Reception Long Term Plan 2026-2027

Freemantle
Church of England Community Academy
Creativity. Fellowship. Courage.

Reception Overview

In Reception we explore topics through planning based on broader overarching half termly themes to ensure our children access a rich and varied curriculum. We also ensure that we follow the children's interests and incorporate their ideas to ensure they are excited and motivated to learn.

We feel themes provide a hook for the children's learning and enables us to develop Communication and Language and explore new vocabulary when relevant to our children's play and learning. Language underpins all areas of learning and building language is at the heart of everything we do.

Our aim is provide our children with exciting 'hands on' experiences to ignite their interests and motivate them to want to 'dig deeper' and follow their own lines of enquiry. We place emphasis on the Prime Areas of learning, exploring ways we can develop and strengthen our children's interactions, communication and language, and their physical abilities.

We explore carefully selected stories through dialogic book shares, to build a true love of reading and celebrate the awe, wonder and imagination that can be discovered through the exploration of high quality texts.

We value the partnership we have with our parents and carers and aim to share the journey with our families so that learning opportunities can be exploited both at home and at school.

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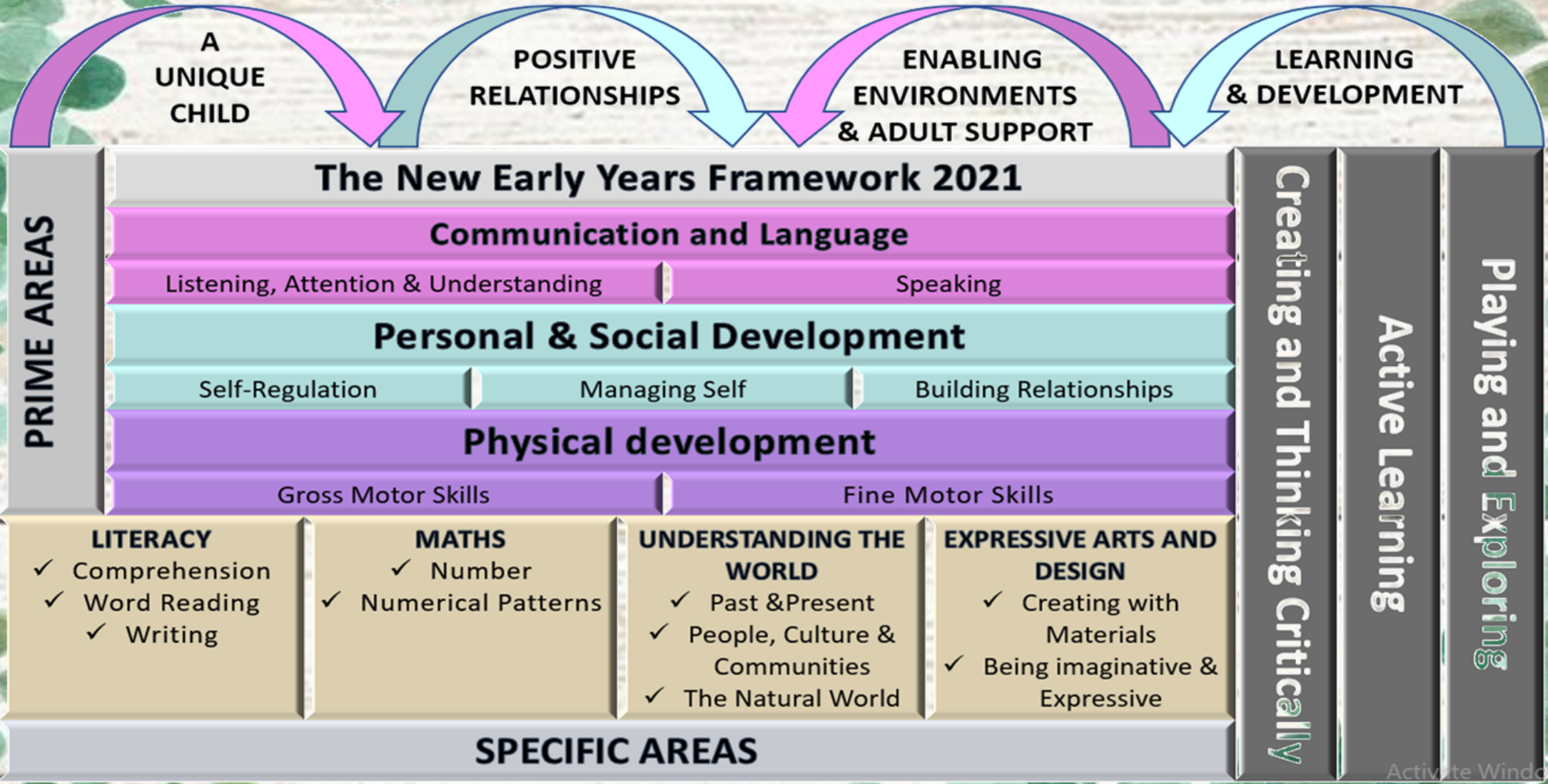
EYFS Framework



Activate Windows

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Magical Me!	All that Glitters!	Once upon a time, long ago…	Ticket to Ride!	Our Wonderful World!	Ocean Adventures
Characteristics of Effective Learning	**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger bank of information and experiences to draw on which positively supports their learning **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into lifelong learners, they are required to take ownership, self-regulating, accept challenges and learn persistence. **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching Principles	**Unique Child:** We acknowledge that every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships:** We know children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. **Enabling environments:** We know children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** We understand that children develop and learn at different rates. We must be aware of children who need greater support than others and provide relevant and tailored support.					
Quality Observations	**Quality Observations are SUCCINCT, FOCUSSED and REAL – no lengthy novels needed!** • WOW – What was that WOW moment? Briefly describe. • OVER HEAR! – What was actually said? This can be SO powerful. • NEW SKILLS – What new skills were displayed that you have not seen previously? • DIG DEEPER – How did the child behave/learn? Consider COEL here! • ENGAGEMENT – Did you interact in order to move the learning on? • RESULT – What happened after this? How did the WOW moment end? We follow the SOUL Process Stop Observe Understand Listen *"Adult and child interactions are the 'engine room' of language development. This physical environment and resources we provide are the fuel which lights the fire."* **Julian Grenier**.					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	**Magical Me!**	**All that glitters!**	**Once upon a time**	**Ticket to ride!**	**Our wonderful world**	**Ocean Adventures**
Topics that may be explored as part of the overarching themes ***Key vocabulary is planned each week based on topic content, children's needs and interests***	Starting school All about me and my family Exploring feelings Staying healthy Oral Health Autumn People who help us	Diwali Remembrance Day Bonfire Night Harvest Changing seasons Christmas The Nativity	Chinese New Year Valentines Day Oral Story Telling Make links between a classic fairy tale and their own lives.	Travel and modes of transport Compare old and new ways of travelling How do you get to school? Space travel Easter	Our world Changing seasons- Summer Growing sunflowers Lifecycle of a butterfly Healthy body/food Fossils – Mary Anning	Send me a postcard! Marine life Seaside's in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Moving on – Transition
Core 'read aloud' stories ***These are key texts we will explore as part of the theme and as 'hooks' however other books will be shared daily.*** *"If we change the beginning of the story, we can change the whole story."* **Julian Grenier.**	Incredible You *Nathan Reed and Rhys Brisenden* The Big Book of Families *Hoffman Mary* Colour Monster *Anna Llenas* Ruby's Worry *Tom Pervical* The Boy Who Hated Toothbrushes *Zehira Hicks* A Superhero Like You *Ranj Singh*	The Invisible *Tom Percival* Oliver's Vegetables *Alison Bartlett and Vivian French* Little Red Hen *Randall Ronne* Pumpkin Soup *Helen Cooper* The Tiger who Came to Tea *Judith Kerr* Lost and Found *Oliver Jeffers* Stick Man *Julia Donaldson*	Little Red Riding Hood *Mandy Ross* Goldilocks and the Three Bears *Ronne Randall* The Magic Porridge Pot *Alan Macdonald* The Three Little Pigs *Mei Matsuoka* The Gingerbread Man *Gail Yerrill* Jack and the Beanstalk *Iona Treahy* The Ugly Duckling	Snail and the Whale *Julia Donaldson* The Way Back Home *Oliver Jeffers* Duck in the Truck *Jez Alborough* Bob The Man on the Moon *Simon Bartram* Mr Gumpy's Outing *John Burningham* The Train Ride *June Crebbin* Martha Maps It Out *Leigh Hodgkinson*	The Very Hungry Caterpillar *Eric Carle* Butterfly Butterfly *Petr Horáček* Oliver's Fruit Salad *Vivian French* The Tiny Seed *Eric Carle* Bumblebear *Nadia Shireen* Tidy *Emily Gravett* A stroll through the seasons *Kay Barnham*	Sharing a Shell *Julia Donaldson* Tiddler *Julia Donaldson* Commotion in the Ocean *Giles Andreae* Lighthouse Keepers Lunch *David Armitage and Ronda Armitage* The Pirates are coming! *John Condon* On my way Home *Jill Murphy*

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Overarching Themes	Magical Me!	All that Glitters	Once upon a time	Ticket to ride	Our wonderful world	Ocean Adventures
'Wow' moments / Enrichment	Birthdays Celebrating our uniqueness	Harvest Anti-Bullying Week – Nov **Bonfire Night** – 5th November 2025: *Guy Fawkes/Bonfire Safety* **Remembrance Day** – 11th November 2025: *Poppy hand prints* **Diwali:** 20th October 2025: *Diwa lamp/Rice mandela* **Christmas:** *The Nativity: 10th 9:30, 11th 2pm, 12th 2pm, 13th 9.30am*	Luna New Year –17 Feb 2026 *Food tasting* *Lantern making* Valentines day – February 14th 2026: *Card making* Reception Class Assembly Decorate Gingerbread men Make porridge Bean germination	Shrove Tuesday – 17th March 2026 Mother's Day – 15th March 2026 Easter – *Easter bonnet parade* *Easter Cards* Make a Papier-mâché hot air balloon	Reception Class Assembly Nurture: caterpillars into butterflies Sow seeds and watch them grow Fruit kebabs	Father's Day – 21st June 2026 Pirate dress up day Sports Day Transition activities End of Year Celebrations
Visits/Visitors	Visit from a policeman?	*Visit from a Hindu dance group??* *Trip to the Church*	Visit from an author or local librarian (Kim Hillyward? https://kimhillyard.com/about	Local walk to post box Trip to Exbury Gardens & Steam Railway (provisional dates- 24th & 25th March).	Furzey Gardens	Southampton gallery pirate themed workshop Visit from RNLI
Core Reception Rhymes	Review: Twinkle Twinkle Little Star Wheels on the Bus If you're happy and you know it.	**Heads Shoulders Knees and Toes**	Humpty Dumpty Incy Wincy	Down at the station 5 Little Men in a Flying Saucers	**Old MacDonald Farm** 5 Little Speckled Frogs	Ally Ally O A sailor went to sea

"Children **learn** as they **play**. Most importantly, in play children **learn** how to **learn**."
O. Fred Donaldson

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British Values **Circle time**	**Mutual respect** Learn that we are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. Follow simple class rules to show respect for one another.	**Mutual Tolerance** Learn that everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Develop mutual tolerance of those with different faiths and beliefs and for those without faith by valuing all cultures and beliefs. Explore celebrations and how wonderfully diverse the world is.	**Rule of law** To understand why we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Individual liberty** To develop to an understanding of why all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** Learn that we all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue; valuing and respecting the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Parental Involvement	Welcome meeting with new parents Tapestry involvement Reading Suitcase Phonics Parent Workshop	Tapestry involvement Reading Suitcase Nativity Stay and Play for Parents Keeping on track meetings	Tapestry involvement Reading Suitcase Celebration Assembly Maths Parent Workshops	Tapestry involvement Reading Suitcase Formal Parent's Meetings Celebration assembly	Tapestry involvement Reading Suitcase Celebration assembly	Tapestry involvement Reading Suitcase End of year reception reports Celebration assembly

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C&L is developed throughout the year through high quality interactions and the use of descriptive commentary, daily small group discussions, circle time, dialogic book shares, singing, and language programs and interventions.	**Communication and Language** The development of children's communication skills underpins all learning and development., hence the promotion of a language rich environment is crucial. Through meaningful interactions, practitioners will build children's language effectively. Daily reading, involving the exploration of carefully chosen texts, and providing opportunities to embed new words in a range of contexts through play, will help our children develop language over time.					
	Continue to develop children's active listening skills (good sitting, good listening, good looking). Introduce key vocabulary, modelling how to use and encourage children to use it throughout the day (see Literacy progression). Provide opportunities for talk by exploring familiar experiences, feelings and important people in our lives. Plan some opportunities for small group activities to develop friendships and learn that communication is a two way process. Explore daily stories, singing and nursery rhymes, encouraging all children to join in and participate maintaining focus. Develop pronunciation of key phonemes as indicated by the Little Wandle progression. Explore activities that help children tune into sounds. Develop an awareness of oral segmenting and blending as prescribed by the Little Wandle progression.	Explore the importance of listening and how it links to learning. Encourage children to listen to their peers by introducing Talk Partners, building two-way communication. Encourage children to listen and turn take in activities in partners, small groups and whole class. Continue to introduce and develop key vocabulary. Teachers to provide children with opportunities to explore this in a range of ways. Continue to provide children with opportunities to develop talk when speaking about familiar experiences and important people. Model how to use joined up sentences with words like 'because', 'or', 'and' for example, in Circle Time to extend ideas. Continue to build children's attention and recall when listening at story time. Encourage children to ask and answer simple 'why' questions.	Encourage children to use key vocabulary throughout the day in a range of ways. Model the use of 'who', 'what', 'how', 'when' and 'why' questions, providing children with opportunities to use these. Continue to develop children's love of reading, singing and nursery rhymes. Encourage children to pick and lead key songs/stories. Explore imaginary play scenarios, modelling listening behaviours, intonation and expression in voice. Model making mistakes when telling stories/singing songs so that children are able to correct adults. Provide opportunities for children to retell familiar stories in their own words or using repetition of familiar phrases.	Continue to encourage children to use key vocabulary throughout the day in a range of ways. Develop talk to find out more about events or people in the local community. Demonstrate how to use talk to problem solve and explain. Model how to use questions for clarification and understanding. Model how to use talk for negotiation.	Use well-formed sentences to recount key events. Observe and comment on key events and offer explanations. Demonstrate how to use talk to describe and recall shared experiences and key events. Provide children with opportunities to make comments about what they have heard to develop their understanding. Ask questions to clarify understanding. Encourage children to talk about a problem together to come up with ideas for how to solve it.	Demonstrate how to have back-and-forth exchanges with other children and adults. Explore children's thinking and promote predictions when accomplishing tasks. Explore cause and effect through questions and sustained shared thinking. Model how to express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and conjunctions.

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Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. We aim to support our children to build positive and trusting relationships, so the children gain confidence and independence to do things for themselves and with others. We follow familiar and predictable routines, supported by visuals, to help children understand expectations and build independence. Our staff value working with families to form mutually respectful and warm relationships, therefore we will use Tapestry and Marvellous Me to share learning and facilitate partnership working. Through adult modelling and guidance, our children will learn how to look after their bodies and manage personal needs independently. These attributes will provide secure foundations from which children can achieve at school and in later life.

Making relationships *Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.*	Support and encourage children to separate from adults and join in with settling in activities. Provide children with opportunities to form friendships with peers. Demonstrate how some actions and words that can hurt others. Demonstrate that we all have similarities and differences, making us special.	Provide opportunities for children to talk about different experiences and celebrations within their lives. Facilitate children's efforts to join others' play. Teachers to continue to provide children with opportunities to develop friendships whilst expanding play ideas.	Provide opportunities for listening and responding to ideas of others. Model resolving conflicts with others. Support children in managing conflict with peers through pausing before intervening, enabling children to resolve where they can.	Model cooperative play, taking account of others ideas and celebrating contributions. Explore negotiation and using talk/actions to ensure it is fair for all involved.	Continue to facilitate cooperative play and turn taking.	Support children getting ready for transition, building positive relationships with their new teachers.
Understanding Emotions / Self regulation *Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal.*	Demonstrate what it means to be ready to learn and what it looks like in our classroom. Explore who the safe adults within the immediate classroom environment are. Explore and name different feelings and identifying how they are feeling and why. Develop children's confidence when trying new things. Encourage children to communicate their needs.	Demonstrate what it means to be respectful and to be treated with respect. Model how we express our feelings and how we can consider the perspective of others. Continue to support children when communicating their needs. Explore who the safe adults are within our phase in school. Demonstrate how to apologise and discuss the feelings of others.	Demonstrate what it means to be safe and how to keep safe within our school and community. Introduce 'Bouncebackability', supporting children in building resilience when things don't go to plan. Explore who the safe adults are within our wider in school.	Explore who the safe adults are within our community. Teach strategies for identifying when help is required or not (e.g. Brain, Buddy, Boss).	Encourage children to understand how others may deal with feelings in different ways to them. Provide opportunities for goal setting. Continue to support children in identifying and naming different feelings, including their own and others.	Encourage children to identify how they are feeling and why. Continue to provide opportunities for children to respond to and give instructions.
Sense of Self / Managing Self *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*	Explore school rules (Ready, Respectful and Safe) and what these look like in our classroom. Identify important areas of the classroom are e.g. toilet. Establish how children ask adults for help. Identify children's understanding of the importance of washing hands and oral hygiene (teeth cleaning).	Encourage independence for example when putting on and taking off coats, jumpers or cardigans and getting belongings at home time. Develop ability to show resilience when finding new things challenging. Continue to develop children's confidence when asking adults for help.	Explore the importance of keeping our bodies healthy including exercise, sleep and diet. Identify children's understanding of the importance of oral hygiene. Identify how to stay safe online and who is there to keep us safe.	Develop perseverance, challenge and having a go in the face of challenge. Build children's confidence to speak in a small group. Identify children's understanding of road safety and how to be a safe pedestrian. Explore choices and develop children's understanding this meaning that they may not be able to have/do something else.	Explore how each member of the class is valued and what makes us a valuable individual. Explore and celebrate children's efforts, rather than achievements to encourage intrinsic motivation.	Develop a n in-depth understanding of the school rules (Ready, Respect, Safe), right from wrong and how to behave accordingly across the school. Independently manage own basic hygiene and personal needs.

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Physical development

Physical activity is vital for children to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood and providing opportunities for play both indoors and outdoors will help our children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Fine and Gross Motor (Small accurate movements and Whole Body Movements) Throughout the year Drawing Club will be used to support children's fine motor development in an imaginative and inspiring environment.	Develop a pinch grip when mark making. Use a comfortable grip with good control when holding pens, pencils and paintbrushes. Begin to form some familiar letters, especially from own name. Begin to use cutlery. Hold and transport scissors safely in one. Show preference for dominant hand. Revise and refine fundamental movements such as skipping, hopping etc. Balancing whilst riding a trike or scooter. Going up steps or stairs using alternative feet. ABC (Agility, Balance and Co-ordination)	Begin to develop the use of one handed tools e.g. scissors to cut in straight lines. Begin to hold pencil in a tripod grip and show some control. Develop more accurate letter formation for taught sounds. Show increasing control when linking movements together. Move freely with confidence in a range of ways, whilst negotiating space, adjusting speed and direction as needed. Develop the use of vocabulary linking to movement. Develop strength to pierce food with a fork when using cutlery. ABC (Agility, Balance and Co-ordination)	Continue to develop more accurate letter formation for taught sounds, as per the writing progression of skills. Begin to use an accurate and comfortable tripod pencil grip. Experiment with different types of movement, beginning to combine different movements. Progress towards a more fluent style of moving with developing control and grace. Show increasing control over an object e.g. sending and receiving a ball. Use scissors to cut curved lines. Develop strength to apply pressure when using a knife to cut food. Sending and receiving (running, jumping, throwing and catching)	Handle tools, objects, construction and malleable materials safely and with increasing control. Secure an accurate and comfortable tripod pencil grip. Forms recognisable letters most correctly formed. Recognise how they can refine a range of physical actions, such as rolling, running, skipping, etc. Jump off objects safely and carefully. Travel with confidence and skill when moving around, under, over and through equipment. Develop overall body strength, balance, coordination and agility. Use scissors to cut closed shapes by following a line. Sending and receiving (running, jumping, throwing and catching)	Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools independently and accurately. Apply scissor skills with increasing control and accuracy. Negotiate space and obstacles safely, with consideration for themselves and others. Hold cutting arm close to body when using scissors. Invasion Games (attacking and defending)	**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.** **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.** Invasion Games (attacking and defending
Health and Self-Care	Develop an understanding of the importance of handwashing to stop the spread of germs. Show an awareness of the skills required to manage the school day e.g. lining up, mealtimes, queuing.	Develop an understanding of good oral health and how to look after teeth. Develop independence when dressing/undressing and doing zips on coats.	Know and talk about a healthy, balanced diet and how this impacts health and well being.	Know and talk about the importance of exercise, the changes on the body and how exercise impacts health and wellbeing. Develop an awareness of road safety and manages own risks effectively.	Have an understanding of screen time and the effects it can have.	Know and talk about the different factors that support their overall health and well being.
Overall Health and Well being	Know and talk about the different factors that support their overall health and well being – regular physical exercise, healthy eating, oral health care, sensible amounts of "screen time", having a good sleep routine, being a safe pedestrian.					

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Literacy

Literacy is about understanding and being understood. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. Literacy is engaging, purposeful and creative. They must be involved with enjoyable and playful opportunities in the literacy practices in their home, our School and their community to enhance learning and to develop a life-long love of reading. In Reception we share a range of texts in playful ways, both indoors and outdoors. We use enhancements during the day to allow children to explore the texts further and build comprehension. During guided Literacy sessions, children are encouraged to explore the text deeper and apply taught skills such as writing.

Most importantly the teaching of new vocabulary is taught in content and through rich texts that give meaning and purpose to the words – practitioners draw out key vocabulary from the key texts and topics we have chosen as well as use meaningful opportunities in play to model language in context.

Comprehension	Reading comprehension is the ability to comprehend, interpret and incorporate the information of a text into an individual's existing knowledge. In Reception, to help develop reading comprehension, children will engage in reading practice sessions begin to recognise individual words and sounds. The aims of reading comprehension practice are to develop a child's ability both to comprehend the individual words, but more importantly, how they function as part of the sentence.
Word reading	Word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (tricky words). In Reception children are taught to recognise sounds through daily phonics teaching. Children are encouraged to decode, segment and blend sounds to read words e.g. /s/a/t 'sat'.
Writing	Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children are encouraged to mark make and experiment with different patterns to build their fine motor skills. In doing so, they are building the skill that marks have meaning.
Phonics	At Freemantle we use the Little Wandle phonics scheme to teach our children how to read. Phonics is the process of teaching children the link between graphemes (the written letter/symbol) and phonemes (the sound).

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Literacy						
Comprehension	Provide opportunities for listening and sharing a range of books. Explain and explore features of books e.g. a beginning and an end during Literacy and Guided Reading time. Recognise some familiar words in print, e.g. own name, advertising logo. Explore new vocabulary through rhyme, songs and poems. Explore storytelling through familiar stories.	Expose children to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Answer 'who', 'where', 'what' and 'when' questions linked to text and illustrations. Use key vocabulary to retell a familiar story. Explore books during reading practise and child initiated time so children learn how to hold a book, turn the pages and indicate an understanding of pictures and print. Show understanding of some words and phrases in a story that is read aloud to them.	Make simple prediction based on the pictures or text of a story that is read aloud to them. Use picture clues to help read a simple text. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books, e.g. small world, roleplay. Use key vocabulary to retell stories in the correct sequence, drawing upon the language patterns of the stories.	With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Predict how an unfamiliar story read aloud to them might end based upon previously read stories. Recognise repetition of words or phrases in a short passage of text. Play continues to be influenced by experience of books, e.g. small world, roleplay. Read back own work to check it makes sense.	Make simple, plausible suggestions about what will happen next in a book that they are reading. Show an understanding of the differences between types of text, e.g. fiction, non-fiction, poetry. Make inferences to answer a question beginning 'Why do you think...?' in a book that has been read to them, where the answer is clearly signposted. Play continues to be influenced by the experience of books – gestures and actions used to act out a story, rhyme or event.	Play continues to be influenced by experience of books e.g. acting out stories through role-play activities using simple props and appropriate vocabulary. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. Demonstrate an understanding of what has been read to them through adult questioning. Anticipate, where appropriate, key events in stories. Use and understand recently introduced vocabulary during discussions about stories, rhymes, poems and nonfiction.

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Literacy						
Word reading	Practise oral segmenting and blending to make words. Make links between letters (graphemes) and sounds (phonemes). Read individual letters by saying the sounds for them. Re-read known books to build confidence in word reading, fluency, understanding and enjoyment.	Explore how simple CVC words can be segmented into sounds (phonemes) Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Read a few tricky words matched to the school's phonic programme Little Wandle. Read simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read known books to build confidence in word reading, fluency, understanding and enjoyment.	Explore how simple CVC words can be segmented into sounds (phonemes) Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Read a few tricky words matched to the school's phonic programme Little Wandle. Read simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read known books to build confidence in word reading, fluency, understanding and enjoyment.	Explore how simple CVC words can be segmented into sounds (phonemes) Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Read a few tricky words matched to the school's phonic programme Little Wandle. Read simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read known books to build confidence in word reading, fluency, understanding and enjoyment.	Explore how simple CVC/CVCC/CCVC words can be segmented into sounds (phonemes) Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Read a few tricky words matched to the school's phonic programme Little Wandle. Read sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read known books to build confidence in word reading, fluency, understanding and enjoyment.	Explore how simple CVC/CVCC/CCVC words can be segmented into sounds (phonemes) Read a few tricky words matched to the school's phonic programme Little Wandle. Re-read known books to build confidence in word reading, fluency, understanding and enjoyment. **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.**

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Overarching Themes	Magical Me!	All that glitters	Once upon a time	Ticket to ride	Our wonderful world	Ocean Adventures
Literacy						
Phonics Children will learn the sounds	s a t p i n m d g o c k ck e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in sufxes: –ing, –ed /t/, –ed /id/ /ed/, –est	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in sufxes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words
Children will learn the tricky words	is, I, the	put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	was, you, they, my, by, all, are, sure, pure	Review all taught so far	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Review all taught so far

Reception Long Term Plan 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Magical Me!	All that glitters	Once upon a time	Ticket to ride	Our wonderful world	Ocean Adventures
Literacy						
Writing	Oral segment and blend Label with a letter Use phoneme/grapheme correspondence, writing initial sounds. Form strings of letters, left to right of which meaning can be explained.	Write CVC words Explore writing some recognisable letters and symbols. Begin to form lowercase and some capital letters correctly. Use initial sounds and at least 1 other sound in words e.g. at Begin to write CVC words using taught sounds across the term. Establish a more efficient pencil grip (see writing progression of skills).	Write words using digraphs. Represent and write CVC words. Begin to consistently form lower and upper case letters correctly. Write for a purpose e.g. writing a list or message in the role play area, applying taught sounds. Begin to use finger spaces. Begin to be able to read back their writing.	Write simple caption and word writing With support from an adult, children to begin to write a simple sentence. Build words using known letter-sound correspondences independent writing. Apply phonic knowledge to write words in ways which match their spoken sounds. Continue to apply finger spaces when writing simple captions and sentences. Write simple sentences which can be read by themselves and others. Begin to use capital letters at the start of a sentence.	Write simple sentences. Continue to develop the skill of writing a simple sentence using CVC and tricky words. Use writing in play. Form lower and upper case letters correctly. To use finger spaces and capital letters consistently. Begin to use full stops to identify the end of a sentence.	Use capital letters, finger spaces and full stops consistently. **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.**

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Mathematics

In EYFS and KS1 we encourage children to enjoy maths in a range of practical and real-life contexts. We use a range of resources in playful ways to develop organic development of children's number sense and problem solving. Our environment is planned and resourced to enable free exploration of resources to build children's confidence and interest in following their own lines of enquiry. Experienced staff interact positively with children to scaffold ideas, demonstrate and guide children's thinking to build confidence. Through our topics, guided activities are also planned using a range of books, stories, rhymes and real-life objects (loose parts) to help ensure the exploration process is more meaningful. We make use of Nexus Pegs to Count Up and Numicon to build upon the foundations laid in Nursery. We further develop these skills as we prepare our children as they move onto the National Curriculum. Below are areas of maths related to the NCETM Early Years Progression of skills, which we explore across the year in a range of contexts.

Comparison	Cardinality and Counting	Composition	Shape and Space	Pattern	Measures
Uses number names and symbols when comparing numbers, showing interest in large numbers. Estimates of numbers of things, showing understanding of relative size.	Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality). Engages in subitising numbers to four and maybe five. Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10).	Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. In practical activities, adds one and subtracts one with numbers to 10. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-".	Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). May enjoy making simple maps of familiar and imaginative environments, with landmarks • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.	Spots patterns in the environment, beginning to identify the pattern "rule". Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.	Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play. Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars.

Number Rhymes	Daily exploration of a number rhyme during singing time e.g. 1, 2, 3, 4, 5, once I caught a fish alive, 5 little monkeys swinging in a tree, 5 currant buns, 5 little speckled frogs, 5 sticky lollypops, 5 little men in a flying saucer, 10 fat sausages, I'm a little teapot – plus variations of songs to suit children's interests e.g. 5 little fish teased by Mr Sharky!

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Magical Me!	All that glitters!	Once upon a time	Ticket to ride	Our wonderful world	Ocean Adventures
Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. Exploration of activities, enriched with high quality fiction and non-fiction texts, rhymes and poems, will foster children's understanding of our culturally, socially, technologically and ecologically diverse world and extend their familiarity with new words.						
Past and Present *Develop an understanding of the past; exploring some similarities and differences, drawing from own experiences and what has been read in class.*	Talk about their immediate environment and understand where they are in the world. Learn why it is important we recycle and why we dispose of our food waste in the appropriate bins. Develop an understanding for our environment and living things through observation.	Extend vocabulary to support discussions around their observations. Explore Autumn as a season and observe the changes in their immediate environment, Include changes in the weather.	Develop an awareness of important processes and changes in the natural world around them (melting). Develop an awareness that some environments can differ to the one in which they live. Explore changes over time e.g. seasons.	Identify features of their own immediate environment and make comparisons to alternative environments. Explore Spring as a season and observe the changes in their immediate environment, Include changes in the weather. Create very maps (Martha maps it out).	Develop an understanding of growth, decay and changes (seasons, animals, plants, lifecycle). Understand what we need to do to care for animals, plants and the environment.	Explore the natural world around them, using their five senses to describe what they see, notice and wonder. Develop an understanding of floating and sinking. Explore Summer as a season and observe the changes in their immediate environment, Include changes in the weather.
People, Culture and Communities *Learn about how other people are different from them, yet share some of the same characteristics and ideas.*	Explore their community and the concept of belonging e.g. their family, the class etc. Participate in harvest collection for local church. Exploring how people in our local community help us to stay safe.	Learn about special celebrations and festivals that fall at this time of year, including Diwali, bonfire night and Christmas.	Explore significant events/celebrations from a specific culture (Lunar New Year); knowing there are different countries in the world, linking to countries represented in class.	Continue developing positive attitudes about the differences between people.	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. Explore different occupations of people in our school community and what they do to help our environment.	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. Learn about people in our community who help us, through a visit from the coastguard – link to fact we live near the sea.
The Natural World *Make observations about the natural world around them, drawing pictures of animals and plants. Explore some important processes and changes e.g. changing seasons.*	Show curiosity, care and concern for the natural world by asking questions. Develop an understanding for our environment and living things through observation.	Extend vocabulary to support discussions around their observations. Explore changes over time e.g. seasons.	Develop an awareness of important processes and changes in the natural world around them (melting). Develop an awareness that some environments can differ to the one in which they live.	Identify features of their own immediate environment and make comparisons to alternative environments. Explore changes over time e.g. seasons.	Develop an understanding of growth, decay and changes (seasons, animals, plants, lifecycle). Explore changes over time e.g. seasons.	Develop an understanding of floating and sinking. Express opinions on the environment and how it can be looked after.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Magical Me!	All that glitters!	Once upon a time	Ticket to ride	Our wonderful world	Ocean Adventures

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. In Reception, Year 1 and Year 2 children participate in **Drawing Club**. This is where children are encourage to use their imagination to reinvent a story using a variety of drawing techniques and explorative language.

Creating with Materials *Safely use and explore a variety of materials, tools and techniques*	Revises and refines the fundamental movement skills they have already acquired showing control over movements. Holds pens and pencils using an effective grip (see writing POS), showing preference for dominant hand. Learn how to use a paintbrush effectively through learning how to load a brush with paint, make marks and clean the paint afterwards. Combines different media and textures whilst creating with a purpose in mind. Cuts a straight line or simple shape accurately using scissors.	Uses core muscle strength to achieve a good posture when sitting, needed to have control and coordination over smaller movements. Forms recognisable shapes and objects using a developing tripod pencil grip (see writing POS). Explores mixing colours and talks about what they create. Learns how to combine different media and create different textures, drawing on the work of other artists.	Develops their overall body strength, co-ordination, balance and agility. Combines different movements with ease and fluency. Explores, uses and refines a variety of artistic effects to express their ideas and feelings. Makes independent choices about the resources they choose or need whilst exploring and combining different media.	Return to and builds on their previous learning, refining ideas and developing their ability to represent them. Uses a growing range of tools competently, safely and confidently. Continues to represent recognisable shapes and objects, drawing lines to enclose spaces. Experiments with colour, design, texture, form and function.	Explores the natural world around them, making observations and drawing pictures of animals and plants. Explores colour mixing whilst introducing primary colours. Uses lines to enclose spaces and create shapes. Safely uses and explores a variety of materials, tools and simple joining techniques such as glue and masking tape to combine materials.	Holds a pencil effectively using the tripod grip in almost all cases. Uses a range of small tools, (scissors, paint and paint brushes) with control. Shows accuracy and care when drawing, using lines and enclosed shapes effectively to represent familiar objects and people and gives meaning to their marks. Shares their creations, explaining the process they have used, drawing on the work of artists they have explored.
Being Imaginative and Expressive *Perform songs, rhymes, poems and stories with others*	Recall repeated refrains in familiar songS and rhymes. Exploring sounds and how they can be changed. Recall and articulate storylines from familiar. Begin to develop storylines in role play.	Communicate through their bodies by responding and joining in with expressive movements. Recall repeated refrains in familiar song and rhymes. Develop an awareness of singing in tune and telling a story.	Develop cooperative play to develop and act out an idea or narrative. Begin to use descriptive vocabulary to explain their own imaginative experiences.	Begin to express responses to music and movement. Create representations of imaginary and real life ideas, events and objects.	Develop representing and sharing own ideas confidently. Begin to show an awareness of narrative structures through imaginative play.	Express their opinions, thoughts and feelings about performance art and dance. Show awareness of a narrative structure through play.
Famous Artists "Every Child is an artist" - Picasso	**Picasso** – Playdough faces. **Alexander Calder** - Pipe cleaner sculptures of me **Frida Kahlo** - Self-portrait	**Jackson Pollock** – Use to inspire firework painting. **Van Gogh** – Use Starry Night as a stimulus. **Yayoi Kusama** – Use dot pumpkins as stimulus.	**Jim Henson** – Puppets, children to create their own sock puppets. **Fideli Sundqvist** - Paper Art inspired – Chinese New Year dragons **Walt Disney** – Creating their own fairy tale character.	**Jackson Pollock** – marble painting **Robert McCall** – Space art **Adam Frezza and Terri Chiao** - Papier mâché inspired hot air balloons.	**Van Gogh** – Sun flower observational drawing. **Claude Monet** – The water Lily Pond. **Sophia Oshodin** – Figurative storytelling painter. Use art to explore similarities and differences between life in this country and life in other countries	**Alfred Wallis** – The Blue Ship, children to design own pirate ship. **Andy Goldsworthy** - natural objects to create arrangements.

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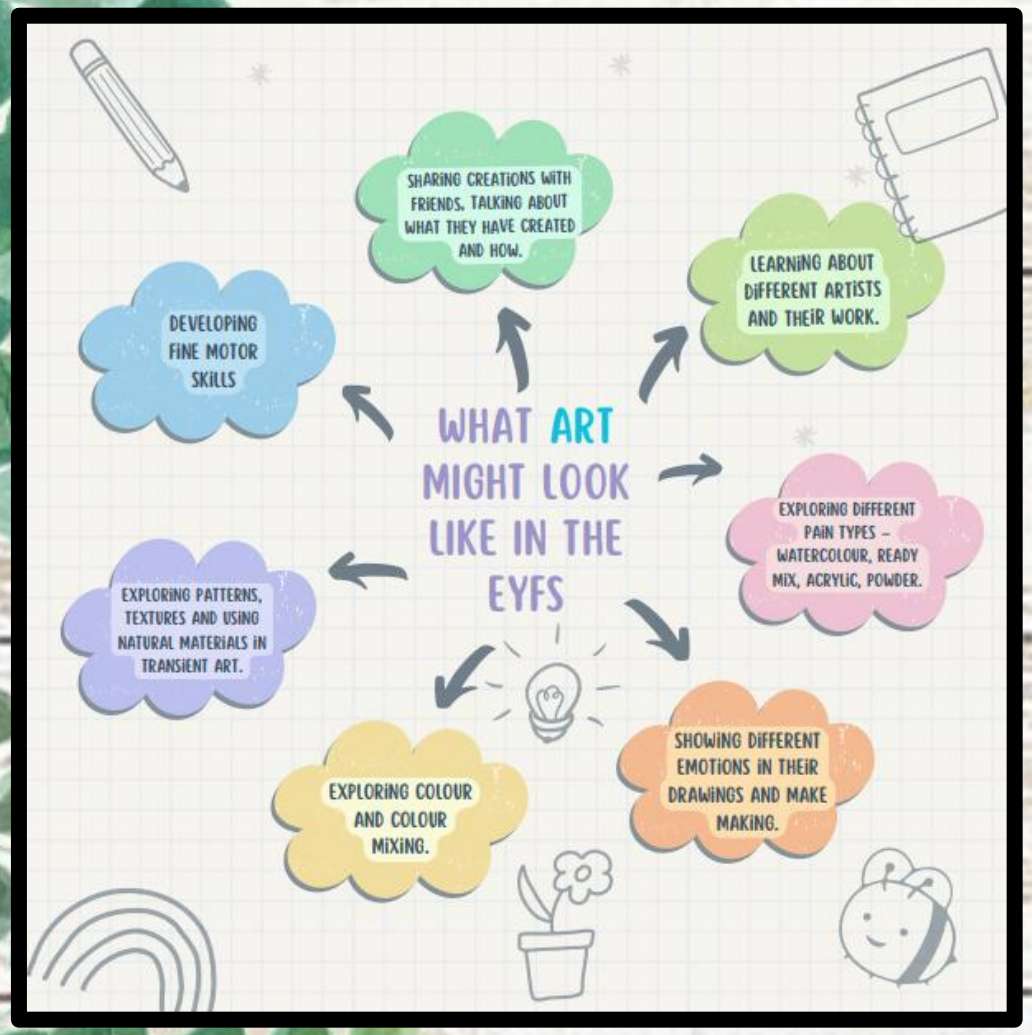
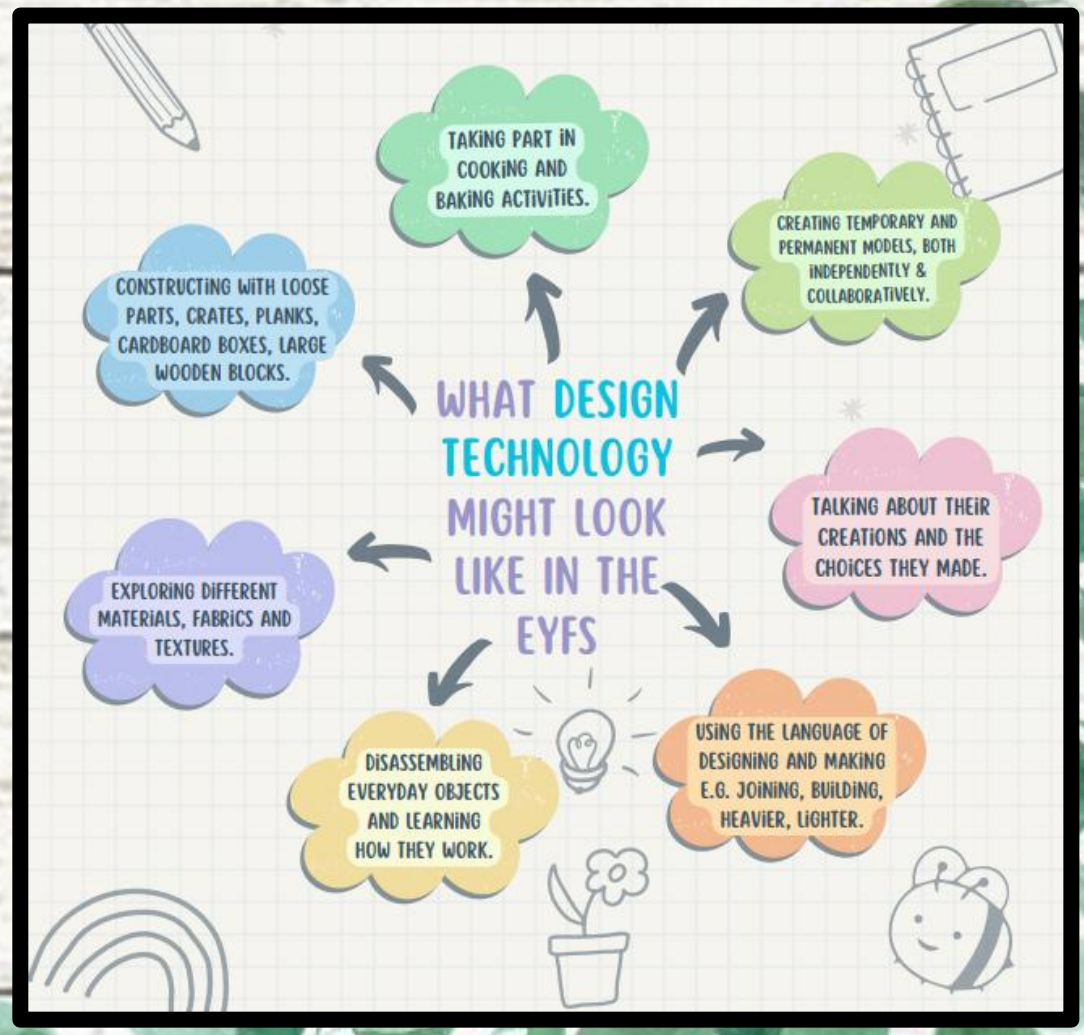
EYFS is about laying the foundations for future learning that will take place in Year 1 and beyond. Although we do not teach these ideas as discrete subjects, all of this foundation knowledge is essential for effective early learning.





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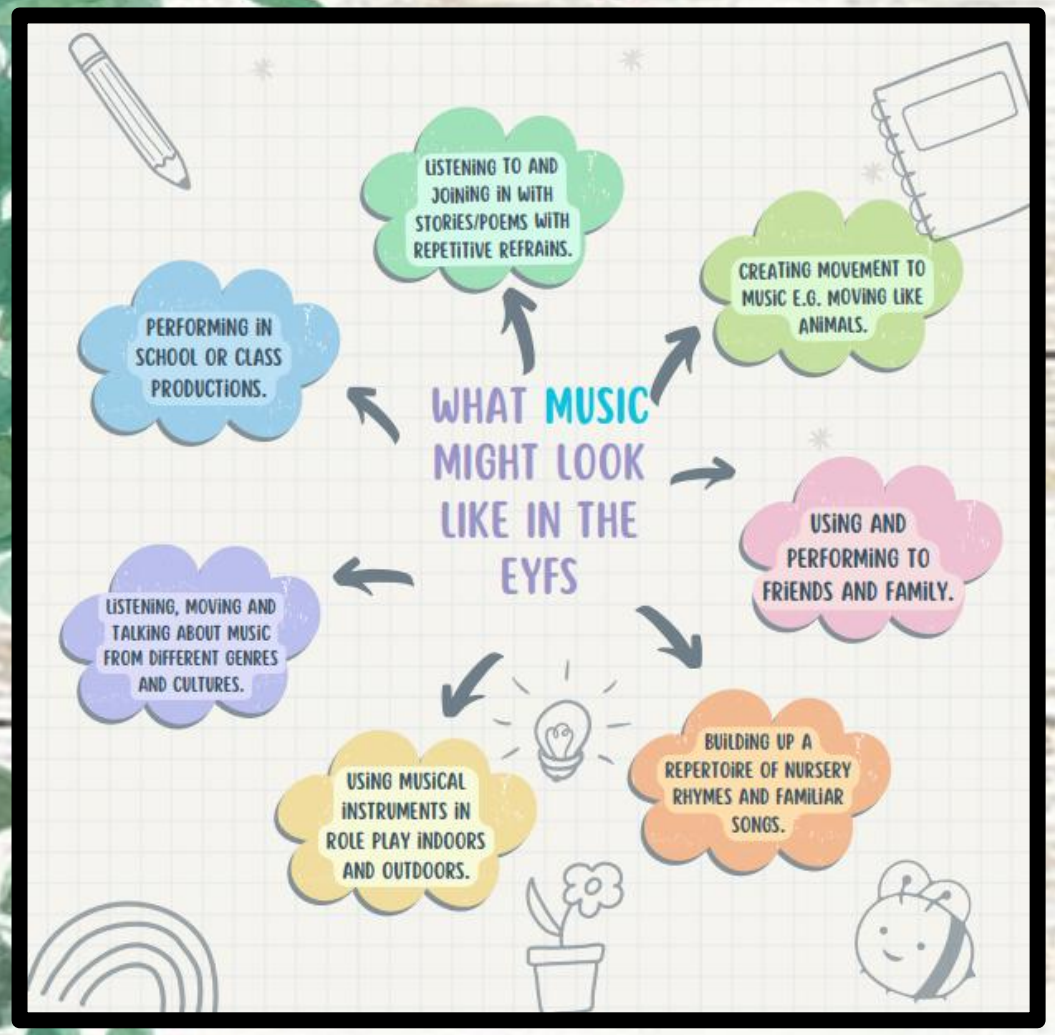

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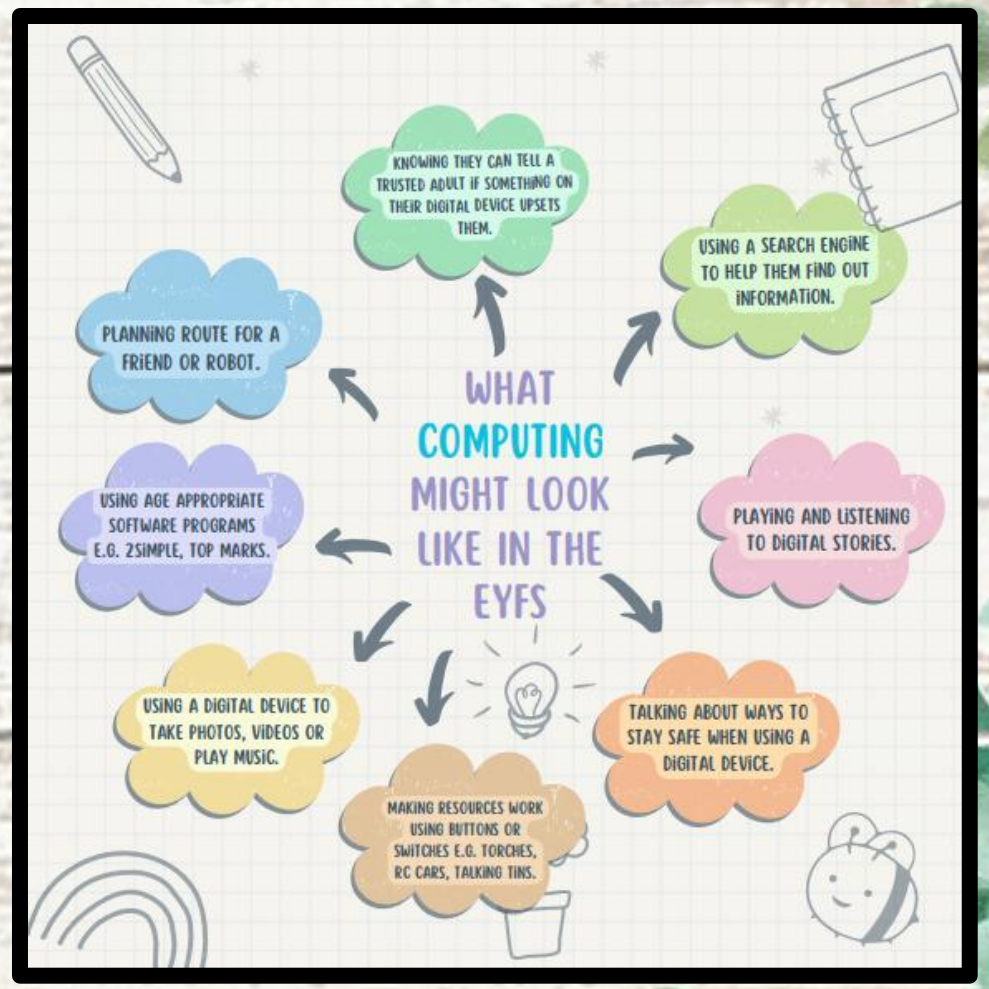

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History

In Early Years, a love for history is fostered throughout and meaningful experiences are provided to enhance pupil's knowledge of the past and present. Children are taught using a thematic and creative approach which is outlined in our Freemantle History Curriculum as well as the EYFS Curriculum for Understanding the World. As a part Discovery time in EYFS pupils explore a topic or concept in detail before they have COOL time (choosing our own learning time) where they can discover more about the topic or complete a related task. COOL time is aimed at supporting children's learning and allowing them the chance to follow their own lines of enquiry. Children explore historical events and figures such as; Emelia Earhart, Bonfire Night and changes to travel throughout time. There is strong emphasis on vocabulary and the acquisition of language and a range of literature is used to support children's deepening understanding. Children's progress and understanding is assessed frequently and staff within Early Years ensure meetings are held each term for children who are not on track.

Passing of time words
Focus on 'them'
"when I was a baby I had a dummy, now..."
'yesterday', 'at the weekend'

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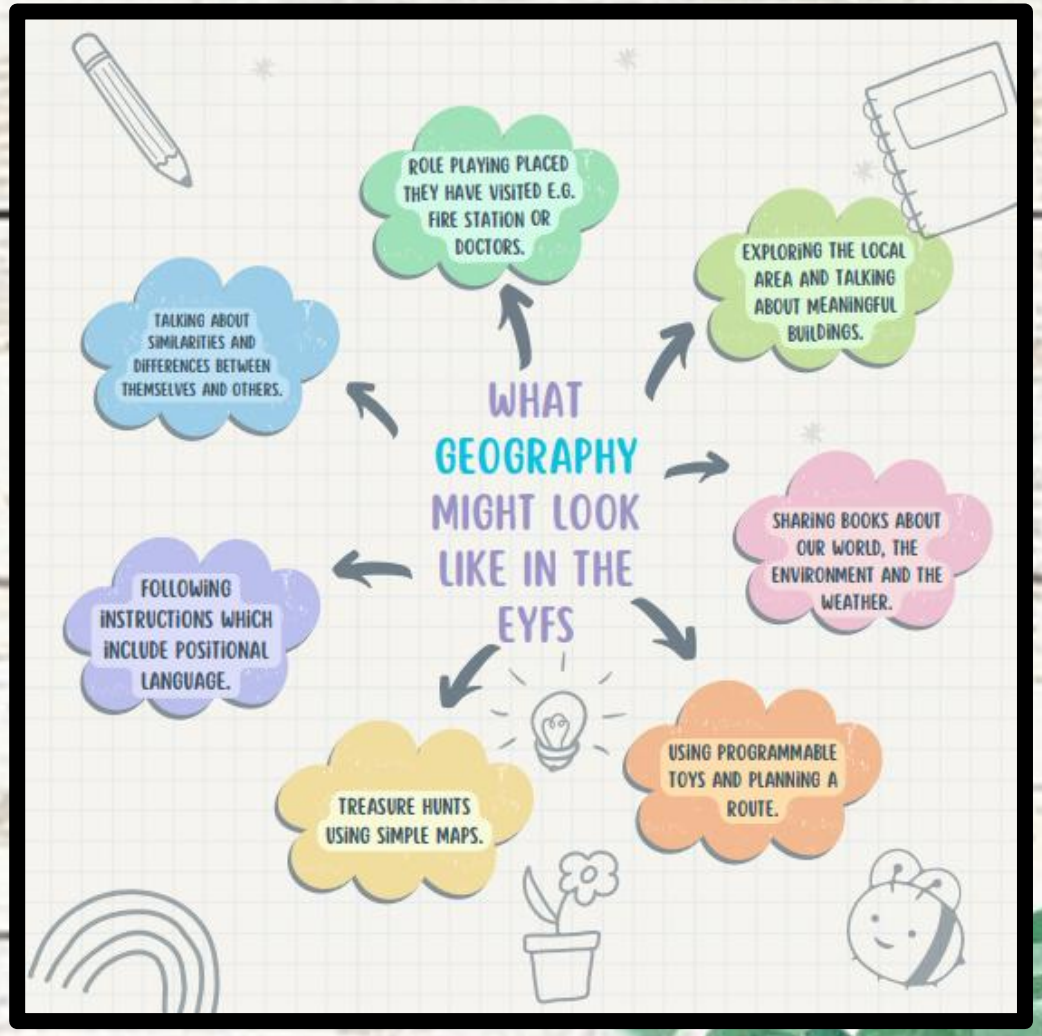
Geography

Across EYFS, staff are planning, teaching and assessing 'in the moment'; responsive and skilled practitioners observe, comment and pose questions to children to ignite curiosity, but also to elicit understanding. These observations are used to plan meaningful enhancements and opportunities to develop children's knowledge and skills, whilst also identify misconceptions to unpick and explore. In the Early Years, practitioners share the learning journey of 'Understanding the World' and celebrate these by sharing them via Tapestry.



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Science

At Freemantle, a science-rich culture is embedded into the EYFS through the exploration of natural phenomena and through the provision of planned enhancements which develop curiosity and ignite thought and creativity. This culture supports children throughout their Early Years journey in order to lay the foundations towards the science National Curriculum as our children move into KS1 and beyond.

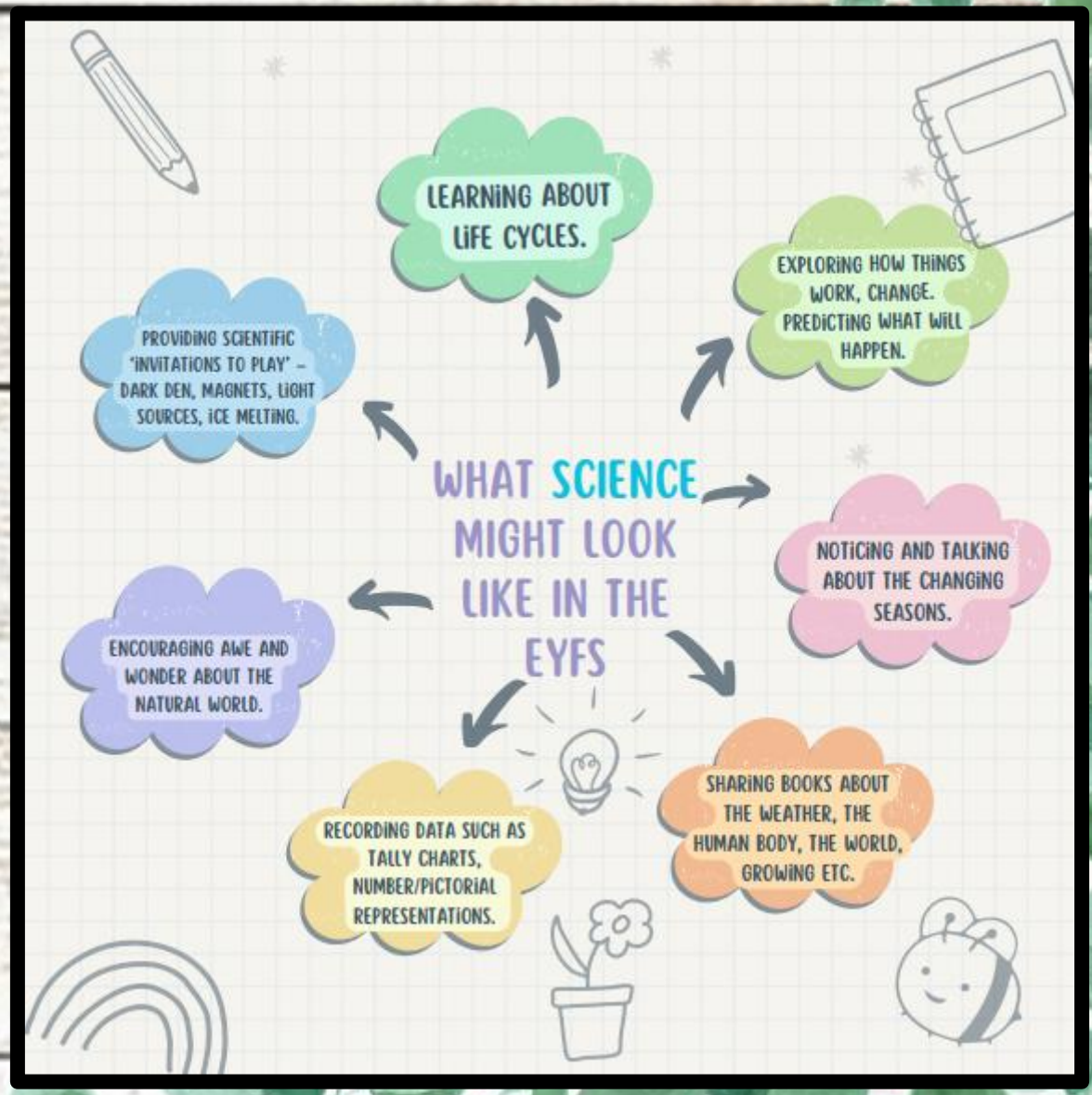
Our Early Years setting at Freemantle is well planned and organised in order to broaden children's experiences of the natural world. The continuous provision and enabling environments, both indoors and out, provide opportunities for stimulated and open-ended exploration and learning.

Practitioners understand how important it is for teaching to be tailored to meet the needs of each child. As children in Early Years grow and develop at different rates, it is crucial that they each have a personalised learning experience to ensure what they learn is maximised and relevant. Through the Characteristics of Effective Learning ('Playing and exploring', 'Active Learning' and 'Creating and thinking critically'), which underpin the seven areas of learning, children have opportunities to explore science every day at a rate which is appropriate for them.

Although many scientific elements are reflected in the area of 'Understanding the World', our children discover that science is all around them; through independent and guided exploratory and investigative play which explores using all their senses, our children gain a deep and meaningful understanding of the world around them and most importantly through all areas of learning.

To go alongside our science-rich culture and to ensure continuity and consistency with our Academy-wide approach, we ensure communication and language is at the forefront of everything we do. Our children are provided with rich opportunities to discuss, describe, explain their thinking and make connections. Throughout this, our Early Years practitioners' model scientific vocabulary and draw out learning through the careful use of modelling and questioning. Practitioners support the learning environment by:

- Using the language of thinking and learning: think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, trying to do, persevere
- Modelling being 'a thinker' and sharing thoughts through the use of descriptive commentary
- Encouraging open-ended thinking and prompting thinking through shared play and experiences
- Talking aloud and modelling rich and purposeful language
- Creating and developing language-rich environments through continuous provision and enhancements
- Encouraging children to verbalise thinking and describe observations
- Supporting children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences
- Encouraging children to describe problems they encounter and to suggesting ways to tackle the problem
- Showing and talking about strategies – how to do things – including problem solving, thinking and



Reception Long Term Plan 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Magical Me!	All that glitters!	Once upon a time	Ticket to ride	Our wonderful world	Pirate Adventure

Religious Education

Early Years provision pays as much attention to children's care as it does to play and learning as these are intertwined and impact equally on children's development and overall well-being. Care includes emotional aspects, relationships and also physical interactions.
Through focussed interaction and attentive care, we build secure, trusting relationships which help children feel confident to explore and play. These times provide rich learning opportunities for focused attention, sustained conversations and for repeating and recalling experiences which are essential elements for practising cognitive processes that support learning overall.
A sense of belonging and place in the community provides a base for a child's developing identity and enhances learning. Relationships are central to children's wellbeing and their learning as they extend children's curiosity, learning, autonomy and self -regulation. Children build on their experiences; the wider and deeper their exposure, the greater potential they have for secure development. Children need opportunities to practise what they know, to consolidate and apply learning from one context to another, and to develop new knowledge and skills. Development and learning are enhanced when there are connections and relationships between Nursery or school, home and other special places and spaces in children's lives. Children and families need to feel secure, accepted and they belong both within and beyond the setting. Diversity of communities must be respected and celebrated, widening each child's sense of belonging and sense of place in the community, while the uniqueness of each family, regardless of differences, is acknowledged and honoured. It is vital for practitioners to work closely with families to build effective partnerships and ensure that social attitudes towards religious groups, cultures and classes are valued and celebrated. Rich play, virtual and real word experiences support learning about our culturally and socially diverse world and how to stay safe.

Concept	*A: Create*	*A: Celebrating*	*A: Special*	*A: New Life*	*A: Storytelling*	*A: Special Things*
Golden Thread		**Special**	**Special**			**Special**
Context	**God/creation** (see FS unit F1) Introduce the Big Frieze ✝	Jesus birth **Incarnation** (see FS unit F2) ✝	Special People Hampshire planning ✝	**Salvation** (see FS Unit F3) ✝	Learning from Stories (Jesus as a story teller) Hampshire Planning ✝	Special Things Hampshire planning (Make cross reference to Special clothes grid- Hindu tradition)

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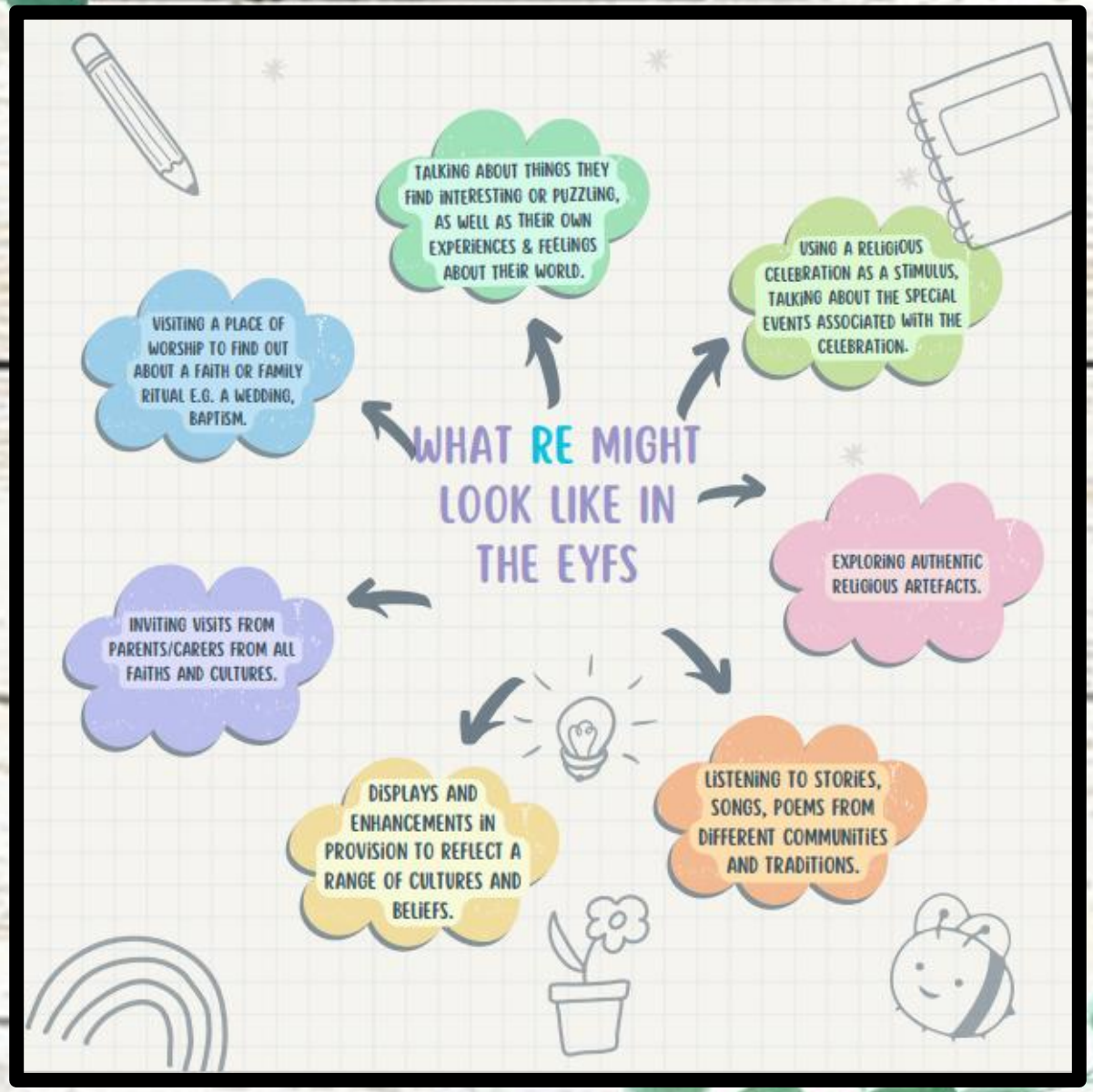

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Early Learning Goals – for the end of the year - Holistic / best fit Judgement

Communication and Language

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

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.

Personal, Social and Emotional Development

ELG: Self-Regulation

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.

ELG: Managing Self

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.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

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.

ELG: Fine Motor Skills

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.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

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 to10, including double facts.

ELG: Numerical Patterns

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.

Understanding the World

ELG: Past and Present

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.

ELG: People, Culture and Communities

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.

ELG: The Natural World

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.

Expressive Art and Design

ELG: Creating with Materials

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.

ELG: Being Imaginative and Expressive

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.

Reception Curriculum Goals

Communication and Language	To become a ***confident communicator*** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions, and use new vocabulary to explain ideas and feelings.
Personal, Social and Emotional Development	To become an ***independent individual*** who can follow the behavioural expectations of the setting, show perseverance in challenging situations, and manage their own basic needs. To also become a ***fantastic friend***, showing empathy, kindness and the ability to play cooperatively with their peers.
Physical Development	To develop their fine and gross motor skills so that they become ***amazing athletes*** and ***talented tool users***. To show strength, balance and coordination whilst moving safely and confidently in a range of ways. To use and hold pencils effectively and use a range of tools (e.g. scissors) confidently and safely.
Literacy (comprehension and reading)	To become a ***brilliant bookworm*** who shows a love for reading, uses new vocabulary to talk about what they have read or listened to, and competently reads words and simple sentences (using single sounds and digraphs they have learnt).
Literacy (writing)	To become a ***wow writer*** who can write letters that are formed correctly, and write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by themselves and others.
Mathematics	To become a ***master of maths*** who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.
Understanding the World	To become an ***exceptional explorer*** who investigates challenges with an inquiring mind, drawing on knowledge from books and their experiences, to observe, remember, explain and predict. To understand and talk about differences between times and places.
Expressive Arts and Design	To become a ***dynamic designer*** who can choose and safely use the resources they need to make their creations, and talk about what they have made and how they have made it. To also become a ***proud performer*** who can perform a song, poem or dance to an audience and retell stories with expression and confidence.

Activate Windows
Go to Settings to activate Windows.