Shape, Space and Measure</p>	

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	<ul style="list-style-type: none"> - I know what a triangle is and I can tell you that a triangle has three straight sides. - I know what a square and a rectangle are and that they both have four straight sides and four corners. 	<ul style="list-style-type: none"> - I can compare the mass of two items using the words heavier/lighter. - I can compare the volume of liquid in two containers. - I can compare the capacity of two or more containers. - I can compare the length of two or more items using the words longer/shorter. - I can compare the height of two items using the words taller/shorter. - I can use the words: now, before, later, soon, after, then and next to describe when events happen. - I can copy, complete and create AAB, ABB, AABB and AABBB patterns. - I can tell you which 3D shapes roll and which shapes stack, and why 	<ul style="list-style-type: none"> - I can select, rotate and flip shapes to fit in a given space. - I can combine two shapes to make different shapes. - I can make maps and plans to represent places. - I can locate features on a map of our outdoor area. 			
UTW- Science Focus	Senses, body parts, human lifecycle, seasonal change (Autumn).	Light/dark, celebrations, firework science, reindeer, snow.	Winter seasonal change, freezing/melting, keeping healthy, hygiene, exercise, sleep, dentists.	Animals, habitats, hibernation, life cycles, materials.	Plants, growing, food sources, insects in gardens.	Oceans, floating/sinking, pollution, food chains, climate change, summer seasonal change.
Key Vocabulary:	body, head, eyes, ears, nose, mouth, hands, feet, senses, see, hear, smell, taste, touch, Autumn, leaf, change, weather.	light, dark, shadow, bright, dull, celebrate, firework, spark, spider, web, reindeer, melt, freeze, snow.	winter, cold, freeze, melt, germ, clean, healthy, food, exercise, sleep, dentist, tooth.	animal, minibeast, habitat, hibernation, lifecycle, egg, caterpillar, butterfly, frog, tadpole, material, wood, plastic, metal, decay, rot, fossil, dinosaur, adapt, survive	plant, seed, root, stem, leaf, flower, soil, water, sun, grow, food, insect, pollinate.	ocean, sea, fish, float, sink, pollution, recycle, food chain, climate, coral, summer, season.
UTW- (Past and Present) History Focus	Families, baby to child, school life, sense of chronology	Guy Fawkes, Bonfire Night, historical events remembered today	Significant people now and in the past; comparing characters	Developing chronological language, relating to events and special times.	Growth, change over time, how people and nature have changed.	Holidays past and present; reflections on Reception year.
Key Vocabulary:	past, present, future, baby, child, grown-up, family, younger, older, before, after, next.	bonfire, firework, remember, past, long ago, now, celebration, safety.	helper, leader, queen, king, knight, past, long ago, today, same, different, celebration.	yesterday, today, tomorrow, week, year, special, remember, past, present, future	grow, change, years, younger, older, before, after, then, now	holiday, seaside, long ago, past, transport, old, new, memory, next year.
UTW- (Past and Present, People, Culture & Communities) Geography Focus	<u>My Local World: Journeys and Homes</u> Routes, homes, journeys, local area.	<u>Exploring the Local Area</u> Fieldwork, community features, local changes.	<u>My Region: Cities and Routes</u> Cities, maps, describing environment.	<u>The Wider World: Countries and Maps</u> Maps, countries, similarities & differences.	<u>Caring for the Natural World</u> Respect and care for environments, living things.	<u>Oceans, Maps, and Fieldwork</u> Oceans, maps, treasure hunts, processes, fieldwork.
Key Vocabulary:	route, house, home, road, street, school, town, map, near, far, address	route, house, home, road, street, school, town, map, near, far, address.	city, town, village, London, Birmingham, map, plan, in front, behind, next to.	map, globe, country, world, landmark, same, different, hot, cold, far away.	nature, care, respect, protect, habitat, environment, tidy, litter.	ocean, sea, map, treasure, pollution, change, water, world, aerial, plan, behind, beside.
UTW- RE Focus	<u>Who is Special to Me? What Makes Me Special?</u>	<u>What is a Celebration? How Do Different People Celebrate?</u>	<u>How Can We Help Others? What Makes a Good Helper?</u>	<u>Respecting and Caring for Living Things: What Makes Something Alive?</u>	<u>Why Do We Need to Care for the World? Growth and Renewal</u>	<u>How Do People Care for the World in Different Religions or Communities?</u>








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Key Vocabulary:	family, special, friend, love, belong, same, different, unique.	celebrate, remember, festival, light, food, thank, family, Christmas, Diwali.	help, kind, share, care, community, celebrate, family.	alive, grow, plant, animal, care, respect, Easter, Mother's Day.	grow, change, care, world, recycle, renew, new life	care, respect, religion, faith, world, ocean, charity, kind
UTW- Computing Focus	<u>Technology All Around Us</u>	<u>Giving Instructions (Unplugged Algorithms)</u>	<u>Introduction to Bee-Bots</u>	<u>Creating with iPads</u>	<u>Sounds and Stories</u>	<u>My Digital World</u>
Key Vocabulary:	technology, screen, button, camera, phone, computer, light, sound, tool, help	Vocabulary: instruction, first, next, robot, forward, turn, stop, move, order, sequence	Vocabulary: Bee-Bot, forward, backward, turn, go, stop, route, plan, map, bug	Vocabulary: draw, picture, app, tap, screen, sound, photo, create, record, colour	Vocabulary: microphone, sound, record, voice, loud, quiet, listen, speak, story, noise	safe, help, permission, digital, online, screen, share, rule, remember, world
EAD- Art Focus	<u>Drawing Skills: Self and Identity</u> Drawing skills (marks, lines, objects) using chalk, crayons, pencils.	<u>Drawing and Colour Mixing: Celebrations</u> Developing drawing skills and introducing colour mixing.	<u>Pointillism Portraits and Patterns</u> Pointillism (dots, small marks) and expressive portraiture.	<u>Collage and Cut-Outs</u> Collage, cutting, joining, shapes.	<u>Nature Art and Sculpture</u> Using natural materials for art; introduction to clay sculpture.	<u>Drawing, Painting, and Recycling Sculpture</u> Consolidating drawing and painting skills; creating sculpture from recycled materials
Key Vocabulary:	draw, line, mark, face, self-portrait, chalk, crayon, pencil, pen, object.	colour, mix, primary, paint, brush, chalk, crayon, draw, line, mark	dot, point, colour, pattern, portrait, cotton bud, paint, small, big.	collage, cut, join, shape, scissors, stick, colour, arrange, snip.	nature, texture, sculpture, model, clay, dough, tool, shape	recycle, sculpture, paint, draw, mix, colour, ocean, sea, wave.
EAD- Music	<u>Exploring Me Through Sound</u> Exploring body percussion, voice, and simple instruments.	<u>Celebrations in Music</u> Exploring rhythm and pitch through celebrations	<u>People Who Help Us (Sound Explorers)</u> Exploring instruments and creating sound effects.	<u>Animals and Minibeasts in Music</u> Pattern, rhythm, and movement linked to animals.	<u>Growing and Nature Sounds</u> : Music inspired by plants and growth.	<u>Oceans and the World</u> Music inspired by water, oceans, and global songs.
Charanga link:	EYFS Unit 1: Everyone!	EYFS Unit 2: Our World.	EYFS Unit 3: Big Bear Funk	EYFS Unit 4: Reflect, Rewind, Replay.	EYFS Unit 5: Reflect, Rewind, Replay	EYFS Unit 6: Reflect, Rewind, Replay
Key Vocabulary:	sound, loud, quiet, high, low, fast, slow, rhythm	rhythm, beat, long, short, celebrate, festival, sing.	instrument, sound, fast, slow, high, low, helper.	rhythm, pattern, pitch, high, low, animal, minibeast	grow, crescendo, soft, loud, layer, texture.	ocean, splash, drip, wave, soft, loud, dynamic
EAD- DT and cooking Focus	<u>Exploring Materials and First Creations</u> Junk modelling, card making, and identity.	<u>Celebrations with Food and Fabric</u> Cooking for celebrations, weaving, festive cards.	<u>Vehicles and Community Helpers</u> Junk modelling vehicles, joining materials, and community crafts.	<u>Seasonal Food and Crafts</u> Melting in cooking, card design, Easter celebrations.	<u>Nature, Growth, and Cooking from Plants</u> Using plants in cooking, natural materials in DT, seasonal cards.	<u>Sustainability and Reflection</u> Upcycling, recycling, celebration cards.
Key Vocabulary:	join, cut, stick, fold, glue, card, decorate, fruit, slice, healthy.	mix, stir, bake, melt, weave, fabric, pattern, fold, pop-up	wheel, axle, join, pin, strong, stable, cut, hole, tape.	melt, solid, liquid, set, fold, flap, pop-up, decorate.	chop, peel, stir, boil, healthy, wand, crown, nature, stick, leaf	recycle, upcycle, reuse, ocean, creature, design, chop, mix, healthy.
Role play <i>Role play can be changed according to children's interest</i>	Home Corner / Family Role Play (<i>with diverse dolls, baby equipment, kitchen props</i>).	Celebration Corner / Festival House (Diwali, Christmas, Bonfire Night).	Emergency Services Station (fire station, doctor's surgery, police station).	Farm Shop / Minibeast Investigation Lab.	Garden Centre / Allotment.	Travel Agents / Ocean Explorer Submarine.
Enhancements:	Mirrors, photo frames of families, doctor kit for caring play.	Dressing-up clothes, lights/lanterns, birthday cake, wrapping station.	Phones, uniforms, first aid kits, fire helmets, walkie talkies.	Plastic animals, nets, magnifying glasses, farm produce baskets, lab coats.	Flower pots, trowels, seed packets, pretend till, watering cans.	Suitcases, passports, maps, globe, tickets, goggles, steering wheel.
Continuous Provision Skills:	<ul style="list-style-type: none"> Use language to describe family members and roles. 	<ul style="list-style-type: none"> Learn about diversity and cultural celebrations. Use role play to act out stories (Nativity, Diwali). 	<ul style="list-style-type: none"> Develop speaking and listening skills through role negotiation. 	<ul style="list-style-type: none"> Use descriptive language for animals/minibeasts. Explore habitats and life cycles in play. 	<ul style="list-style-type: none"> Learn new vocabulary (grow, soil, seed, root). Explore cause and effect (planting, watering). 	<ul style="list-style-type: none"> Build geographical awareness (countries, oceans).

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	<ul style="list-style-type: none"> • Develop personal and social skills through turn-taking and sharing. • Re-enact routines (feeding baby, cooking dinner). • Use positional and time vocabulary (“before bed,” “next to”). • Develop fine motor skills (dressing dolls, pouring cups). 	<ul style="list-style-type: none"> • Develop expressive language through re-enacting events. • Explore light/dark in sensory play. • Practice early writing (cards, invitations). 	<ul style="list-style-type: none"> • Use number skills (dial 999, writing numbers). • Explore jobs and community roles. • Practice mark-making (incident reports, prescriptions, tickets). • Learn new vocabulary (emergency, rescue, ambulance, patient). 	<ul style="list-style-type: none"> • Role play buying/selling (maths – money, counting). • Use observational skills (magnifiers, sorting). • Develop empathy and respect for living things. 	<ul style="list-style-type: none"> • Role play buying and selling (mathematical language of quantity, size, money). • Develop teamwork and turn-taking. • Engage in storytelling (Jack and the Beanstalk, The Enormous Turnip). 	<ul style="list-style-type: none"> • Use expressive language to act out journeys. • Explore floating/sinking in linked water play. • Role play buying tickets, booking holidays (writing skills). • Develop imagination and teamwork in shared play.
<p>Progression and Key ELG Objectives:</p>	<p>PSED: Show understanding of feelings, build relationships, express own needs and wants. C&L: Listen carefully in a range of situations, use talk to organise play and describe events. PD: Show increasing control and strength, use tools such as scissors and pencils with developing accuracy. Literacy: Recognise and write own name, begin to identify and use initial sounds. Maths: Count up to 5, recognise numerals, match quantity to numeral. UTW: Talk about themselves and their families, describe body parts and senses. EAD: Express themselves through drawing and music, represent themselves in creative ways.</p>	<p>PSED: Respect others’ traditions, understand rules for staying safe, build relationships C&L: Respond with questions, describe experiences using vocabulary linked to light PD: Develop strength and coordination through dance and craft Literacy: Begin to write simple words and phrases linked to celebrations Maths: Count objects reliably to 10, create and name patterns UTW: Understand cultural similarities and differences in celebrations EAD: Use colour, texture, and pattern in festive creations, role play experiences</p>	<p>PSED: Set simple goals, understand right/wrong, take responsibility C&L: Use recently introduced vocabulary to describe roles and actions PD: Develop strength and coordination through large movement and tool use Literacy: Use talk to organise ideas for writing; write phrases, labels, and captions Maths: Use positional language and sequence events; begin to record data (tallying) UTW: Identify and describe familiar occupations; use maps and local knowledge EAD: Role play familiar scenarios; design and construct with purpose</p>	<p>PSED: Show sensitivity to the needs of living things; develop responsibility and care. C&L: Ask relevant questions, use scientific vocabulary, explain ideas clearly. PD: Use fine motor control to represent animals; explore animal movements. Literacy: Use known sounds to write animal facts and lifecycle captions. Maths: Order sequences, sort by features, represent bug hunt data. UTW: Identify animal types, discuss similarities and differences, describe life processes. EAD: Use mixed media to create minibests, develop imaginative role play based on stories.</p>	<p>PSED: Show independence and care when completing tasks; understand impact of actions. C&L: Use topic vocabulary to explain changes, follow multi-step instructions. PD: Refine fine motor skills with real tools; handle seeds and soil safely. Literacy: Write factual captions and instructions using phonic knowledge. Maths: Compare, measure and order by height or size; count accurately. UTW: Describe plant parts and lifecycles; understand environments for growth. EAD: Create art inspired by nature using various techniques and media.</p>	<p>PSED: Show care and concern for the natural world; respect for difference C&L: Present information clearly; respond to questions using relevant vocabulary PD: Use fine motor skills with accuracy and safety in construction and mark-making Literacy: Produce short pieces of factual writing; use new topic words Maths: Sort and measure sea creatures by attributes; explore capacity with water UTW: Use maps, identify countries and oceans; discuss human impact EAD: Use a range of materials to represent ideas; design with a purpose</p>

Early Learning Goals – for the **End of the Year** - Holistic / Best fit Judgement!

Communication and Language 	Personal, Social, Emotional Development 	Physical Development 	Literacy 	Math's 	Understanding the World 	Expressive Arts and Design 
<p><u>ELG: Listening, Attention and Understanding</u> 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</p> <p><u>ELG: Speaking</u> 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.</p>	<p><u>ELG: Self-Regulation</u> 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><u>ELG: Managing Self</u> 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><u>ELG: Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;</p>	<p><u>ELG: Gross Motor Skills</u> 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><u>ELG: Fine Motor Skills</u> 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>	<p><u>ELG: Comprehension</u> 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.</p> <p><u>ELG: Word Reading</u> 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.</p> <p><u>ELG: Writing</u> 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.</p>	<p><u>ELG: Number</u> 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><u>ELG: Numerical Patterns</u> 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>	<p><u>ELG: Past and Present</u> 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><u>ELG: People, Culture and Communities</u> 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><u>ELG: The Natural World</u> 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><u>ELG: Creating with Materials</u> 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><u>ELG: Being Imaginative and Expressive</u> 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>

Reception Long Term Plan

	Show sensitivity to their own and to others' needs.					
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