

Dothill Primary School



Reception Long Term Plan 2025-2026

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

TEACHER: Mrs Wood and Mrs Thackray		YEAR GROUP: Reception		Year: 2025 2026		
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme and lines of enquiry	<u>Me in my world</u> Settling into school life Expectations and routines Friendships My Family history All about Me	<u>Celebrations</u> Festivals and celebrations around the world Christmas Diwali Bonfire night Remembrance Day	<u>Heroes and Helpers</u> Emergency Services River safety - nature reserve Jobs around the world What to do in an emergency	<u>Natural World</u> How plants grow Life cycle of a butterfly Bugs, nature and habitats	<u>Health and Happiness</u> Growing fruit and vegetables Healthy smoothies Comparing environments Farming	<u>Kings and Queens</u> Fairy tales Traditional tales Princess and Knights Castles Royal Family
Nursery Rhymes and Songs	Jack and Jill Polly put the kettle If you're happy and you know it I'm a little Teapot Tommy Thumb Heads, Shoulders, Knees & toes	Twinkle Twinkle little star Dingle Dangle Scarecrow Oats and beans and barley grow	Humpty Dumpty Miss Polly had a dolly Cobbler, Cobbler mend my shoe	Incy, Wincy spider Little Miss Muffet Five Little Speckled Frogs Baa Baa Black Sheep Old Macdonald	Five Currant Buns Kookaburra sits in the old gum tree Down in the jungle	Grand old Duke of York London's Burning Old King Cole Sing a song of sixpence When Goldilocks went to the house of the bears
Continuous Learning	The seasons, nursery rhymes					
Enhancements	Police officer visitor Visit from Pantosaurus	Lunch with family member in school Walk in local environment -homes	Police, Fire fighters and school nurse visitors to school	Nature reserve - minibeast hunt	Home Farm - Attingham	Apley Wood walk and picnic

Links across school	<p>PSHE - links to Being Me in My World and Celebrating Differences Year one through to Year Six</p> <p>PE -dance (Years 1, 2, 3, 4 and 5) gymnastics (Years 1, 2, 3, 4, 5 and 6)</p> <p>History - significant people in own lives historical concept achievement (Ironbridge and Thomas Telford in year 1 and Mary Seacole and Florence Nightingale in year 2)</p> <p>Geography - different UK homes</p> <p>Science - All about me (Animals including humans in Years 1, 2, 3, 4, 5 and 6)</p> <p>Plants (Plants in years 1, 2 and 3)</p> <p>RE- Who am I (Belonging Year 2) Festivals (Diwali Year 3)</p> <p>Music - charanga units progress throughout school</p> <p>Art and Design -drawing and painting (Years 1, 2, 3, 4 and 6)</p> <p>Design Technology -Build a home (hedgehog hotel next term)</p> <p>Computing- Technology around us (Technology around us in Year 1 and 2)</p>		<p>PSHE - links to Dreams and Goals and Healthy Me in Year one through to Year Six</p> <p>PE -dance (Years 1, 2, 3, 4 and 5)) gymnastics (Years 1, 2, 3, 4, 5 and 6)</p> <p>History - transport historical concept inventions (toys in year 1)</p> <p>Geography - Mapping local environment</p> <p>Science - Freezing and Melting (properties and changes to material in year 5) Animals (Animals, including humans in years 1, 2 and 3 / living things and their habitats in year 4, 5 and 6)</p> <p>RE- Festivals</p> <p>Music - charanga units progress throughout school</p> <p>Art and Design - sculpture (Years 1, 5 and 6)</p> <p>Design Technology - hedgehog hotel (insect hotel in year 2)</p> <p>Computing- Paint on Ipad</p>		<p>PSHE - links to Relationships and Changing Me in Year one through to Year Six</p> <p>PE -ball skills (Years 1, 2, 3, 4, 5 and 6) games (Years 1, 2, 3, 4, 5 and 6)</p> <p>History - The Royal Family historical concept influence The Great fire of London year 2 and The Victorians in year 6)</p> <p>Geography - UK and Africa</p> <p>Science - Healthy Food (animals, including humans in years 2, 3 and 4) Chocolate experiment (state of matter year 4 and properties and changes of materials year 5)</p> <p>RE- Celebrations</p> <p>Music - charanga units progress throughout school</p> <p>Art and Design - Printing (Years 1 and 2) Collage (Years 2, 3 and 4)</p> <p>Design Technology - Fruit smoothies (kebabs year 2, soup in year 2, pasta in 4 and healthy pizza in year 6)</p> <p>Computing-Beebots (moving a robot in year 1, robot algorithms in year 2)</p>	
Core Texts:	<p>Monster Goes to School</p> <p>Welcome - A Book about Friendship</p> <p>Not Now Bernard</p> <p>Little Red Riding Hood</p> <p>The Poddington Peas</p>	<p>The Leaf Thief</p> <p>The Gingerbread Man</p> <p>The Snowman</p> <p>The Christmas Pine</p> <p>Goldilocks and the three bears</p>	<p>After the storm</p> <p>My first Heroes: Eco Warriors (famous people)</p> <p>A superhero like you</p> <p>The Jolly Postman</p> <p>Supertato</p>	<p>The very hungry caterpillar</p> <p>Super worm</p> <p>Mad about minibeasts</p> <p>What the ladybird heard</p>	<p>Handa's surprise</p> <p>Oliver's vegetables</p> <p>Oliver's fruit salad</p> <p>I can eat a rainbow</p> <p>Handa's noisy night</p> <p>Jaspers Beanstalk</p>	<p>Zog and the flying doctors</p> <p>The Kings Hat</p> <p>Princess and the Pea</p> <p>The Queens Knickers</p>
Personal, social and emotional development (Jigsaw units)	<p>Being Me in My World</p> <p>Self-identity</p> <p>Understanding feelings</p> <p>Being in a classroom</p> <p>Being gentle</p> <p>Rights and responsibilities</p>	<p>Celebrating Difference</p> <p>Identifying talents</p> <p>Being special</p> <p>Families</p> <p>Where we live</p> <p>Making friends</p> <p>Standing up for yourself</p>	<p>Dreams and Goals</p> <p>Challenges</p> <p>Perseverance</p> <p>Goal-setting</p> <p>Overcoming obstacles</p> <p>Seeking help</p> <p>Jobs</p> <p>Achieving goals</p>	<p>Healthy Me</p> <p>Exercising bodies</p> <p>Physical activity</p> <p>Healthy food</p> <p>Sleep</p> <p>Keeping clean</p> <p>Safety</p>	<p>Relationships</p> <p>Family life</p> <p>Friendships</p> <p>Breaking friendships</p> <p>Falling out</p> <p>Dealing with bullying</p> <p>Being a good friend</p>	<p>Changing Me</p> <p>Bodies</p> <p>Respecting my body</p> <p>Growing up</p> <p>Growth and change</p> <p>Fun and fears</p> <p>Celebrations</p>

Personal, social and emotional development Milestones	I know how it feels to belong and that we are similar and different. I am beginning to know how to recognise and manage my feelings. I know why it is good to be kind and use gentle hands. I am beginning to know what being responsible means.	I know that being different makes us all special. I know we are all different but the same in some ways. I know and can say how to be a kind friend.	I know that if I persevere, I can tackle challenges. I know how to set a goal and work towards it. I know how to use kind words to encourage people. I know and can say how I feel when I achieve a goal. I know what it means to feel proud.	I know that I need to exercise to keep my body healthy. I know how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know who my safe adults are and how to stay safe if they are not close by me.	I know some of the jobs I do in my family and how I feel like I belong. I know how to be a good friend. I am beginning to know the impact of unkind words. I know some ways to solve problems and stay friends.	I know the names of parts of the body. I know foods I can eat to be healthy. I know that we all grow from babies to adults. I know how to talk about my worries.
Personal, social and emotional development Early Learning Goals	<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 (PE lesson -Twinkl Units)	Dance till you drop. Develop the ability to change and adapt movements to a simple dance.	Gymnastics - Jumping Jacks Develop control over bodies when jumping, balancing and rolling. Create and perform sequence of movements.	Dance - Dinosaurs Create movement in response to different music, Work as a team to create and perform a short dance.	Gymnastics - In the Jungle Move in a range of ways both on and off equipment.	Best of Balls Developing the ability to control, roll, kick, catch and throw a ball in a range of ways. Developing bat and racquet control.	Games - the Olympics Develop throwing skills. Develop agility and learn how to jump safely and in different ways.

Physical development (on-going)	Fine Motor Activities such as threading, cutting, weaving playdough. Begin to use tripod grip with a pencil. Begin to use their fine motor skills with different tools e.g., pencil, paint brush, scissors. Begins mark making with tools.	Fine Motor Activities such as threading, cutting, weaving playdough. Develop use tripod grip with a pencil. Develop their fine motor skills with different tools e.g., pencil, paint brush, scissors and cutlery. Start to take control over mark making and builds accuracy with known shapes.	Fine Motor Activities such as threading, cutting, weaving playdough. Confidently using a tripod grip with a pencil in preparation for fluid writing. Refine their fine motor skills with a wide variety of tools. Begin to show care and accuracy with drawing.
	Gross Motor Taking shoes on and off. Independent toileting and washing hands. Self-dressing - putting on a coat independently. Starting to carry and hang their own belongs. Confidently and safely move around the indoors and outside space alone and in a group. Develop their skills to manage the school day successfully, lining up and queuing and mealtimes. Refine fundamental movement skills they have already acquired: rolling, crawling, jumping, running, hopping, skipping and climbing. Introduce a range of balls skills including throwing, catching, kicking, passing, batting and aiming. Begin to use wheeled vehicles (scooters, balance bikes and wheelbarrows) with some control.	Gross Motor Independent toileting and washing hands. Self-dressing - putting on a coat independently and begin to fasten it. Carry and hang their own belongs. Develop gross motor skills when moving around the different areas of the classroom. Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group. Developing a range of balls skills including throwing, catching, kicking, passing, batting and aiming. To use wheeled vehicles (scooters, balance bikes and wheelbarrows) with developing control.	Gross Motor Independent toileting and washing hands. Self-dressing - putting on a coat and fasten independently. Starting to carry and hang their own belongs. Use core muscle strength to achieve a good posture when sitting at the table or on the floor. Develop overall body strength, coordination, balance, and agility. Further develop, with greater control, a range of balls skills including throwing, catching, kicking, passing, batting and aiming. Confidently use wheeled vehicles (scooters, balance bikes and wheelbarrows) with good control.
Physical Development Milestones	I know how to skip, hop, stand on one leg and hold a pose. I know how to climb stairs and apparatus using alternate feet. I know the right resources I need to carry out a plan. I know how to collaborate with others to manage large items. I know how to use one handed tools and equipment. I know how to hold a pencil with good control. I know how to glide with pride. I know which the most appropriate movement is to choose to complete an activity or task. I know how to put my coat on. I know how to do up a zip.	I know how to roll, crawl, walk, run, hop, skip and climb safely. I know how to safely use a range of small and large apparatus, independently and in groups. I know movements can be combined. I know how to use a range of tools safely. I know some of the skills I need in order to throw, catch, kick, pass, bag, and aim a ball. I know how to hold a pencil in a tripod grip. I know how to line up. I know how to wait my turn when I am in a queue. I know how to do up buttons. I know how to negotiate spaces safely both on and off equipment.	I know how to move confidently and have refined the range of ways I move e.g., slithering, shuffling, rolling, sliding.... I know how to move fluently with developing control and grace. I know how to use a range of small and large apparatus confidently and competently, independently and in groups. I know how to combine different movements fluently. I know how to play cooperatively in a team. I know how to hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. I know how to effectively use a range of small tools including scissors, paintbrushes and cutlery. I know how to combine different movements

			with ease and fluency. I know how to throw, catch, kick, pass, batt, and aim with fluency and confidence.
Physical Development Early Learning Goals	ELG: Gross Motor Skills Children at the expected level of development will: 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 Children at the expected level of development will: 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.		
Prime: Communication and Language Cumulative Learning Listening, Attention and Understanding Speaking	Developing listening skills in small groups and when engaging in a conversation. Listening to and joining in with stories. Understand how to listen carefully and why listening is important. Follow simple instructions. Learn rhymes, poems and songs. Talk about people of importance to them e.g., family and friends. Retell simple past events in order. Use language to imagine and recreate roles and experiences in play situations.	Explain what is happening and what might happen next. Introduce a storyline or narrative into their play. Listen to and talk about stories to build familiarity and understanding. Understand how and why questions. Use more complex sentences. Retell a story, once they have developed a deep familiarity with a text.	Maintain attention and build concentration. Follow stories without pictures or props. Build vocabulary that reflects their experiences. Engage in back-and-forth conversations. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Question why things happen and give explanations. Sit quietly and actively listen during activities. Describe events in some detail. Articulate their idea and thoughts in well-formed sentences.
Communication & Language Milestones	I know how to talk about things that are happening to me now. I know how to use talk to organise myself and my play. I know how to talk in complete sentences of four to six words. I know and can use a wider range of vocabulary. I know how to use words as well as actions to express my point of view. I know how to start and continue a conversation with both adults and my peers.	I know how to talk about things that have happened to me in the past. I know how to ask questions to find out more information. I know how to engage in story times. I know how to retell familiar stories. I know how to use new vocabulary I have learnt in different contexts. I know how to recall and retell facts I have learnt from non-fiction stories	I know how to talk about things that will happen to me. I know how to join things together to write about things that have, are or will happen to me. I know how to use talk to organise and explain my thinking and to solve problems. I know how to act out my writing for others. I know how to listen carefully and why listening is important. I know how to retell familiar stories, using both repetition from the text and my own words. I know how to recall and retell facts I have learnt from non-fiction stories using repetition and my own words to interpret what I have heard.

C&L Early Learning Goals	ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.					
Literacy Immersive, practical hands-on activities will be developed throughout the year to develop communication and language. Text focus learning/RWI	Reading: Talk through stories. Nursery Rhymes & Songs Reading initial sounds. Fred Games Home book (sharing with family at home) Comprehension picture activities Character building	Reading: Talk through stories Home Books (sharing with family) Nursery Rhymes & Songs Reading CVC and CVCC words. 1:1 reading (RWI books) Independent reading activities. Comprehension picture activities Character building FRED games		Reading: Talk through stories Home Books (sharing with family) Nursery Rhymes & Songs Reading Common Exception words 1:1 reading (RWI books) Independent reading activities. Comprehension picture activities Character building FRED games		
	Phonics: I know most of the Set 1 single letter sounds: m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/h/r/j/v/w/x/y/z I know how to link sounds to letters. I know how to orally blend using 'Fred Talk' and word time lessons. I know how to read 1.1- 1.4-word time words with Fred Talk. I know how to build words using magnetic letters.	Phonics: I know Set 1 special friends: sh/th/ch/qu/ng/nk/ff/l/ss/ck I know Set 1 letter sounds. I know how to blend using 'Fred Talk' and word time lessons. I know how to read 1.5- 1.6-word time words with Fred Talk	Phonics: I know and can recall set 1 sounds and special friends. I know how to blend using 'Fred Talk' and word time lessons. I know how to read 1.6- 1.7-word time words with Fred Talk.	Phonics: I know some Set 2 sounds. I know and can recall all set 1 sounds including special friends. I know how to read 1.6- 1.7-word time words with growing fluency and speed	Phonics: I know 6 Set 2 sounds. I know and can recall all set 1 sounds including special friends. I know how to blend using 'Fred Talk' and word time lessons. I know how to read 1.6-1.7- word time words speedily.	Phonics: I know all Set 2 sounds. I know how to blend words on their own and in sentences.
	Set 1 sounds - Group A, B and C	Ditties	Red Ditty Books	Red Ditty Books Green Books	Green Books Purple Books	Green Books Purple Books

<p>Corresponding Books</p>	<p><u>Writing:</u> I know how to manipulate objects with good fine motor skills. I know how to hold a pencil with a developing tripod grip. I know how to form some letters correctly. I know that my marks have meaning and can tell an adult what they mean. I know how to manipulate objects with good fine motor skills. I know how to use one-handed tools with increasing control. I know how to write some of my name.</p>	<p><u>Writing:</u> I know how to segment & blend CVC words to write. I know how to write simple sentences and read them back. I know how to continue a rhyming string. I know how to use one-handed tools with confidence and control. I know how to spell some common irregular words correctly. I know how to write my name. I know how to write most letters with correct orientation.</p>	<p><u>Writing:</u> I know how to write phonetically plausible sentences which can be read by myself and others. I know how to spell some irregular common words correctly. I know how to write for a variety of purposes. I know how to use a correct pencil grip. I know how to control letter size and am beginning to write letters on the lines. I know how to spell some common irregular words correctly.</p>
<p>R/W/P ELG</p>	<p><u>ELG: Comprehension</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate - where appropriate - key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p><u>ELG: Word Reading</u> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> - 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><u>ELG: Writing</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others. 		

<p>Number</p> <p>Mathematical Key Instant Recall of Facts (KIRFS) / end of term milestones</p> <p>Mastering Number (NCETM)</p> <p>White Rose for Shape, Space and Measure</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p style="text-align: center;"><u>Numbers</u></p> <ul style="list-style-type: none"> Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. Spot smaller numbers 'hiding' inside larger numbers. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. Compare sets of objects by matching. Begin to develop the language of 'whole' when talking about objects which have parts. <p style="text-align: center;"><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> Sorting, matching, collecting. Comparing different amounts, comparing shorter and taller, longer and shorter, comparing size matched to a story. Pattern using shapes, different sized objects, repeating patterns in rhymes. Shape, understanding 2D shape exploring in different terms and media. 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p style="text-align: center;"><u>Numbers</u></p> <ul style="list-style-type: none"> Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape'. Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. Order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. <p style="text-align: center;"><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> Comparing height, taller shorter, longer, shorter, days of the week. Building with 3D shape, printing, matching, patterns. <p>Reasoning and estimation</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p style="text-align: center;"><u>Numbers</u></p> <ul style="list-style-type: none"> Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. <p style="text-align: center;"><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> Manipulating shapes, tangrams and repeating patterns AB, ABA, ABC. Halving and sharing. Measuring capacity. Measuring time.
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	<p>I know how to count forwards/backwards from 0-5. I know how to order numbers to 5. I know how to count in order to 10. I know the composition of numbers up to 4. I know how to subitise numbers to 5. I know how to count out up to 5 objects. I know how to compare two groups of objects- identifying which has fewer/more. I know how to find 1 more/1 less than numbers up to 5.</p> <p style="text-align: center;"><u>Shape, Space and Measure</u></p> <p>I know the names of common 2D shapes. I know how to describe some of the properties of 2D shapes. I know how to recreate a simple pattern.</p>	<p>I know how to order numbers to 10. I know how to count to 20. I know the days of the week. I know what is 1 more/1 less than numbers up to 10. I know the composition of numbers up to 7. I know how to count out up to 10 objects with correct 1:1 correspondence. I know which numbers are even and odd.</p> <p style="text-align: center;"><u>Shape, Space and Measure</u></p> <p>I know the names of common 3D shapes. I know some of the properties of 3D shapes. I know how to create a simple repeating pattern. I know and can use some language relating to time.</p>	<p>I know how to count objects up to 10. I know how to count back from 10 - 0. I know how to recognise numbers 5-10 I know all double facts to 5. I know the composition of numbers up to 10. I know how to count to 20 starting at any given number. I know how to correctly count more than 10 objects. I know and can instantly recall number bonds to 5. I know some number bonds to 10. I know some double facts to 10. I know how to count forwards/backwards from 0-20. I know and can use language related to addition. I know and can use language related to subtraction. I know how to share objects equally.</p> <p style="text-align: center;"><u>Shape, Space and Measure</u></p> <p>I know the names of and can identify 2D and 3D shapes. I know how to describe some of the properties of 2D and 3D shapes. I know how to create patterns. I know and can use language related to weight, length and capacity.</p>
Mathematics Early Learning Goals	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: <p>Numerical Patterns Children at the expected level of development will:</p>		

	<ul style="list-style-type: none"> - 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 of the World	History The past and Present - significant people in their own life - our families (parent and grandparents) Geography Contrasting Environments - Different UK Homes Science All about Me Plants Religious Education Myself, Who am I? Festivals, How are they celebrated? Diwali / Christmas	History The past and present - Transport Geography Mapping - Rosie's Walk / We're going on a Bear Hunt Science Freezing and Melting Animals - Our Local Environment and Min Beasts Religious Education Festivals, How are they celebrated? Chinese New Year / Easter	History Understanding the past - The Royal Family (Kings and Queens) Geography Similarities between life in this and other countries - UK / Africa - Handa's Surprise and Handa's Noisy Night Science Healthy Food Changing States - Chocolate Experiment Religious Education Festivals, How are they celebrated? Eid Who celebrate what and how? Wedding, Birthday and welcoming a new baby
Understanding the world Combining History, geography, and scientific skills	Past and present I know what present means in the context of my own and my family's experiences. I know what past means in the context of my own and my family's experiences.	Past and present I know how to compare and contrast characters and objects from stories including figures from the past. I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.	Past and present I know that time passes in a sequential order (seasons and days of the week). I know what is meant by concepts such as royal. I know how to compare and contrast characters from stories - including figures from the past - such as the royal family. I know the passage of time and can use vocabulary such as today, yesterday and the past to build a knowledge of simple chronology.

	<p>Natural world I know how to describe what I see and hear outside. I know that there are four seasons. I know how to plant seeds and how to care for them. I know the key features of how a plant grows. I know the names of different materials. I know that there are different countries in the world and can talk about differences I have experienced or seen in photos.</p>	<p>Natural world I know how to draw information from a simple map. I know some key features of autumn/spring/summer and winter weather. I know how to discuss and identify the effects and changes in seasons and discuss the relation between autumn and spring. I know simple changes of matter such as Freezing and melting. I know what a habitat is. I know what materials can be used to form habitats.</p>	<p>Natural world I know and can recognise some similarities and differences between life in our country and life in other countries. I know what we need to wear in response to the climate and why. I know that the world is made up of different countries. I know about, can observe and explain seasonal changes. I know some environments are different from the one in which I live. I know about some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>
	<p>People, cultures and communities I know and can talk about members of my immediate family. I know about key religious events such as Christmas and Diwali. I know how to recall key events such as the nativity story. I know that some places are special to members of my community.</p>	<p>People, cultures and communities I know how to name and describe people who are familiar to me. I know and can discuss how different members of society take on different roles/jobs. I know about key religious events such as Easter and Chinese New Year.</p>	<p>People, cultures and communities I know and can discuss how different members of society live in different countries and in different ways. I know about key religious events such as Eid. I know that people have different beliefs and celebrate special times in different ways.</p>
<p>Early Learning Goals for Knowledge and Understanding of the World.</p>	<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 		

	<p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>ELG: The Natural World Children at the expected level of development will:</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
	<p>Art Painting and Self Portrait Painting - Firework related art</p> <p>Design and Technology Build a home using a variety of materials (UK homes)</p>	<p>Art Sculpture - Junk modelling- Transport Drawing - plants in the environment</p> <p>Design and Technology Hedgehog Hotel</p>	<p>Art Printing - fruit and vegetables Collage - Kings and Queens</p> <p>Design Technology Fruit Smoothies</p>
Expressive Arts and Design	<p>Exploring media and materials (Art) I know how to draw a face. I know that I can represent different emotions when drawing. I know how to use drawing to represent movement and loud noises such as fireworks. I know how to create different colours by mixing colours together.</p>	<p>Exploring media and materials (Art) I know how to create closed shapes with continuous lines and begin to use these shapes to represent objects. I know how to add detail and draw with increased complexity.</p>	<p>Exploring media and materials (Art) I know how to refine a variety of artistic effects to express my ideas and feelings. I know how to join items in a variety of ways that have been cut, torn or already glued.</p>
	<p>Music Me (Charanga) Christmas Performance</p>	<p>Music Everyone (Charanga)</p>	<p>Music Big Bear Funk (Charanga)</p>
	<p>Expressive art (Music) I know how to identify the pulse in a piece of music using increasing attention. I know an increasing number of nursery rhymes and songs. I know that I can respond to what I have heard in different ways.</p>	<p>Expressive art (Music) I know how to perform short routines. I know I can share my likes and dislikes about performances. I know how to explore instruments to play a simple beat. I know how to make music in a variety of ways.</p>	<p>Expressive art (Music) I know how to put a sequence of actions together. I know how to replicate dances and performances. I know how to play instruments to express feelings and ideas. Use a wide range of props to develop own stories in pretend play. I know how to sing in a group or on my own, increasingly matching pitch and melody.</p>

	Creating with materials (Design and Technology) I know how to develop my ideas. I know how to choose materials to create my ideas. I know how to use different materials when I am creating.	Creating with materials (Design and Technology) I know how to join different materials using glue sticks, spatulas, tape and split pins independently to join items. I know how to manipulate plasticine by rolling, cutting, pinching and twisting. I know how to build simple models using walls, roofs and towers from a variety of objects and materials.	Creating with materials (Design and Technology) I know how to use a variety of techniques to sculpt with clay. I know how to work alongside others to create a piece of work. I know how to improve models by adding texture. I know how to design and create. I know how to cut safely using different implements.
ELG	ELG: Creating with Materials Children at the expected level of development will: <ul style="list-style-type: none"> - 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 Children at the expected level of development will: <ul style="list-style-type: none"> - 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. 		
Computing	Take pictures of their own work using an Ipad. Technology around us	Paint with Ipads	Map work with bee-bots
	I know that technology has changed over time. I know how to use a camera to take photos.	I know how to use a variety of programmes/Apps to create. I know how to use an iPad to take a photo. I know how to animate a photo I have taken using the app Chatterpix.	I know how to control a robot. I know how to describe a series of instructions verbally. I know how to programme a robot with a specific set of instructions.