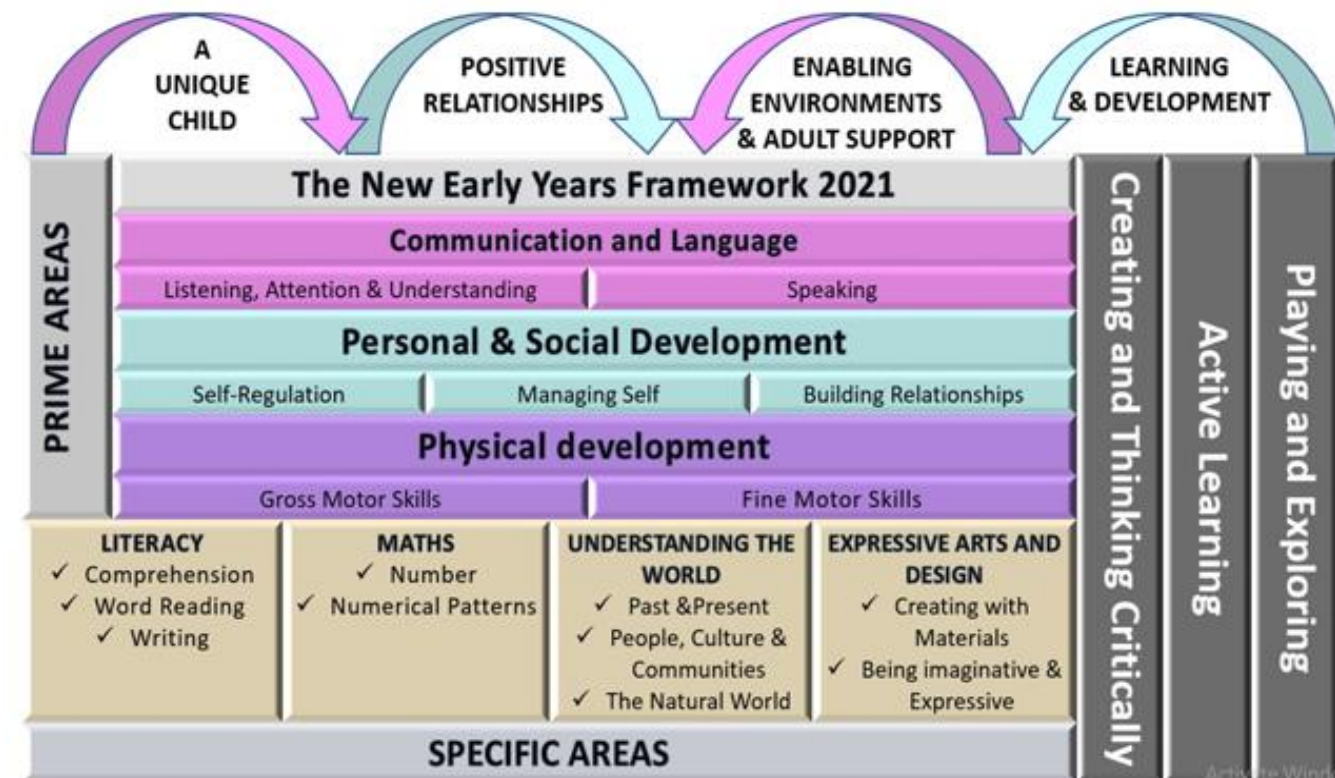




Reception Long Term Plan 2022-23



At Stonebridge School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



Reception LONG TERM PLAN 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<i>Me & My World</i>	<i>Festivals & Celebrations</i>	<i>Superheroes</i>	<i>Amazing Animals</i>	<i>Come Outside</i>	<i>Journeys (Traditional Tales revisited)</i>
Sub Themes & Enrichment Opportunities	<p>Starting school / getting to know my new class Being me in my world My family and PSED focus on what am I good at? Being kind and making friends</p> <p>Black History Month Halloween Harvest Time Autumn Chinese Festival Poetry Week Rosh Hashana</p>	<p>Traditional Tales Little Red Hen linked to Harvest festival Where has the Gingerbread Man been – linked to UTW The Nativity Christmas Lists Letters to Father Christmas (post letters in groups)</p> <p>Remembrance Day Anti-Bullying Week Hanukkah Diwali Guy Fawkes/Bonfire Night Nursery Rhyme Week</p>	<p>Link to PSED -people who help us</p> <p>Chinese New Year Valentine's Day Internet Safety Day Random Acts of Kindness Story Telling Week</p>	<p>Life cycles of butterflies, frogs and hens Safari animals Animals around the world Climates / Hibernation Minibeasts Sea creatures</p> <p>Mother's Day King's Birthday Science Week Planting Seeds in the Garden Easter Celebrations Passover Nature Scavenger Hunt</p>	<p>Plants & Flowers Weather / seasons The great outdoors Planting seeds Make a sculpture/transient nature art linked to Andy Goldsworthy How can we look after our Earth and animals?</p> <p>Eid D-Day Start of Ramadan</p>	<p>Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Finding out about vehicles past and Present Designing our own vehicles. Who was Neil Armstrong? Traditional Tales (see books below)</p> <p>World Environment Day Father's Day Healthy Eating Week</p>
Texts	<p><i>Spot Goes to School</i> <i>On the way to school</i> <i>Colour Monster goes to school</i> <i>Owl Babies (No poverty)</i> <i>The Tiger Who Came to Tea</i> <i>The Family Book</i> <i>Peace at Last</i> <i>The Three Billy Goats Gruff</i> <i>Elmer</i> <i>Perfectly Norman</i> <i>Pumpkin Soup</i> <i>Ravi's Roar</i></p>	<p><i>Christmas Story / Nativity</i> <i>Rama and Sita</i> <i>The Gingerbread Man</i> <i>Little Red Riding Hood</i> <i>How to Make an Apple Pie and See the World</i> <i>Mog The Forgetful Cat</i> <i>Mog and Bunny</i> <i>The Little Red Hen</i> <i>The Three Little Pigs</i> <i>The Jolly Postman (Good health and well-being)</i></p>	<p><i>Superworm</i> <i>The Smartest Giant in Town</i> <i>Room in the broom</i> <i>Sharing a Shell</i> <i>My Dad (A. Browne)</i> <i>My Mum (A. Browne)</i> <i>Gorilla (A. Browne)</i> <i>Where the wild things are (Climate action)</i></p>	<p><i>The Bad Tempered Ladybird</i> <i>Aghh Spider!</i> <i>Giraffes Can't Dance</i> <i>Walking Through the Jungle</i> <i>Dear Zoo</i> <i>The Rainbow Fish</i> <i>Oi! Get off our train (Reduce inequalities)</i></p>	<p><i>Oliver's Vegetables</i> <i>Jack and the Beanstalk</i> <i>Jasper's Beanstalk</i> <i>Tidy</i> <i>Someone Swallowed Stanley</i> <i>Handa's Surprise</i> <i>Last stop on Market street (Reduce inequalities)</i></p>	<p><i>The Way Back Home</i> <i>Mr. Gumpy's Outing</i> <i>Bob, The Man on the Moon</i> <i>Whatever Next!</i> <i>How to Catch a star</i> <i>The Way Back Home (Quality education)</i> <i>Chicken Licken</i> <i>The Gingerbread Man</i> <i>Goldilocks and the Three Bears</i> <i>Airplanes</i> <i>On the Go</i></p>
Reading & Literacy	<p>Clap out syllables in words</p> <p>Listen songs and stories containing rhymes</p> <p>Enjoy and talk about features of both fiction and non-fiction books</p>	<p>Suggest words to rhyme together (real and pseudo)</p> <p>Orally blend together CVC words</p>	<p>Children listen to texts, discuss new vocabulary in small groups or with a familiar adult</p> <p>Be able to independently write their own name</p>	<p>Write CVC words, labels and simple captions</p> <p>Children to be able to say the correct phoneme for each letter of the alphabet</p>	<p>Whole class guided reading – looking for picture clues, answering questions, using their phonetic knowledge.</p> <p>Predict what may happen next in a story</p>	<p>Deepens their answers in guided reading sessions linking to knowledge and experience</p> <p>Gives reasons to their answers</p> <p>Reads sentences consistent with their phonics knowledge</p>

	<p>Children engages in story time and listen to new vocabulary</p> <p>Opportunities for children to be able to recognise theirs and other names</p> <p>Write some or all of the letters in their name</p>	<p>Children to be able to say correct phoneme for the corresponding grapheme</p> <p>Children listen to stories and have discussions about new/unfamiliar vocabulary</p>	<p>Children can segment and blend CVC words for reading and writing</p> <p>Continue to work on forming letters correctly</p>	<p>Children can read simple captions consistent with their phonics knowledge</p> <p>Children listen to and enjoy a range of stores and make comments about what they hear</p> <p>Form upper and lower case letters</p> <p>Creates maps, messages in a bottle, notes, write cards/letters</p>	<p>Retells stories and takes part in sequencing activities</p> <p>Reads simple sentences and tricky words</p> <p>Takes part in activities consisting of labelling, writing lists and short sentences</p> <p>Links sounds to known graphemes and uses this knowledge to write words</p> <p>Writes simple sentences and phrases</p>	<p>Writes sentences using their phonetic knowledge including tricky words and begins to use punctuation</p>
	Notes: use ELG sheet at end of document when planning as the Development Matters document					

Maths	<p>Early Mathematical Experiences</p> <ul style="list-style-type: none"> Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. <p>Pattern and early number</p> <ul style="list-style-type: none"> Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment. A number a week. 	<p>Numbers within 6</p> <ul style="list-style-type: none"> Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six <p>Addition and subtraction within 6</p> <ul style="list-style-type: none"> Explore zero Explore addition and subtraction <p>Measures</p> <ul style="list-style-type: none"> Estimate, order compare, discuss and explore capacity, weight and lengths <p>Shape and sorting</p> <ul style="list-style-type: none"> Describe, and sort 2-D & 3-D shapes Describe position accurately <p>Calendar and time</p> <ul style="list-style-type: none"> Days of the week, seasons Sequence daily events 	<p>Numbers within 10</p> <ul style="list-style-type: none"> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Subitise (recognise quantities without counting) up to 5; <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> Explore addition as counting on and subtraction as taking away <p>Numbers within 15</p> <ul style="list-style-type: none"> Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer 	<p>Grouping and sharing</p> <ul style="list-style-type: none"> Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing <p>Numbers within 20</p> <ul style="list-style-type: none"> Count up to 10 objects Represent, order and explore numbers to 15 One more or fewer Subitise (recognise quantities without counting) up to 5; <p>Doubling and halving</p> <ul style="list-style-type: none"> Doubling and halving numbers to 10 The relationship between doubling and halving 	<p>Shape and pattern</p> <ul style="list-style-type: none"> Describe and sort 2D and 3D shapes Recognise, complete and create patterns <p>Number, addition and subtraction within 20</p> <ul style="list-style-type: none"> Commutativity (e.g. 3+2 is the same as 2+3) Explore addition and subtraction Compare two amounts Relationship between doubling and halving Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Subitise (recognise quantities without counting) up to 5; <p>Money</p>	<p>Depth of numbers within 20</p> <ul style="list-style-type: none"> Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Subitise (recognise quantities without counting) up to 5; <p>Numbers beyond 20</p> <ul style="list-style-type: none"> One more one less Estimate and count Grouping and sharing
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					<ul style="list-style-type: none"> • Coin recognition and values • Combinations to total 20p • Change from 10p Measures <ul style="list-style-type: none"> • Describe capacities • Compare volumes • Compare weights • Estimate, compare and order lengths 	
	Notes: use ELG sheet at end of document when planning as the Development Matters document					
Communication and Language	Enjoys listening to stories	Talk about familiar books	Engages with a mixture of fiction and non-fiction books	Engages with a mixture of fiction and non-fiction books	Engages with a mixture of fiction and non-fiction books	Talks about fiction and non-fiction books
	Hear a wide range of vocabulary	Developing their communication skills	Learns and uses new vocabulary	Learns and uses new vocabulary	Uses recently introduced vocabulary	Asks questions to clarify understanding
	Sing some songs	Understands instructions and questions beginning with ‘why’	Uses and understands questions words	Uses and understands questions words	Gives explanations for why things happen using ‘and’ ‘because’	Listens attentively and responds to what they hear with questions and comments
	Children engage in conversations with adults and peers – get to know people in their class	Connects ideas together	Retells stories	Retells stories	Listens attentively and responds to what they hear	Uses new vocabulary in different contexts
	Begin to participate in group and whole class discussions	Learns rhymes, poems and songs	Learns rhymes, poems and songs	Begins to retell events in more detail	Sings a large repertoire of songs	Sings a large repertoire of songs
				Continues to build on bank of rhymes, poems and songs	Engages in larger group conversations	
	Notes: use ELG sheet at end of document when planning as the Development Matters document					
Personal, Social and Emotional Development (JIGSAWScheme)	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> • I can help others to feel welcome. • I can begin to recognise and manage my own feelings • I understand why it is good to have kind and gentle hands • I am beginning to understand what responsible means Linked stories <i>Dogger – The Family Book</i>	<ul style="list-style-type: none"> • I can talk about what I am good at. • I understanding that being different makes us all special • I know ways that we are different and the same • I can tell you how to be a kind friend • I can tell you why my home is special to me • I know ways to stand up for myself. 	<ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you a time that I didn’t give up • I can set a goal and work towards it • I can use kind words to encourage people • I know what it means to feel proud of myself. Linked stories	<ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand that moving and resting are good for my body • I know which foods are healthy and not healthy • I know how to help myself go to sleep and why it is good for me • I can wash my hands thoroughly and I know why it is important to stay healthy 	<ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely <ul style="list-style-type: none"> • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend 	<ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1

-Persisting in the face of difficulty.						
		<u>Linked stories</u> <i>Handa's Surprise</i> <i>The Three Little Pigs</i> <i>We are all family book</i>	<i>Love Monster</i> <i>Don't Worry Hugless</i> <i>Douglas</i> <i>Hands are not for hitting</i>	• I know what a stranger is and how to keep safe if a stranger approaches me <u>Linked stories</u> <i>Never Talk to Strangers</i> <i>Not Everyone is Nice</i>	<u>Linked stories</u> <i>Mable and Me</i> <i>'George and Martha'</i> <i>stories by James Marshall</i>	• I can share my memories of the best bits of this year in Reception <u>Linked Stories</u> <i>I wonder why kangaroos have pouches</i> <i>Huge Bag of Worries</i> <i>Look inside your body</i>
Throughout the year: discreet check ins at the start of each session and throughout/'Calm Me' chime bar (Jigsaw)						
Physical Development Fine Motor Skills	Threading, cutting, weaving, playdough	Threading, cutting, weaving, playdough	Threading, cutting, weaving, playdough	Threading, cutting, weaving, playdough	Threading, cutting, weaving, playdough	Threading, cutting, weaving, playdough
	Fine Motor activities Manipulate objects with good fine motor skills – use of tweezers etc Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Work on correct pencil grip Fine motor skill exercises	Fine Motor activities Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation Fine motor skill exercises Collage	Fine Motor activities Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Buttons, zips, manipulating and controlling small objects Cutting with scissors	Fine Motor activities Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	Fine Motor activities Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Fine Motor activities Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego

Physical Development Gross Motor Skills	Cooperation games including parachute games	Ball skills- throwing and catching	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking	Balance- children moving with confidence	Obstacle activities - children moving over, under, through and around equipment	Races/team games involving gross motor movements dance related activities
	Climbing using the outdoor equipment	Crates play- balancing and climbing.	Ensure that spaces are accessible to children with varying confidence levels, skills and needs	Dance related activities in the stage are	Encourage children to be highly active and get out of breath several times every day.	Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in
	Different ways of moving to be explored with children	Hula hoops for skipping in outside area	Provide a wide range of activities to support a broad range of abilities	Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce	Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Gymnastics/Balance
	Help individual children to develop good personal hygiene	Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.		Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle		
	Acknowledge and praise their effort	Two-wheeled balance bikes and pedal bikes without stabilisers				
	Provide regular reminders about thorough handwashing and toileting					
PE with Mr Machuca	Fundamental skills – spatial awareness and ball Control	Fundamental skills	Dance	Gymnastics - floor	Ball skills – throwing and catching	Ball skills – bat and call

<p>Expressive Arts and Design</p>	<p>Creating with materials:</p> <ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part. • Show different emotions in their drawings. Explore colour and colour mixing. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. 	<p>Creating with materials:</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Use drawing to represent ideas like movement or loud noises. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Sing the pitch of a tone sung by another person ‘pitch match’. • Sing the melodic shapre (moving melody, such as up and down, down and up) of familiar song. 	<p>Creating with materials:</p> <ul style="list-style-type: none"> • Develop own ideas and decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>Creating with materials:</p> <ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources and skills. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Develop storylines in their pretend play <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Creating with materials:</p> <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. <p>Being Imaginative and Expressive</p> <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.
<p>Understanding the World</p>	<p>Past and Present :- History</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family’s history <p>Culture and Community :- RE/Geography</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them <p>The Natural World :- Science and Geography</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel 	<p>Past and Present :- History</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p>Culture and Community :- RE and Geography</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. <p>The Natural World :- Science and Geography</p> <ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Talk about the differences between materials and changes they notice. • Explore and talk about different forces they can 	<p>Past and Present :- History</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories including figures from the past <p>Culture and Community :- RE and Geography</p> <ul style="list-style-type: none"> • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Draw information from a simple map. <p>The Natural World :- Science and Geography</p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key 	<p>Past and Present :- History</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories including figures from the past. <p>Culture and Community :- RE and Geography</p> <ul style="list-style-type: none"> • understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries <p>The Natural World :- Science and Geography</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Understand the effects of the 	<p>Past and Present :- History</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>Culture and Community :- RE and Geography</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. • 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>The Natural World :- Science and Geography</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.






	<p>whilst outside.</p> <ul style="list-style-type: none">• Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>feel.</p>	<p>features of the life cycle of a plant and an animal.</p> <ul style="list-style-type: none">• Recognise some environments that are different to the one in which they live.	<p>changing seasons on the natural world around them.</p> <ul style="list-style-type: none">• Talk about what they see, using a wide range of vocabulary.	<ul style="list-style-type: none">• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
<p>Trips, visits and experiences</p>	<p>Walk to the post box to post letters to Father Christmas</p> <p>Weekly visit to school library</p>		<p>Planting Seeds in the Garden</p> <p>Nature hunt</p> <p>Easter egg hunt</p> <p>Reading picnic with parents</p>		<p>Walk around Pavilion? and to the park</p> <p>Map work - make a map of our way to school/to the park</p> <p>Visit to zoo ?</p>	<p>Fossil hunt</p> <p>Ice cream van visit</p>

Early Learning Goals - Children at the expected level of development will:

<u>Physical Development</u>	<u>Mathematics</u>	<u>Expressive Arts and Design</u>	<u>Understanding the World</u>
<p><i>Gross Motor Skills</i></p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><i>Fine Motor Skills</i></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 	<p><i>Number</i></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. <p><i>Numerical Patterns</i></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 	<p><i>Creating with Materials</i></p> <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. <p><i>Being Imaginative and Expressive</i></p> <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. 	<p><i>Past and Present</i></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><i>People, Culture and Communities</i></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. 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><i>The Natural World</i></p> <ul style="list-style-type: none"> 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.

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Literacy</u>
<p><i>Listening, Attention and Understanding</i></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and forth exchanges with their teacher and peers. <p><i>Speaking</i></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p><i>Self-Regulation</i></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><i>Managing Self</i></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><i>Building Relationships</i></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. 	<p><i>Comprehension</i></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 roleplay. <p><i>Word Reading</i></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><i>Writing</i></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.

Our Five Core Global Learning Themes

				
<p>Knowledge and Understanding</p> <p>Importance of caring and sharing</p>	<p>Knowledge and Understanding</p> <p>Able to handle self-care e.g. toilet, wash hands, dress</p> <p>Awareness that others are different and do things differently</p> <p>Why we need to eat fruit, veg and exercise</p>	<p>Knowledge and Understanding</p> <p>Rules in class and school</p> <p>How rules can help us</p> <p>Equality of education for each child</p> <p>Good attitude to learning</p>	<p>Knowledge and Understanding</p> <p>Show respect for adults and children</p> <p>Know that girls and boys can choose whatever they want to play with and challenge stereotype in roles at home, male and female role models</p>	<p>Knowledge and Understanding</p> <p>Introduce ways to minimise waste</p> <p>How to take care of the environment around me (my e.g. recycling paper) e.g. growing plants (O2 and food)</p> <p>Turning the tap off</p> <p>Teaching children to love/care for animals</p>
<p>Skills <i>(Empathy)</i></p> <p>Help others when they need</p> <p>Be able to talk about how others may feel</p>	<p>Skills <i>(Self-awareness and reflection Informed and reflective action)</i></p> <p>To be able to articulate and share their thoughts and explain why</p> <p>Show respect and know that own actions affect others</p> <p>Talk about and infer own and others' feelings</p> <p>Infer feelings of others, recognise facial expressions</p>	<p>Skills <i>(Communication Critical and Creative Thinking)</i></p> <p>Share resources</p> <p>Take turns</p> <p>Share views and opinions</p> <p>Suggest a way to solve a problem</p> <p>wonder about ideas</p>	<p>Skills <i>(Cooperation and conflict resolution)</i></p> <p>Help others when they need</p> <p>Be able to talk about how others may feel</p>	<p>Skills <i>(Informed and reflective action Ability to manage complexity and uncertainty)</i></p> <p>Support others in groups or class.</p>
<p>Attitudes <i>(Respect for people and human rights Commitment to social justice and equality)</i></p> <p>Sense of fair play</p>	<p>Attitudes <i>(Sense of identity and self-esteem #BeProud)</i></p> <p>Be proud of own achievement</p> <p>Handle changes in routine and new situations</p>	<p>Attitudes <i>(Commitment to participation and inclusion Ability to manage complexity and uncertainty)</i></p> <p>Willingness to play fairly and inclusively with others</p> <p>Know that school is important</p> <p>Be ready to learn</p> <p>Good attendance and punctuality</p>	<p>Attitudes <i>(Belief that people can bring about change Value diversity)</i></p> <p>Know that everyone is different</p> <p>Growing positive attitude towards difference and diversity</p>	<p>Attitudes <i>(Concern for the environment and commitment to sustain development)</i></p> <p>Take care of the environment in school</p> <p>Comment on changes in their immediate environment</p>