


Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<p>All About Me</p> 	<p>The World Around me Festivals and Celebrations</p> 	<p>Terrific Tales</p> 	<p>Amazing Animals</p> 	<p>Come Outside!</p> 	<p>Fun at the Seaside!</p> 
<b>Focus topics</b>	<p>Starting School My New Class New Beginnings Ourselves My Body My Family</p>	<p>Autumn Changes Celebrations</p>	<p>Fairy Tales Fantastical settings Emotions Resilience</p>	<p>Animals Safari animals Zoo animals Animals and habitats Arctic(Famous explorer)</p>	<p>Healthy Eating Signs of Spring The Great Outdoors</p>	<p>Seaside Holidays Under the sea</p>
<b>'Wow' moments / Key Events</b>	<p>Transition Birthdays Harvest Autumn Trail</p>	<p>Remembrance Day Halloween Diwali Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit</p>	<p>Valentines Day Pancake Day Chinese New Year</p>	<p>World Book Day Mother's Day St Patricks Day Caterpillar transformation Ramadan begins Easter workshop Easter</p>	<p>Eid Earth Day St George's Day Educational visit</p>	<p>Sports Day Father's Day</p>
<b>Artists</b>						
<b>CoreTexts</b>	 	 	 	  	 	 

<p><b>Literacy Comprehension</b></p> 	<p><b>RWI Phonics</b> <b>Listening to stories.</b> -Joining in with rhymes and showing an interest in stories with repeated refrains. -Environment print. -Having a favourite story/rhyme. -Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. -Sequencing familiar stories through the use of pictures to tell the story. -Recognising initial sounds. Name writing activities. -Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>RWI Phonics</b> <b>Beginning to retell stories.</b> - Retell stories related to events through acting/role play. -Retelling stories using images -Editing of story maps and orally retelling new stories. -Sequence story - use vocabulary of beginning, middle and end. -Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. -Enjoys an increasing range of books. -Talk for Write-Actions to retell the story and the use of Story Maps.</p>	<p><b>RWI Phonics</b> <b>Retelling stories with the recently introduced vocabulary.</b> -Making up stories with themselves as the main character. -Encourage children to record stories through picture drawing/mark making. -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. -Read a few common exception words matched to RWI. -Ensure home reading books match their phonic knowledge. -Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p><b>RWI Phonics</b> <b>Building fluency and understanding.</b> -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. -Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow.</p>	<p><b>RWI Phonics</b> <b>Explaining the stories they have listened to or have read themselves.</b> -Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. -Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p><b>RWI Phonics - ,</b> <b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> -Can draw pictures of characters/ event / setting in a story. -Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. -Make predictions. -Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. -Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p><b>Literacy - Word Reading</b></p>	<p><b>Linking sounds to letters.</b> <b>Phonic Sounds:</b> RWI Set 1 whole class. <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. -Help children to read the sounds speedily. -Ensure books are consistent with their developing phonic knowledge.</p>	<p><b>Begin to read words by sound blending.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. -Spotting diagraphs in words. - Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Introducing special friends.</b> <b>Phonic Sounds:</b> RWI Differentiated groups / Ditties. <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. -Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. -Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Begin to read simple sentences.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. -Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Read and understand simple sentences.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. -Distinguishing capital letters and lower case letters.</p>	<p><b>Reading and understanding sentences with fluency including some common exception words.</b> <b>Phonic Sounds:</b> RWI Differentiated groups. <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. -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><b>Literacy - Writing</b></p>	<p><b>Representing name and initial letter sounds.</b> -Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. -Writing initial sounds and simple captions. -Use initial sounds to label characters / images. -Writing Names and Labels. -Writing messages. -Practising correct letter formation. (follow handwriting scheme)</p>	<p><b>Writing CVC words.</b> -Name writing. -Labelling using initial sounds. -Story scribing. -Retelling stories in writing area. -Sequencing the story. Practising correct letter formation. (follow handwriting scheme)</p>	<p><b>Caption Writing and Tricky Words.</b> -Writing some of the tricky words such as I, me, my, like, to, the. -Writing CVC words. -Labels using CVC, CVCC, CCVC words. -Begin to write captions. -Guided writing based around developing short sentences in a meaningful context. -Create a story board. Practising correct letter formation. (follow handwriting scheme)</p>	<p><b>Begin to write simple sentences. 'Hold and write a sentence'.</b> -Creating own story maps, writing captions and labels, writing simple sentences. -Writing short sentences to accompany story maps. -Labels and captions. -Write a sentence. -Ensuring correct letter formation (follow handwriting scheme)</p>	<p><b>Writing simple sentences. 'Hold and write a sentence'.</b> - Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. -Form lower-case and capital letters correctly. -Rhyming words. -Write phrases/ sentences. Ensuring correct letter formation. (follow handwriting scheme)</p>	<p><b>Writing simple sentences and phrases that can be read by others.</b> -Story writing, writing sentences using a range of tricky words that are spelt correctly. -Beginning to use full stops, capital letters and finger spaces. -Using familiar texts as a model for writing own stories. -Write a character description. -Write three sentences with beginning, middle and end. -Using correct letter formation. (follow handwriting scheme)</p>

	<p><b>Reception ELG</b> <b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• 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.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>					
<p><b>Mathematics</b></p>	<p><b>Mathematical experiences:</b></p> <ul style="list-style-type: none"> <li>-Counting rhymes and songs.</li> <li>-Classifying objects based on one attribute.</li> <li>-Matching equal and unequal sets.</li> <li>-Comparing objects and sets.</li> </ul> <p>Subitising.</p> <ul style="list-style-type: none"> <li>-Ordering objects and sets / introduce manipulatives.</li> <li>-Number recognition.</li> <li>-2D Shape recognition.</li> </ul> <p><b>Pattern and early number:</b></p> <ul style="list-style-type: none"> <li>-Recognise, describe, copy and extend colour and size patterns.</li> <li>-Count and represent the numbers 1 to 3.</li> <li>-Estimate and check by counting.</li> <li>-Recognise numbers in the environment.</li> <li>-A number every week 'Number of the week'.</li> </ul>	<p><b>Numbers within 6:</b></p> <ul style="list-style-type: none"> <li>-Number bonds to 5.</li> <li>-Count up to six objects.</li> <li>-One more and one fewer.</li> <li>-Order numbers 1 to 6.</li> <li>-Conservation of numbers within six.</li> </ul> <p><b>Addition and subtraction within 6:</b></p> <ul style="list-style-type: none"> <li>-Explore zero.</li> <li>-Addition and subtraction to 6.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>-Estimate, order compare, discuss and explore capacity, weight and lengths.</li> </ul> <p><b>Shape and Sorting:</b></p> <ul style="list-style-type: none"> <li>-Describe, and sort 2-D &amp; 3- D shapes.</li> <li>-Describe position.</li> </ul> <p><b>Calendar and Time:</b></p> <ul style="list-style-type: none"> <li>-Days of the Week.</li> <li>-Seasons.</li> <li>-Sequencing daily events.</li> </ul>	<p><b>Numbers within 10:</b></p> <ul style="list-style-type: none"> <li>-Number bonds to 10.</li> <li>-Count up to ten objects.</li> <li>-Represent, order and explore numbers to ten.</li> <li>-One more or fewer, one greater or less.</li> <li>-Subitising to 5.</li> <li>-Odd numbers and even numbers.</li> </ul> <p><b>Addition and subtraction within 10:</b></p> <ul style="list-style-type: none"> <li>-Explore addition as counting on and subtraction as taking away.</li> </ul> <p><b>Numbers within 10:</b></p> <ul style="list-style-type: none"> <li>-Count up to 10 objects and recognise different representations.</li> <li>-Order and explore numbers to 10.</li> <li>-One more and one fewer.</li> </ul>	<p><b>Numbers within 10:</b></p> <ul style="list-style-type: none"> <li>-Count up to 10 objects.</li> <li>Represent, order and explore numbers to 10.</li> <li>-One more and one fewer.</li> <li>-Odd numbers and even numbers.</li> </ul> <p><b>Grouping and Sharing:</b></p> <ul style="list-style-type: none"> <li>-Counting and sharing in equal groups.</li> <li>-Grouping into fives and tens.</li> <li>-Relationship between grouping and sharing.</li> </ul> <p><b>Doubling and halving:</b></p> <ul style="list-style-type: none"> <li>-Doubling/ Halving- The relationship between them.</li> </ul>	<p><b>Addition and subtraction within 10:</b> Addition as counting on and subtraction as taking away within 10.</p> <ul style="list-style-type: none"> <li>-Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul> <p><b>Shape and Pattern:</b></p> <ul style="list-style-type: none"> <li>-Describe and sort 2-D and 3-D shapes.</li> <li>-Recognise, complete and create patterns.</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>-Coin recognition and values.</li> <li>-Combinations to total 20p./Change from 10p.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>-Describe capacities.</li> <li>-Compare volumes.</li> <li>-Compare weights.</li> <li>-Estimate, compare and order lengths.</li> </ul>	<p><b>Have a deep understanding of numbers within 10:</b></p> <ul style="list-style-type: none"> <li>-Explore numbers and strategies.</li> <li>-Recognise and extend patterns.</li> <li>Apply number, shape and measures knowledge.</li> <li>-Count forwards and backwards.</li> </ul> <p><b>Numbers to 10:</b></p> <ul style="list-style-type: none"> <li>-One more one less.</li> <li>-Estimate and counting.</li> <li>-Grouping and sharing.</li> <li>-Odd numbers and even numbers.</li> </ul> <p><b>Subitise up to 5.</b></p> <p><b>Verbally count beyond 20.</b></p>
<p><b>Reception ELG</b> <b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise</li> <li>• 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.</li> </ul> <p><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>						

<p><b>Communication and Language</b> is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions (WELLCOMM), assemblies and weekly interventions.</p>						
<p><b>Communication and Language</b></p>	<p>-Settling in activities and carpet times. Singing Nursery rhymes. -The Colour Monster - moods and feelings. -Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Individual speech assessment. -Establish Talk Partners</p>	<p>-Share children's experiences of festivals and celebrations, talking about shared experiences (e.g. Christmas) -Sing Songs - Nativity and Christmas songs. -Listening to stories and developing key vocabulary. -Providing opportunities for good listening skills. -Sharing weekend news. -Talk partner work</p>	<p>-Listen to stories to build familiarity, understanding and increase vocabulary. -Ability to speak in sentences using language to develop relationships. -Retelling a story using story language. -Asking how and why questions... Use STEM sentences with Talk Partners.</p>	<p>-Sustained focus when listening to a story. -Describing events in detail using connectives. -Understanding and using question words such as what, when, where, who... Sharing weekend news. -Use STEM sentences with Talk Partners.</p>	<p>-Retelling stories with an increased knowledge of story language and vocabulary. -Relate the stories they have listened in their lives and their role-play. -Sharing own experiences-elaborate on understanding of topics learnt. -Use STEM sentences with Talk Partners.</p>	<p>-Able to talk about own abilities in positive way. -Sharing own experiences-elaborate on understanding of topics learnt. -Make up their own stories with beginning, middle and end. -Innovate stories confidently. -Being able to provide a comment and reason. -Use STEM sentences with Talk Partners.</p>
<p><b>Reception ELG</b> <u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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</li> </ul>						
<p><b>Physical Development</b></p>	<p><b>Cooperation and Moving Gross Motor:</b> -Cooperation games i.e. parachute games. -Climbing on outdoor equipment. Different ways of moving to be explored with children. -Help individual children to develop good personal hygiene. -Provide regular reminders about thorough handwashing and toileting. -Weekly dance sessions in the hall- Negotiate space and obstacles safely.</p>	<p><b>Ball Skills and Wheeled Toys Gross Motor:</b> -Ball skills- throwing and catching. -Crates play- climbing. -Skipping ropes in outside area dance related activities. -Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes. -Weekly dance sessions in the hall- Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><b>Ball Skills and Moving to Music Gross Motor:</b> -Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking. -Provide a wide range of activities to support a broad range of abilities. -Weekly dance sessions in the hall- Develop special awareness and how to use obstacles safely, with consideration for themselves and others.</p>	<p><b>Balance Gross Motor:</b> -Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce -Weekly dance sessions in the hall- Develop strength, balance and coordination.</p>	<p><b>Obstacles Gross Motor:</b> -Obstacle activities children moving over, under, through and around equipment. -Encourage children to be highly active and get out of breath several times every day. -Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. -Dance / moving to music. Weekly dance sessions in the hall- Develop strength, balance and coordination.</p>	<p><b>Team games Gross Motor:</b> -Races / team games involving gross motor movements dance related activities. -Gymnastics / Balance -Weekly dance sessions in the hall -Develop strength, balance and coordination.</p>

	<p><b>Fine Motor:</b> -Dough activities. -Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. -Manipulate objects with good fine motor skills. -Show preference for dominant hand. -Draw lines and circles using gross motor movements. -Hold pencil/paint brush beyond whole hand grasp. -Pencil Grip - encourage tripod grip.</p>	<p><b>Fine Motor:</b> -Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. -Develop muscle tone to put pencil pressure on paper. -Use tools to effect changes to materials. -Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. -Teach and model correct letter formation.</p>	<p><b>Fine Motor:</b> -Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. -Handle tools, objects, construction and malleable materials with increasing control. -Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p><b>Fine Motor:</b> -Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. -Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p><b>Fine Motor:</b> -Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. -Develop pencil grip and letter formation continually. -Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p>	<p><b>Fine Motor:</b> -Hold a pencil effectively Threading, cutting, weaving, playdough - Fine Motor activities. -Form letters correctly. -Draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego.</p>
<p><b>Reception ELG</b> <b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>						

	<p><b>Self-Regulation:</b> Throughout the year children will work towards simple goals, being able to wait 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>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions.</p> <p>Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>					
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Managing Self:</b> New Beginnings. -See themselves as a valuable individual. -Being me in my world. -Class Rule Rules and Routines. -Supporting children to build relationships.</p>	<p><b>Managing Self:</b> Getting on and falling out. -How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. -Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p><b>Managing Self:</b> Good to be me. Feelings. Learning about qualities and differences. -Celebrating differences. - Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p><b>Managing Self:</b> Relationships. -What makes a good friend? Healthy me. -Random acts of Kindness. -Looking after pets. -Looking After our Planet. -Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p><b>Managing Self:</b> -Looking after others. -Building Friendships. -Dreams and Goals. -Show resilience and perseverance in the face of challenge. -Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p><b>Managing Self:</b> -Taking part in sports day. -Winning and losing. -Changing me - Look how far I've come!</p>
<p><b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p>						
	<p><b>JIGSAW:</b> Being Me in My World Piece 1 - Who...Me? Piece 2 - How Am I Feeling Today? Piece 3 - Being at School Piece 4 - Gentle Hands Piece 5 - Our Rights</p>	<p><b>JIGSAW:</b> Celebrating Differences Piece 1 - What I Am Good At Piece 2 - I'm Special, I'm Me! Piece 3 - Families Piece 4 - Houses and Homes Piece 5 - Making Friends Piece 6 - Standing Up For Yourself</p>	<p><b>JIGSAW:</b> Dreams and Goals Piece 1 - Challenge Piece 2 - Never Giving Up Piece 3 - Setting a Goal Piece 4 - Obstacles and Support Piece 5 - Flight to the Future Piece 6 - Award Ceremony</p>	<p><b>JIGSAW:</b> Healthy Me Piece 1 - Everybody's Body! Piece 2 - We Like to Move It, Move it! Piece 3 - Food Glorious Food Piece 4 - Sweet Dreams Piece 5 - Keeping Clean</p>	<p><b>JIGSAW:</b> Relationships Piece 1 - My Family and Me! Piece 2 - Make Friends, Never Ever Break Friends! Part 1 Piece 3 - Make Friends, Never Ever</p>	<p><b>JIGSAW:</b> Changing Me Piece 1 - My Body Piece 2 - Respecting My Body Piece 3 - Growing Up Piece 4 - Fun and Fears Piece 5 - Fun and Fears Piece 6 - Celebration</p>

	Piece 6 - Our Responsibilities			Piece 6 - Stranger Danger	Break Friends! Part 2 Piece 4 - Falling Out and Bullying Part 1 Piece 5 - Falling Out and Bullying Part 2 Piece 6 - Being the Best Friend We Can Be	
<p><b>Reception ELG</b></p> <p><b>Self regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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</li> </ul> <p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>						
<p>Seasonal Change Understanding of community, cultures and people through diverse books and stories</p>						
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p>	<ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community.</li> <li>-Who is in my family? Name and describe people who are familiar to them.</li> <li>-Commenting on photos of their family - naming who they can see and of what relation they are to them.</li> <li>-Can talk about what they do with their family and places they have been with their family.</li> <li>-Name and describe people who are familiar to them.</li> <li>-Ourselves - (Links to changes from a baby to a child)</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to make sense of their own life- story and family's history.</li> <li>-Links to festivals: Bonfire night, Diwali, Christmas</li> <li>-Can talk about what they have done with their families during Christmas in the past.</li> <li>-Show photos of how Christmas used to be celebrated in the past.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and contrast characters from stories, including figures from the past.</li> <li>-Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to show an understanding of events that happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>-Know some similarities and differences between things in the past and now drawing on their experiences and what has been taught in class</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about the lives of the people around them and their roles in society.</li> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>-Links to topic: Exploring the seaside now and in the past.</li> </ul>
<p><b>People and Communities</b></p>	<ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community.</li> <li>-Exploring what makes a family. The varying members of a family unit.</li> <li>-Show interest in different occupations.</li> <li>-Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>-Describing their environment around them.</li> <li>-Can they locate their home on google maps?</li> <li>-Discuss cultural events; Bonfire night Diwali Remembrance Sunday Christmas</li> <li>-Role play - Christmas home scene.</li> </ul>	<ul style="list-style-type: none"> <li>-Celebrating our differences: Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Discuss Chinese New Year - how is it celebrated? How is it different to New Year in England?</li> <li>Significant cultural events: Pancake Day Easter Mother's Day</li> <li>-Understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>-Use world maps to show children where some stories are based. (e.g. Handa's Surprise)</li> </ul>	<ul style="list-style-type: none"> <li>-Describing their local habitat and a contrasting country. What are the similarities and differences?</li> <li>-Developing maps of the local area. Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>-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.</li> <li>-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</li> </ul>

<p><b>The Natural World</b></p>	<p>Discuss Seasons, focussing on Autumn time. - Explore differences and changes over time (weather, animals and plants)</p> <p>-Explore and talk about different forces they can feel.</p> <p>-Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>-Explore the natural world around them (explore light and dark)</p> <p>-Describe what they see, hear and feel whilst outside.</p> <p>-Use all senses in hands on exploration of natural materials.</p>	<p>-Discuss Seasons, focussing on Winter time - Explore differences and changes over time (weather, animals and plants)</p> <p>-Talk about what they see in their own natural environment, using a wide vocabulary.</p>	<p>-Discuss Seasons, focussing on Spring time. -Explore differences and changes over time - weather, animals and plants. -Look at animals and their habitats (where animals live) -Create habitats - Create opportunities to discuss how we care for the natural world around us. -Explore Non-fiction books about the arctic environment and animals. -Melting ice experiments. -Compare and contrast seasons in different countries (Africa and UK) -Discuss artic and safari animals</p>	<p>-Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. - Recognise some environments that are different to the one in which they live. -Care and concern for living things. - Planting Sunflowers, beans and other flowers. -Observing minibeasts. Looking after the caterpillars.</p>	<p>-Discuss Seasons, focussing on Summer time. -Explore differences and changes over time - weather, animals and plants. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. -Explore the natural world around them, making observations and drawing pictures of animals and plants (nature walk)</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>Reception ELG <b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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><b>Past and Present:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>The Natural World:</b> 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><b>Expressive Arts and Design</b></p>	<p><b>Creating with Materials:</b> -Self portraits -Use of the continuous provision and how to use the paint and creative areas. -Autumn pictures. -Mixing colours and exploring textures. -Model safety with tools and other equipment.</p>	<p><b>Creating with Materials:</b> -Linking colours to festivals. -Making and designing firework pictures, rocket models. -Listen to music and make their own dances in response. -Make Christmas decorations, Christmas cards, Divas. -Model safety and tools and other equipment.</p>	<p><b>Creating with Materials:</b> - Manipulating materials to make props, masks, puppets, characters in fairy tales. -Use a variety of materials to join. -Winter pictures and scenes. Chinese New Year - lanterns -Encourage independence of using tools safely and other equipment.</p>	<p><b>Creating with Materials:</b> - Making animal masks/puppets -Looking at art from other cultures (African art) -Create camouflage collage of animals and animal prints. -Spring pictures. -Encourage independence of using tools safely and other equipment.</p>	<p><b>Creating with Materials:</b> -Weave a range of materials (wool/ribbons/string/wires) -Collage with natural materials. -Observational drawings of plants/flowers -Flower artwork. -Independence with using tools and equipment safely.</p>	<p><b>Creating with Materials:</b> -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>-Singing songs and learning some familiar songs - Harvest songs.</li> <li>-Role-play - home corner.</li> <li>-Small world play</li> </ul>	<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>-Singing songs and learning some familiar songs - Christmas songs.</li> <li>-Performing the Nativity.</li> <li>-Role-play - home corner (enhanced with Christmas)</li> </ul>	<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>-Singing songs and learning some familiar songs</li> <li>-Role-play - Home corner(enhanced with fairy tales)</li> <li>-Chinese New Year songs.</li> </ul>	<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>-Singing songs and learning some familiar songs - Easter songs.</li> <li>-Role-play - Pet shop</li> </ul>	<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>-Singing songs and learning some familiar songs</li> <li>-Role-play -Florist</li> </ul>	<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>-Singing songs and learning some familiar songs - Seaside/Sea songs.</li> <li>-Role-play - Beach shop</li> <li>-Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>-Sing a range of well-known nursery rhymes and songs.</li> <li>-Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul>
<p><b>Reception ELG</b></p> <p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing</li> </ul> <p><b>Being imaginative and creative</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					