






RECEPTION LONG TERM PLAN 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes  NB: These themes may be adapted to allow for children's interests	What is in my world?	Where can we celebrate?	Where can we explore?	Who are our heroes?	Can you tell me a story?	What is imagination?
High Quality Text 	Super Me! Love makes a family What we'll build The Colour Monster The Little Red Hen Leaf Man	Sparks in the sky The Poppy Story Rama and Sita Mr Birthday The Christmas Story Stick Man	The Emperor's Egg The Gruffalo Harold's Circus Meerkat Mail Alien's Love underpants What the Ladybird Heard	Superhero Like you Supertato Charlie the Firefighter Clive is a nurse When I grow up	Jack and the Beanstalk The Three Little Pigs Goldilocks and the three crocodiles	Zog There's a Monster in your book Pirates in Pyjamas Freddie the Fairy Room on the Broom
'Wow' moments/ Opportunities and Entitlement 	Mansfield Palace Museum. Zero waste week International literacy day Roald Dahl story day Black History month World Space Week Harvest Festival World singing day. Halloween	Sundown adventure – a magical Christmas Pantomime Palace theatre Bonfire Night Remembrance Day Anti-Bullying week World kindness day and odd sock day. Road safety week World Children's Day World Hello Day Thanksgiving	Circus Workshop Martin Luther King Day World Braille Day World Ukulele Day Children's mental health week Charles Dicken's Day Chinese New Year Safer internet day	A Journey through Town – visit to the library and Fire station St David's Day World Book Day International Women's Day Mother's Day British science Week World Poetry and Early music day Good Friday Easter	Library trip and visit Mansfield Museum Earth Day St George's Day World Book night Penguin Day Passover International dance day International Jazz Day World laughter day	Pirate golf trip World Environmental day King's Official birthday Father's Day Eid Make music Day. Giraffe day World Joke Day

		Diwali and Hanukah Advent – 1 st Dec International Day of People with disabilities Christmas jumper day St Andrew's Day National Robin Day			International Day of Families International Museum Day Africa Day	World Chocolate Day Shark Awareness Day
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<p>PSED</p> 	<p>Begin to be able to explain why they like or dislike something</p> <p>Plays with one or more children in shared play but may dip in and out</p> <p>Adjusts to new adults in a new setting, possibly choosing one or two they prefer</p> <p>Increasingly follows rules and routines without needing a reminder</p> <p>Can accept changes to transitions without becoming upset or confused</p> <p>Begin to talk about examples of own or others' appropriate behaviour</p> 	<p>Completes most self-care tasks with minimal adult support</p> <p>Will attempt activities including something new without needing the support or encouragement of an adult</p> <p>Begin to support a friend if they are upset or need help</p> <p>Know that Their preferences should be respected by others</p> <p>See themselves as a valuable individual</p> <p>Understands why changes have been made e.g. lining up at a different door, going to a different room in the school</p> 	<p>See themselves as a valuable individual</p> <p>Understand the importance of healthy choices</p> <p>Achieve own goal rather than one suggested</p> <p>Plays with one or more children, extending and elaborating play ideas</p> <p>Talk about their feelings in more elaborated ways i.e. I'm sad because...</p> <p>Feel safe to express a range of feelings and begin to develop an understanding of why they are feeling that way</p> <p>Begin to understand how others might be</p>	<p>Becomes more Confident when engaging with other adults in the setting</p> <p>Will follow rules and routines consistently and is able to support/encourage other children if needed, e.g. making space in a line</p> <p>Begin to consider and value other points of view particularly when they are different to their own</p> <p>Build and develop their own ideas, testing and considering other possibilities</p> <p>Begin to understand how to make appropriate choices and why</p> 	<p>Know that Their preferences should be respected by others</p> <p>Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution</p> <p>Has own ideas with an understanding or ability of how it can be achieved</p> <p>Can engage with all/most adults in the setting appropriately including visitors</p> <p>Be able to talk about the Problem behind the conflict and suggest a resolution with support of an adult</p> <p>Understands the purpose of rules and routines and therefore does</p>	<p>Begins to extend themselves beyond their usual play</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Understands who their friends are and what they need to do to sustain that friendship</p> <p>Be able to talk through Conflicts independently and begin to create resolutions independently.</p> <p>Embraces change as much as consistency e.g. understands it is a 'special' event</p>
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			<p>feeling and why.</p> 		<p>not need an adult to follow them</p> 	<p>Identify and moderate their own responses socially and emotionally.</p> <p>Show ability to follow instructions involving several ideas or actions</p> 
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ELG: Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.











Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others needs.

<p>Communication and language</p> 	<p>Understand how to listen carefully and why listening is important</p> <p>Engages in story times</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn new vocabulary</p> <p>Learn rhymes, poems and songs</p>   	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Ask questions to clarify understanding</p> <p>Articulate ideas and thoughts in well formed sentences</p> <p>Use new vocabulary throughout the day</p> <p>Describe events in some detail</p> 	<p>Ask questions to clarify understanding</p> <p>Articulate ideas and thoughts in wellformed sentences</p> <p>Make comments about what they have heard</p> <p>Hold conversation when engaged in back-and forth exchanges with teacher and peers</p> <p>Begin to include use of past, present and future tenses correctly and make use of conjunctions, with modelling and support from teacher</p> 	<p>Listen to and talk About selected non-fiction texts to develop a Deep familiarity with new knowledge and vocabulary</p> <p>Learn rhymes, poems and songs</p> <p>Listen to and talk about Selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary</p> <p>Use new vocabulary in different Contexts</p> <p>Begin to include use of past, present and future tenses correctly and make use of conjunctions, with modelling and support from teacher</p>  	<p>Listen attentively And respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to help work Out problems and organise thinking And activities to explain how things work and why they might happen</p> <p>Develop social phrases</p> 	<p>Learn rhymes, poems and songs</p> <p>Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary.</p> <p>Express ideas and Feelings about experiences using full sentences.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> 
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ELG: Listening, Attention and Understanding

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

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




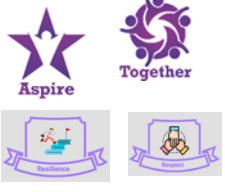


Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

<p>Physical- Fine and Gross Motor Skills</p> 	<p>Balances when landing after jumping</p> <p>Hop forwards over a line with preferred leg and land safely</p> <p>Jump backwards and sideways with feet together landing safely</p> <p>Drag and pull large and/or heavy items safely and independently.</p> <p>Catching ball with both hands with feet stationary. Extends bent arms forward with feet stationary. Catches ball with hands away from body</p> <p>Walk up and down stairs or steps independently (no use of hand rail)</p> 	<p>Throwing ball underarm while stepping forward on the same side.</p> <p>Begin to hold item with fork and cut soft food with knife. May need 'hand over hand' support. Some tearing of tougher foods with knife and fork</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Walking forward, stopping and kicking the ball with follow through. Takes one or more steps towards the ball. Places support foot near ball with arm-leg oppositions. Straightens leg before touching the ball. Kicks the ball forward. Continues to move kicking leg forward after kick</p> <p>The shape and form stage: Simple, recognisable forms. More detail such as mouth and eyes. Beginning of "rolling" coiled, snakelike forms. Beginning to make balls. Rolling out and cutting out of forms from cookie cutters and "pretending"</p> <p>Makes snips into the edges of paper Cuts fairly straight lines across paper Holds scissors using thumb and one finger</p>	<p>Balances dynamically e.g. whilst walking along a balance beam</p> <p>Hop forwards over a line with preferred leg and land safely Once established on dominant leg practise on nondominant leg.</p> <p>Begin to perform different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</p> <p>Pulling own weight e.g. along a bench, with progression to an inclined bench Climb up a rope and/or hand walking along an overhead ladder. OR Use a traverse wall to climb horizontally</p> 	<p>Balances dynamically e.g. whilst walking along a balance beam</p> <p>Hop forwards over a line with preferred leg and land safely Once established on dominant leg practise on nondominant leg</p> <p>Begin to perform different types of jumps landing safely. Jump on the spot moving from feet together to feet apart</p> <p>Pulling own weight e.g. along a bench, with progression to an inclined bench Climb up a rope and/or hand walking along an overhead ladder. OR Use a traverse wall to climb horizontally</p> 	<p>Pulling own weight e.g. along a bench, with progression to an inclined bench Climb up a rope and/or hand walking along an overhead ladder. OR Use a traverse wall to climb horizontally</p> 	<p>Pulling own weight e.g. along a bench, with progression to an inclined bench Climb up a rope and/or hand walking along an overhead ladder. OR Use a traverse wall to climb horizontally</p> 
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[ELG: Gross Motor Skills](#)

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.




Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

[ELG: Fine Motor Skills](#)

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

 <p>Literacy</p>	  <p>Little Wandle Phonics planning</p>					
	<p>Learn how to write the letters during handwriting sessions.</p> <p>Letter writing reinforced by the vocabulary of movement. Skywrite letters first. Children then introduced to smaller, more controlled writing e.g. use of whiteboards during handwriting sessions</p> <p>Introduction to 'Every-day Toolkit'</p> <p>All children take part in whole class retelling of text map</p> <p>Blend sounds into words</p> <p>Begin to read short words made up of known lettersound correspondences</p> <p>Children to learn that recounts:</p> <ul style="list-style-type: none"> -Retell experiences in sequence -Use the past tense -Use time connectives <p>Names Labels Captions Lists Diagrams Messages </p> <p>Linked to topics/themes</p>	<p>Invented spelling – write the first and last letter/ sound which signifies the whole word</p> <p>Introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc. Understand when we need to use capital letters and full stops.</p> <p>Children to learn that recounts:</p> <ul style="list-style-type: none"> -Retell experiences in sequence -Use the past tense -Use time connectives <p>Names Labels Captions Lists Diagrams Messages </p> <p>Linked to topics/themes</p> <p>Know what a sentence is and where we would find them.</p> <p>Know what repetition in description is</p> <p>Use repetition in description during whole</p>	<p>Retell simple 5- part story:</p> <ol style="list-style-type: none"> 1.Once upon a time... 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after <p>NB: This will be revisited throughout the year</p> <p>Ask questions about the book</p> <p>Makes comments and share their own ideas</p> <p>Read a few common exception words matched to the school's phonic program me.</p> <p>Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write recognisable letters, most of which are</p> <p>Correctly formed</p> <p>Instruction Writing – Learn and retell simple instructions</p> <p>Children to learn that instructions use:</p> <ul style="list-style-type: none"> -A title -Time connectives. -Short, clear direct sentences -Imperative (bossy) language 	<p>Know what an adjective is.</p> <p>Use adjectives during whole class retelling of text map.</p> <p>Begin to use adjectives when writing.</p> <p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Recount writing –</p> <p>Learn and retell simple recounts</p> <p>Names Labels Captions Lists Diagrams Messages </p> <p>Linked to topics/themes</p> <p>Begin to use repetition of description when writing</p> <p>Know what a connective is</p> <p>Use simple connectives during whole class retelling of text map</p> <p>Know what imperative verbs are.</p>	<p>Retell simple 5- part story:</p> <ol style="list-style-type: none"> 1.Once upon a time... 2.First/Then /Next 3.But 4.So/Finally 5.Happily, ever after <p>NB: This will be revisited throughout the year</p> <p>Spells Phase 2 tricky words correctly</p> <p>Recount writing –</p> <p>Learn and retell simple recounts</p> <p>Children to learn that recounts:</p> <ul style="list-style-type: none"> -Retell experiences in sequence -Use the past tense -Use time connectives <p>Factual writing</p> <ul style="list-style-type: none"> -Learn and retell simple Information texts <p>Children to learn that Information texts include:</p> <ul style="list-style-type: none"> -A title -Subheadings -Simple factual sentences based around a theme 	<p>Write short sentences using known letter sound correspondences.</p> <p>spells Phase 2 and Phase 3 tricky words correctly</p> <p>Say a sentence, write and read it back to check it makes sense</p> <p>Begin to form lowercase and capital letters correctly</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Begin to use capital letters, finger spaces and full stops when writing sentences.</p> <p>Instruction Writing – Learn and retell simple instructions</p> <p>Children to learn that instructions use:</p>

	<p>Anticipate (where appropriate) key events in stories.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs from Phase 3.</p>	<p>class retelling of text map</p> <p>Use and understand prepositions: up, down, in, into, out, to and onto</p> <p>Use and write these determiners in sentences: the, a, my, your, an, this, that, his, her, their some and all</p> <p>Read words consistent with phonic knowledge by sound blending.</p>	<p>Names Labels Captions Lists Diagrams Messages </p> <p>Linked to topics/themes</p> <p>Understands different parts of books book, page sequencing and that we read English text from left to right and from top to bottom</p> <p>Read words consistent with phonic knowledge by sound blending.</p>	<p>Use imperative language during whole class retelling of text map Begin to use</p> <p>Know what a simile is Use similes during whole class retelling of text map.</p> <p>Begin to use similes when writing</p> <p>Read simple phrases and sentences made up of words with known letter– sound Correspondences and, where necessary, a few exception words.</p>	<p>-Complete sentences with the correct punctuation and simple conjunctions</p> <p>Names Labels Captions Lists Diagrams Messages </p> <p>Linked to topics/themes</p> <p>Know what a compound sentence is</p> <p>Begin to use compound sentences when writing</p> <p>Use openers ‘luckily’ and ‘unfortunately’ during whole class retelling of text map</p> <p>Read simple phrases and sentences made up of words with known letter– sound Correspondences and, where necessary, a few exception words.</p>	<p>-A title</p> <p>-Time connectives.</p> <p>-Short, clear direct sentences</p> <p>-Imperative (bossy) language</p> <p>Names Labels Captions Lists Diagrams Messages </p> <p>Linked to topics/themes</p> <p>Know what an adverb is.</p> <p>Use adverbs during whole class retelling of text map</p> <p>Read simple phrases and sentences made up of words with known letter– sound Correspondences and, where necessary, a few exception words.</p>
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ELG: Comprehension

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

Anticipate – where appropriate – key events in stories.

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

ELG: Word Reading

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

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














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









ELG: Writing


Write recognisable letters, most of which are correctly formed.

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

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

<p>Mathematics</p> 	<p>Subitise objects up to 3</p> <p>Can talk about the different numbers within a number e.g. There are 5 spots, and I can see 4 and a 1 Begin to recall number bonds to 5 Count objects, actions and sounds. Count beyond 10.</p> <p>Know numbers can be partitioned into different pairs of numbers Recognise the relationship between the size and number of units Begin to use nonstandards units of measure. Identify the unit of repeat Combine shapes to create new ones – select, rotate and manipulate e shapes</p>  	<p>Know that the quantity is the same however it is arranged. Know numbers can be partitioned into different pairs of numbers Begin to recall number bonds to 5 Count objects, actions and sounds. Count beyond 10 Use concrete objects to find one more/one less than a given number</p> <p>Know numbers can be partitioned into different pairs of numbers Use vocabulary of sharing and halving Recognise the relationship between the size and number of units Begin to use non standards units of measure Continue an ABC pattern that ends Combine shapes to create new ones – select, rotate and manipulate shapes.</p>  	<p>Know that the quantity is the same however it is arranged. Know numbers can be partitioned into different pairs of numbers. Use some addition and subtraction mathematical vocabulary. Links numeral with cardinal number value Use concrete objects to find one more/one less than a given number. Sequence numbers up to 10 Knows one more than/one less than a given number.</p>  	<p>Group objects and know amounts in groups without counting. Use some addition and subtraction mathematical vocabulary. Double numbers with concrete objects Links numeral with cardinal number value Share fairly through practical activities, splitting objects into two equal groups. Describe the properties of 2D and 3D shapes Knows one more than/one less than a given number</p>  	<p>Group objects and know amounts in groups without counting.</p> <p>Subitise objects up to 5 Know that a number can be partitioned into more than 2 numbers (Parts/whole) Recall some number bonds to 5 and 10 Number bonds: Know which pairs make a given number Understand odds and even numbers and begin to see the pattern. To compare length, weight, time and capacity</p> <p>Continue and create more complex patterns. E.g. ABC, ABB, ABBC. Spotting errors in patterns Develop an awareness of the relationships between shapes. E.g. Compose and decompose shapes to see the shapes within shapes</p>  	<p>Subitise objects up to 5 Number bonds: Know which pairs make a given number Recall some number bonds to 5 and 10 Begin to recall some double facts Verbally count beyond 20 Knows one more than/one less than a given number Number bonds: Know which pairs make a given number Begin to solve problems involving sharing and halving Begin to count in 2s, 5s and 10s</p> <p>Record patterns by symbolising the unit structure. Use spatial reasoning skills to create and solve problems</p>  
<p>FLG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>FLG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>						

<p>Understanding the World</p> 	<p>Can talk about past and upcoming events with their immediate family</p> <p>Able to discuss different occupations of family members</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Identify features on a simple map (trees, house, river, mountain)</p> <p>Knows that they live in the UK and can name as least 1 other country</p> <p>Comments on images of familiar experiences (holidays, visiting the park and going to the dentist)</p> <p>Explore the natural world around them, describing what they see, hear and feel whilst outside</p>	<p>Comment on images of familiar situations in the past</p> <p>Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali"</p> <p>Develop positive attitudes about differences between people</p> <p>Knows that different countries have different homes</p> <p>Talk about local Environments</p> <p>Make comparisons between life for children in different countries</p> <p>Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p>	<p>Can name different religious venues – Church, Mosque, Temple and Gurdwara</p> <p>Knows why religious venues are special and who goes there</p> <p>Can articulate some religious celebrations and being to explain what might happen during these celebrations</p> <p>Explains how life may be different for other children</p> <p>Can identify similarities and differences between homes in our country</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>Use maps to locate objects in 'real life'</p> <p>Talks about differences between materials and changes they notice</p> <p>Explores the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Explores non-contact forces (gravity and magnetism)</p> <p>Explore and talk about forces (push and pull)</p> <p>Can say what plants need to survive</p>	<p>Draw information from simple maps</p> <p>Use pictures to compare and contrast environments around the world</p> <p>Can identify similarities and differences between homes in other countries</p> <p>Can talk about different life cycles</p> <p>Understands the need to respect and care for the natural environment and all living things</p>	<p>Can name the some of the countries that make up the UK and at least 2 other countries</p> <p>Explores the natural world around them, making observations and drawing pictures of animals and plants</p>	
		      					

	 <p>Together</p> <p>Enquire</p>					
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ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.




Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.







ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>Expressive Arts & Design</p> 	<p>Draws potato people (no neck or body) Children can draw simple things from memory</p> <p>paintbrush using a tripod grip</p> <p>Use glue sticks and glue spatulas to join independently</p> <p>Beginning to watch dance and art performances</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p>  	<p>Children begin to draw self-portraits, landscapes and buildings/cityscapes</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Create a model with one texture</p> <p>Build simple models using a variety of resources</p> <p>Manipulates clay (rolls, cuts, squashes, pinches, twist etc.)</p> <p>Learns short routines, beginning to match pace</p>	<p>Create patterns or meaningful pictures when printing</p> <p>Beginning to use thin brushes to add detail to paintings</p> <p>Join items with masking tape with support</p> <p>Add additional textures to models – children can describe as smooth, bumpy, rough, flexible etc</p> <p>Build models which replicate those in real life using a variety of resources</p> <p>Talk about how music makes them feel</p>	<p>Draws people with increasing detail (bodies with limbs and additional features)</p> <p>Able to mix primary colours to make secondary colours</p> <p>Can hold a Paintings show greater attention to detail</p> <p>Make informed choices of which material is best to use when junk modelling</p> <p>Draw designs before making models</p> <p>Share their creations, explaining the process they have used</p>	<p>Children begin to draw self-portraits, landscapes and buildings/cityscapes</p> <p>Add white or black paint to alter tint or shade</p> <p>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Build models which replicate those in real life using a variety of resources</p> <p>Begin to add labels to designs</p> <p>Listen attentively, move to and talk about music, expressing their feelings</p>	<p>Can independently select additional tools (stampers, rollers etc.) to improve their painting</p> <p>Colour matching to a specific colour and shade</p> <p>Join items in a variety of ways independently – masking tape, Sellotape, string, ribbon etc</p> <p>Makes a model using clay</p> <p>Learn longer routines, beginning to match pace</p> <p>Plays instruments in time to music</p>
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		<p>Shares likes and dislikes about dances/performances</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> 	<p>Sing a range of well-known nursery rhymes and songs.</p> 	<p>Play instruments with increasing control to express their feelings and ideas</p> 	<p>and responses</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> 	
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ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

<p>Assessment opportunities</p> 	<p>National baseline F2</p> <p>School baseline assessments- on Insight (externals)</p> <p>On-track for GLD assessment- For trust</p>	<p>Wow moment observations- Evidence me</p> <p>Little Wandle Placement assessment</p> <p>End of Aut 2 teacher</p>	<p>Wow moment observations- Evidence me</p> <p>5-minute observations</p>	<p>Wow moment observations- Evidence me</p> <p>Little Wandle Placement assessment</p>	<p>5-minute observations</p> <p>Wow moment observations- Evidence me</p> <p>Little Wandle Placement assessment</p>	<p>Wow moment observations- Evidence me</p> <p>Little Wandle Placement assessment</p>
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	<p>5-minute observations</p> <p>Wow moment observations- Evidence me</p> <p>Little Wandle placement assessment</p>	<p>assessments- Insight</p> <p>On-track for GLD assessment – for trust</p>	<p>Little Wandle Placement assessment</p>	<p>End of Spring 2 teacher assessments- Insight</p> <p>On-track for GLD assessment- for trust</p>		<p>End of year teacher assessments- Insight</p> <p>Achieved GLD assessment for trust</p>
<p>Parental involvement</p> 	<p>Stay and Play – Phonics focus</p> <p>Trip – Parental support</p> <p>Parents Evening</p> <p>Little Wandle parent workshop</p> <p>Star of the week assembly</p> <p>What we have learnt this week update on dojo</p>	<p>Stay and Play – Christmas crafts</p> <p>Nativity Christmas performance</p> <p>Trip – Parental support</p> <p>Spring 1 new starters visit days.</p> <p>SEN parents evening</p> <p>Christmas fair</p> <p>Star of the week assembly</p> <p>What we have learnt this week update on dojo</p>	<p>Stay and Play – Maths focus</p> <p>Trip – Parental support</p> <p>Parents evening</p> <p>Star of the week assembly</p> <p>What we have learnt this week update on dojo</p>	<p>Bring a book breakfast – World book day.</p> <p>Trip – Parental support</p> <p>Summer 1 new starters visit days</p> <p>SEN parents evening</p> <p>Careers fair</p> <p>Star of the week assembly</p> <p>What we have learnt this week update on dojo</p>	<p>Stay and Play – Understanding the world focus</p> <p>Trip – Parental support</p> <p>Parents evening</p> <p>Star of the week assembly</p> <p>What we have learnt this week update on dojo</p>	<p>Stay and Play – Recap of our year</p> <p>Trip – Parental support</p> <p>Transition</p> <p>Parent reports</p> <p>SEN parents evening</p> <p>Summer fair</p> <p>Star of the week assembly</p> <p>What we have learnt this week update on dojo</p>