

Reception Long Term Plan							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Vision	'Believe, achieve, together we succeed'						
Values	Happy, Healthy, Curious, Caring						
School rights	The right to be safe. The right to be treated with respect. The right to learn.						
Curriculum drivers	Independence	Inclusive	Resilient	Ambitious	Progressive	Relevant	Ready
Characteristics of effective learning	Playing and Exploring – children investigate and experience things, and 'have a go'		Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements			Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things'	
TOPIC	Super ME	Specials Days	Investigate and explore	Fairy tales	Life Cycles	Look at ME now	
Prime Areas							
Communication and Language	Communication and language is possibly the most essential prime area to support child development and therefore underpins all other areas of learning and development. Promoting interactions, language and cognitive development is crucial to all children, therefore we ensure the quantity and quality of interactions, conversations and modelling is the best we can provide within a language rich environment which builds on children's interest, needs and achievements. Promoting interactions, conversations and reading, both fiction and non-fiction allows a extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. However not all children enter at an expected level therefore we provide interventions such as Talk Boost, NELI and talking tables. We work collaboratively with our local authority, SEN team and implement their professional support within the setting, providing weekly SALT activities following their expertise and guidance. Other activities and opportunities are provided as and when needed. The following opportunities are also provided throughout the year: Speaking and listening activities, sharing 'All about me' booklets, discussions about stories, during story time. Sharing and discussing tapestry observations from home. Taking part in and promoting the value of Nursery Rhyme Week.						
	To listen to stories with and be able to join in with repetitive phrases and refrains, focusing on key texts To identify the main characters and setting for stories. To retell stories, through role-play	To talk about our experience of special days and special occasions. To ask and answer questions, using a range of vocabulary and tenses, talking in sentences to express thoughts. To listen to others in small groups and take part in discussion Learn and use new	To describe features of traditional stories. Express their ideas and feelings about their experiences. Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out	To listen to and answer questions about different traditional stories To use talk for writing to explore different endings to the stories, character descriptions and recreate roles and experiences linked to traditional tales To sequence stories	To use vocabulary learnt to have a conversation with others. To engage in meaningful conversations with others. To continue to learn and recite, poems and songs. To listen to, engage in and talk about	To show variability in listening behaviour. can both listen and do for short span. To listen and respond to ideas expressed by others in conversation or discussion. To understand questions such as who; why; when; where and how. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To continue introducing a storyline or narrative into their play. To understand a range of more complex sentence structures. To sequence familiar rhymes and to be	

	and small world play, recognising rhyming words, To sequence stories using props, pictures, puppets To share information about ourselves, our families and where we live To learn, develop and use new vocabulary through stories read and topic related work To learn how to ask and answer questions To take part in circle times ; speaking aloud, taking turns to speak and listening to peers To learn to follow instructions	vocabulary- linked to special days, building up vocabulary that reflects the breadth of experiences Begin to talk about why things happen using new vocabulary learnt. Listening and responding to stories Following instructions Understand how to listen carefully and why listening is important To listen to familiar stories with increasing attention and recall To join in with repeated refrains and anticipates key events and phrases in rhymes and stories To show an understanding of prepositions such as under, on top or behind To respond to instructions and follow directions To use more complex sentences to link thoughts To use language in recalling past experiences To retell a simple past event in correct order To use talk to explain what is happening and anticipate what might happen next To understand why and how questions and question why things happen and give explanations	more and to check they understand what has been said to them. Describe events (Chinese New Year) Learn rhymes, poems and songs. Talk about similarities and differences between things in the past and now To follow a story without pictures or props. To follow instructions involving several ideas or actions, answering 'how' and 'why' questions about experiences and in response to stories or events. To link statements and sticks to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To listen and respond to ideas expressed by others in conversation or discussion. To use past, present and future when talking about events that have happened or are to happen in the future. To introduce a storyline or narrative into play.	using props, pictures, puppets To listen to and responds to ideas expressed by others To develop vocabulary and learning how to have a conversation linked to a specific theme To develop skills, asking and answering questions using a range of vocabulary and tenses To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others. To learn and recite, poems and songs To listen to and engage in and talk about selected non-fiction To articulate ideas and thoughts into well formed sentences and ask questions to find out more	nonfiction to develop an ability to listen attentively in a range of situations. To listen to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions. To develop attention to what others say and respond appropriately. To listen and respond to ideas expressed by others in conversation or discussion. To continue to learn how to express ourselves effectively, showing awareness of listeners' needs. To articulate a life cycle	able to say what happens next in a story. To use the words they know appropriately to organise themselves and their play To talk about the experiences I have had at different points in the school year
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Personal Social and Emotional	To learn how to develop friendships with peers and adults To make and understand and follow the class charter (kinds thoughts, actions and words) To work as part of a group or class To take turns and share fairly To take care of our toys and equipment To learn about the celebration of harvest through song and story. To discuss feelings and describe themselves in positive To express needs and opinions To work, play and problem solve with friends To begin to develop confidence to try new activities. Oral hygiene: teeth cleaning linked to the dental nurse Promoting independence and awareness with handwashing	Discussing feelings linking with special days. Turn taking, sharing and caring in small groups. Expressing their needs and opinions. Talking about special days. Continuing to develop friendships. Problem solving with their friends, during 'Make a New Friend Monday' Begin to develop confidence to try new activities. Beginning to adapt their behaviour to match changes in routine such as Christmas performances. To put our class charter in action by continuing to work on managing our thoughts, feelings and actions. To develop self-confidence and self-awareness, being confident talking to others	Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe To be confident when choosing resources and show perseverance when carrying out our chosen activity Show confidence in speaking to others about their own needs, wants, interests and opinions. Take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. To be aware of behavioural expectations and classroom rules, becoming sensitive to ideas of justice and fairness – linking with class charter. To talk about their own and others' feelings and behaviour and its consequences.	Looking after special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Be increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours Become increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support To describe their competencies, what they can do well and are getting better at Seek support, "emotional refuelling" and practical help in new or challenging situations To attempt to repair relationships or situation where they have caused upset and understands how their actions impact others, sometimes with the support of an adult.	Focusing on resilience. Growing and changing Seasons Life stages, plants, animals, humans Life stages. Being kind to living creatures Taking care of animals - chicks/butterflies How to take steps to resolve conflicts with other children by negotiating and finding a compromise. To continue to seek adult support, articulating their wants and needs To begin to describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms To have a clear idea about what they want to do in their play and how they want to go about it To continue to follow behavioural expectations and sensitive to ideas of justice and fairness To understand their own and other	To identify life stages, plants, animals, humans Life stages, human life stage. Transition into Year 1 Year 1 readiness To develop particular friendships with other children. To continue being flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. To take steps to resolve conflicts with other children by negotiating and finding a compromise. To describe their competencies, what they can do well and are getting better at. To have a clear idea about what they want to do in their play and how they want to go about it. To talk about their own and others' feelings and behaviour and its consequences To be able to manage their feelings and tolerate situations in which their wishes cannot be met Is aware of behavioural expectations and sensitive to ideas of justice and fairness
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		and asking for help To recognise the impact of choices and behaviours/actions on others and knows that some actions and words can hurt others ' feelings			people's feelings, offering empathy and comfort Continue to develop the ability to play co-operatively, taking turns with ers.	
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JIGSAW INTENTIONS	I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means	I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind	I understand that if I persevere, I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	I understand that I need to exercise to keep my body healthy I understand 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 how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me	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 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	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 I can share my memories of the best bits of this year in Reception
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		Begin to use anticlockwise movement and retrace vertical lines. Use climbing equipment safely and competently. To negotiate space effectively with spatial awareness and adjust speed or direction to avoid obstacles. To observe and describe the effects of physical activity on their bodies and name and identify different parts of the body. Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper and to form recognisable letters Use tools to effect changes to materials To take practical action to reduce risk, showing their understanding that equipment and tools can be used safely Show preference for dominant hand. Ball skills: throwing (to grasp and release with two hands) catching, kicking Using different sized balls	To show good practice with regard to exercise, eating, sleeping and hygiene. To be able to balance and coordinate safely. To negotiate space effectively. Continued development with fine motor activities through threading, cutting, weaving, playdough. Continues to form letters, most of which are correctly formed To continue to handle tools, objects, construction and malleable materials with increasing control.. Holding Small Items / Button Clothing/zips/cutting with scissors Experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. Manage our own basic hygiene and	Handle tools, objects, construction and malleable materials safely and with increasing control. Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Uses simple tools to effect changes to materials Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health Experiment with different ways of moving, testing out ideas and adapting movements to reduce risk Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent	Use a pencil effectively to form recognisable letters, most of which are formed correctly. Continue to develop fine motor strength 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. Balance Core muscle strength Jumping and landing Awareness of space Follow the rules of a game To develop increasing control over an object in pushing, patting, throwing, catching or kicking it. To develop an understanding of good practices with regard to exercise, eating, drinking water, sleeping and	Show good control, confidence and co-ordination in large and small movements. Threading, cutting, weaving, playdough. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as unifix, mobilo or Lego To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To take part in sports day activities and challenges. To understand physical changes on the body that can occur when feeling various emotions. to show some understanding of good practices with regard to exercise, eating, drinking
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		Follow the rules of a game	personal needs successfully, including dressing and going to the toilet independently.	action or by giving a verbal warning to others	hygiene can contribute to good health. How and why we need to eat a healthy range of foodstuffs and understands need for variety in food. To continue to understand the need for safety when tackling new challenges, considering risks more independently. To use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control and intention.	water, sleeping hygiene and oral hygiene can contribute to good health to show understanding of the need for safety when tackling new challenges.
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Specific Areas

Literacy	Phonics					
	We follow RWI programme - see separate plan for more detail.					
	Reading: (See separate plan for reading spine)					
	To start the reading journey by: - hearing	To read word time words/Pencil case words linked	To read word time words/Pencil	To read word time words/Pencil case words linked with	To read word time words/Pencil case words linked with	To read word time words/Pencil case words linked with
Reading		To continue the reading journey by: - hearing and saying the initial sound in				

	and saying the initial sound in words To read words using phonic knowledge To listen to and discuss stories To use the reading area and look at books with a purpose, independently To build up a story using a wordless book and images only. To read a speed sound book. To take part in 1:1 reading. In school weekly library visits	with RWI To be aware of the way stories are structured, and to tell own stories To talk about events and principal characters in stories and suggests how the story might end To discuss illustrations and words in print and digital books and how to handle books and touch screen technology carefully To show awareness of rhyme and alliteration To recognise rhythm in spoken words, songs, poems and rhymes To clap or tap the syllables in words To hear and say the sound in words To take part in Nursery Rhyme Week To read a speed sound book. To take part in 1:1	case words linked with RWI To segment the sounds in simple words and blend them together, knowing which letters represent some of them. To use developing knowledge of letters and sounds to read simple words and sentences. To enjoy an increasing range of print and digital books, both fiction and non-fiction. Hear and say the initial sounds in words To read a speed sound book. To take part in 1:1 reading. In school weekly library visits	RWI To continue a rhyming string and identifies alliteration To know that information can be retrieved from books, computers and mobile digital devices To link sounds to some frequently used digraphs, e.g. sh, th, ee To begin to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences To enjoy a range of stories including traditional tales and fairy tales. To discuss the characters in a story To read PDR planning and review back. To engage with KS2 reading buddies. To read a speed sound book. To take part in 1:1 reading. In school weekly	RWI To read written work such as diary entries Sentences and stories To read PDR planning and review back. To know about new words and developing and using new vocabulary. To use phonic knowledge to read regular words. To segment the sounds in simple words and blend them together To read some common irregular words To show understanding when talking with others about what they have read. To engage with KS2 reading buddies. To read a speed sound book. To take part in 1:1 reading. In school weekly library visits	RWI To read PDR planning and review back. To continue a rhyming string and identify alliteration To begin to segment the sounds in simple words and blend them together To begin to link sounds to some frequently used digraphs To begin to read some high frequency words To break the flow of speech into words, to hear and say the initial sound in words. To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet. To read some common irregular words To show understanding when talking with others about what they have read. To take part in guided reading. To read a speed sound book. To take part in 1:1 reading.	words To read words using phonic knowledge To listen to and discuss stories To use reading area and look at books with a purpose, independently To read word time words/Pencil case words linked with RWI To read PDR planning and review back. To read some common irregular words To show understanding when talking with others about what they have read. To retell stories To understand the structure of stories To identify characters To know the role of an illustrator and author within a story. To take part in guided reading. To engage with KS2 reading buddies. To read a speed sound book. To take part in 1:1 reading. In school weekly library visits
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Writing		reading. In school weekly library visits		library visits		In school weekly library visits	
	To hold a pencil correctly To develop pencil control To write own name To ascribe meanings to marks To start the writing journey by: - hearing writing initial sounds in words To write simple words. To mark make in their play- roleplay areas, construction etc	To mark making in their play- roleplay areas, construction etc To write their own names and names of family members To write from left to right To make letter shapes to represent sounds To write lists, such as shopping lists or invite lists. To write Word Time /Pencil case words linked with RWI To ascribe meanings to marks To write simple cards To write a wish list/letter to	To mark making in their play- roleplay areas, construction etc To write their own names and names of family members To write from left to right To make letter shapes to represent sounds To write lists, such as shopping lists or invite lists. To write Word Time /Pencil case words linked with RWI To write labels and marks to represent map work To write words, labels and captions, later progressing to simple sentences. To identify letters and begin writing recognisable letters in sequence, such as their own name. To write to communicate meaning in their play e.g. lists, cards, menus, labels.	To mark making in their play- roleplay areas, construction etc To write their own names and names of family members To write from left to right To make letter shapes to represent sounds To write lists, such as shopping lists or invite lists. To write Word Time /Pencil case words linked with RWI To write from left to right To write words, labels and captions, later progressing to simple sentences. To identify letters and begin writing recognisable letters in sequence, such as their own name. To begin to rewrite phrases and sentences from familiar fairy tales To begin to use imagination to write own sentences for a story To use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences To form letters with increasing accuracy Write captions and be able to re-read them To label life-cycle, plants and animals. To continue to write a simple plan and review within PDR sessions.	To begin to use capital letters and full stops To write sentences which can be read by others To write recognisable letters, most of which are correctly formed To write for a purpose- post cards, recounts, diary entries etc To continue to independently write Word Time /Pencil case words linked with RWI To write diary entries To write simple stories To write some common irregular words. To incorporate digraphs when writing. To develop phonic knowledge to write words in ways which match spoken sound. To spell words correctly and others are phonetically plausible. To write with increasing independence, writing through a wide range of activities. To use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences To write independently To write a simple plan and review within PDR sessions.		

		Santa.	Hear and say the initial sounds in words Links sounds to letters and can segment and blend cvc words To form letters with increasing accuracy Write captions and be able to re-read them To begin to write a simple plan and review within PDR sessions.				
Mathematics							
Mastering Number (See separate plan for more information)	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.			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		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.	
) Maths Rockets (See separate plan for more information) Additional maths coverage (See separate long term plan for more information)	Rote counting forwards and back 0-20 and reading numbers correctly 0-10	Using stem sentences Focusing on 1 more and 1 less Using number lines and resources practically. Number between 1-10		Doubling numbers 0-10 and writing a number line 0-20		Halving (even) numbers 0-20 Using stem sentence responses. Sharing various totals into groups and discussing reasoning for answer.	
	Subitising	0-3	0-5	5 and more contextualised subitising	Doubles	Subitising different arrangements	consolidation
	Cardinality, counting and ordering	1:1 correspondence Numbers 0-3 Dice patterns Numerals 0-3	Numbers 0-5 Dice patterns Numerals 0-5	Numbers 0-10 Dice patterns Numerals 0-10	Numbers 10 and beyond Dice patterns Numerals 10and beyond	Counting patterns	consolidation
	Composition	‘ness of numbers within 5	5 frame Whole and part	Within 6 Hidden parts 5 and a bit	Odd even Composition of numbers to 10	The ‘ness of all numbers 0-10	consolidation
	Comparison	More than Fewer than	matching	Equal and unequal	How many ‘ness of a number	Order sets	consolidation

					Position of numbers			
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Understanding of the World	Talk about how they have changed since they were a baby. Talk about special times and significant events in their own experiences and family and friends Know that some foods are unhealthy. Sort healthy and unhealthy foods. Signs of summer and talk about how summer is different\same as the other seasons. To sequence the human life cycle To identify body parts To identify similarities and differences between each other To explore our senses – feely boxes, senses trail, eye spy, taste testing, smelling scents and sound walks Exploring families / important people in own lives. To feel confident knowing our school and school grounds To learn about other cultural / special days (Harvest festival) To look for signs of Autumn, through Autumn walks and investigate the change in weather.	To identify special days and how they are celebrated To find out about autumn term festivals: Harvest, Advent, Christmas, Diwali. Talk about members of their family and community. Talk about family customs and routines. Learning about special days, what makes them important to us. Building on from ‘Super ME’ topic by looking at photographs from special occasions such as birthdays and christenings etc. Looking at signs of winter, through winter walks and investigating the change in weather conditions. Using and exploring natural materials. Describing special times/events for self, family and friends	Find out about our local area- Whickham Talk about how to take care of our environment Compare Whickham/family to a contrasting environment- using stories or current issues. Shares stories about the past and shares stories that are set in different part of the world’ To know that people in other countries may speak different have different beliefs and transitions To know that people around the world have different religions To learn about alternative celebration ‘Chinese New Year’ building on previous topic learning. To identify weather and seasonal changes. Begin to identify risks in and area school and share this with peers and	Know that adults do a variety of jobs. Know that the emergency services exist and what they do. Talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). Select appropriate materials according to their properties. Name and identify a range of different materials and to know how they are used in familiar environments. To identify weather and seasonal changes. Confidently identify risks in and area school and share this with peers and staff (health and safety officer) To learn about and relate stories to stranger danger.	Talk about the life cycle of plants, animals and humans. To identify what plants, animals and humans need to survive. Explore a range of habitats, looking at why the animal lives like that. Know that humans and other animals can grow. Experience the life cycle of a chick. Experiences the life cycle of a butterfly. Revisit the human life cycle and identify how far we how came since starting school. To identify weather and seasonal changes. Continue to identify and address any risks through health and safety officer opportunities.	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. 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. 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
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			staff (health and safety officer)			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. Know that some foods are unhealthy. Sort healthy and unhealthy foods. Signs of summer and talk about how summer is different/same as the other seasons. Take responsibility to support risks within environment.
Technology	Use technological	To operate simple	To take part in	Know that they can	Use the internet	To access the ICT

	devices e.g.iPad, bee-bots Experiment with technological toys	equipment- IPADS, CD, computer mouse and keyboard, camera, talking buttons and story phones.	online internet safety week	retrieve information from the internet	with adult supervision to retrieve information Draw, record and take videos on screen	suite/chrome books and log into the computers ready for year 1.
Expressive Arts and Design	Join in with songs such as nursery rhymes, topic themed songs and develop a shared song bank within Reception Mix colours Build stories around toys such as small world resources and use available props to support role play Build models using construction equipment. Junk modelling, display creations and/or take picture of children's creations and record (visually or written down) explaining what they did. Explore sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait Feelings: taking photos of children acting out emotions, engaging with emotion stories and using puppets.	Use different textures and materials for example when making firework pictures Listen to music and make their own dances in response. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Role Play of The Nativity Exploring colours and how they can be changed as well as distinguishing between colours. Joining in circle games, action rhymes and songs. Learn Christmas songs and other special day's songs Drawing/painting special memories from special days. Imitating movement to music, linked with occasions such as firework movement and birthday party games.	To use paints, pastels and other resources Making lanterns, Chinese writing, puppet making, Chinese music and composition Making models from recycled materials: link to keeping our sea clean and RRSA campaign. To access the creative areas and use tools safely and correctly To draw, paint and construct with a purpose, using a variety of resources. To build a collection of songs and dances and make music in a range of ways. To explore what happens when we mix colours. To use simple tools and techniques competently and appropriately.	Use a range of resources to create own props to aid role play. Plan, carry out and evaluate and change where necessary (PDR focus) Manipulates materials to achieve a planned effect. Use a range of props to support and enhance role play. Identify and select resources and tools to achieve a particular outcome. Mother's Day crafts Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Play cooperatively as part of a group to create,	Use role play to show how 'People who Help Us'. Selects appropriate resources and adapts work where necessary. Know the different uses and purposes of a range of media and materials. Safely construct with a purpose and evaluate their designs. Explore how colour can be changed Produce a piece of artwork using an artists style as a stimulus To make music and dance, and experiment singing songs, making music and dance, and experimenting with ways of changing them. To use their increasing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories. To continue to build a collection of songs and dances. To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. To create representations of both imaginary and real-life ideas, events, people and objects. To continue playing cooperatively as part of a group to create, develop and act out an imaginary idea or narrative Share their creations, explaining the process they have used. Link with clay modelling Patti Warashina.

	To access the creative areas and use tools safely and correctly To draw, paint and create with a purpose To be creative and use different materials in own artwork To plan and create with a purpose in mind To join in with familiar songs and learn new songs To join in with formal music time sessions, (Kapow/charanga) playing instruments and moving in different ways to music	To use role-play in their play. Making Christmas cards, calendars and other festival related objects and items. Beginning to be creative and use different materials in their artwork. Plan and create junk models with a purpose in mind.	To choose particular colours, movements, instruments/sounds to use for a purpose. To develop storylines or narratives, playing cooperatively as part of a group. Link with artists: Artist – David McKee Yoyoi Kusama	develop and act out an imaginary idea or narrative Choose particular movements, instruments/ sounds, colours and materials for their own imaginative purposes Continue to build a collection of songs and dances Link with artists: Artist – David McKee Yoyoi Kusama	knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking To use different forms of art to communicate feeling and opinions; e.g. drama, movement, dance, and music. To carry on introducing a storyline or narrative into their play To play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. To respond imaginatively to different art forms and sharing their opinions on them.	
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Additional information

Community Cohesion/Parent links	Throughout the year we have ample opportunities to liaise with parents and the local community. Here is a list of some of the opportunities we will have ongoing throughout the year, sometimes on several occasions. Transition (from Nursery to Reception) the Reception to Year 1. Invite parents/guardians and governors in to share topic focus. Internet website for links and updates All about me booklet and Super boxes and photographs to share between home and Reception.
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	Library books and reading books as well as the story time suitcase. Tapestry updates Parent evenings Open evening for new parents Training for parents (induction session and RWI induction meeting) Family learning (ran by external provider) Weekly newsletters and Email opportunity to class teacher Mystery reader Parent voice/feedback End of year report.
British Values	Individual Liberty: The right to an education, the right to play Rule of Law: school / class rules & charter. Understanding and accepting the difference between right and wrong Mutual Respect: Class charter, circle time / PSE. Welcoming visitors to class. Exploring Religions and beliefs Democracy: Special helper rota. Turn taking
RRSA	Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children. Article 12 You have the right to give your opinion, and for adults to listen and take it seriously Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need Article 28: Children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee. Article 29: A child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them. Article 31: children and young people have the right to have fun in the way they want to, whether by playing sports, watching films, or doing something else entirely.