

## **EYFS Reception Long Term Plan 2021**

Our children will be provided with an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. We will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child initiated activities based on the EYFS Framework & children's interests.

We understand and appreciate the importance of the outdoor learning environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. We are fortunate to have invested in quality resources in order to prioritise this important area. We provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

The foundation for our curriculum and the learning experience will be rooted in the 'Prime Areas' of the EYFS Framework: Communication and Language; Personal, Social and Emotional Development and Physical Development. The four specific areas, Literacy, Maths, Understanding the World, and Expressive Arts and Design, will build on these firm foundations and ensure that children are ready for the depth and breadth of our Key Stage 1 curriculum.

## **Our Early Years Foundation Stage Reception Class seeks to provide:**

- quality and consistency so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

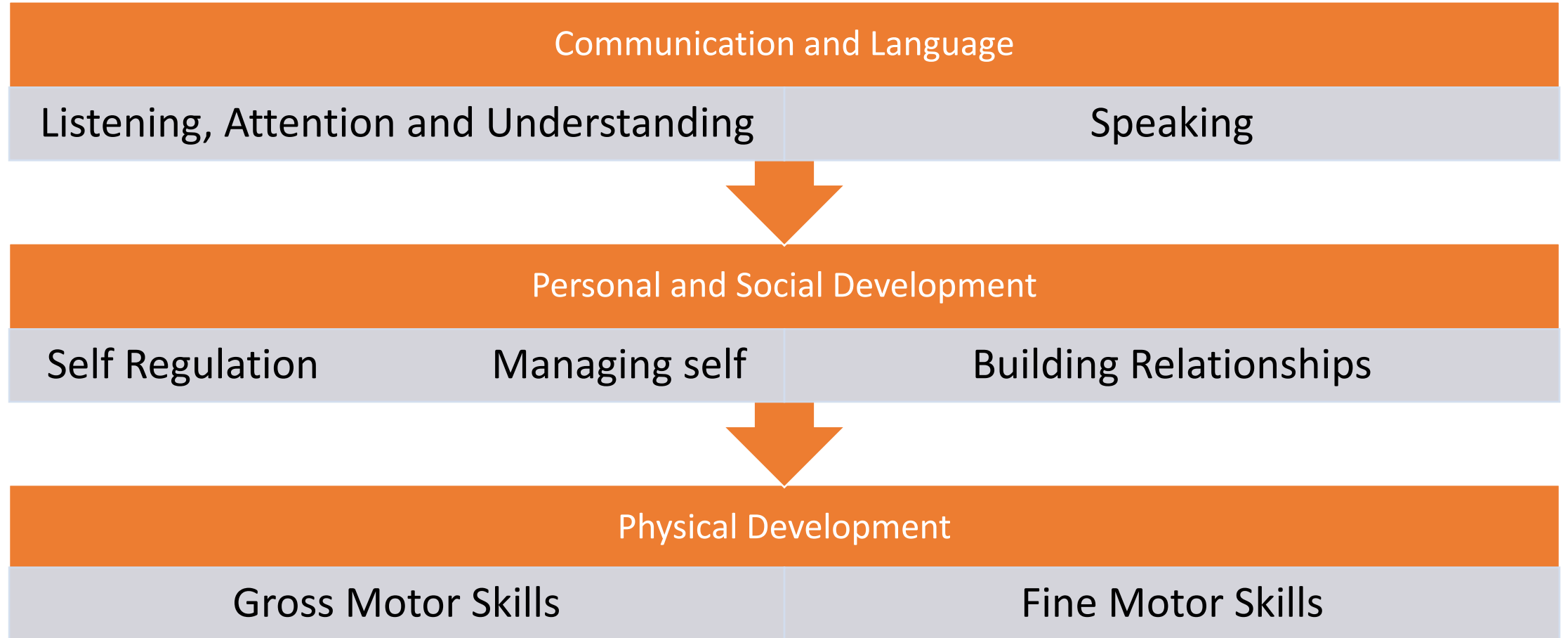
## **The four guiding EYFS principles shape practice in our Reception Class:**

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. Learning and Development. We understand children develop and learn in different ways and at different rates.

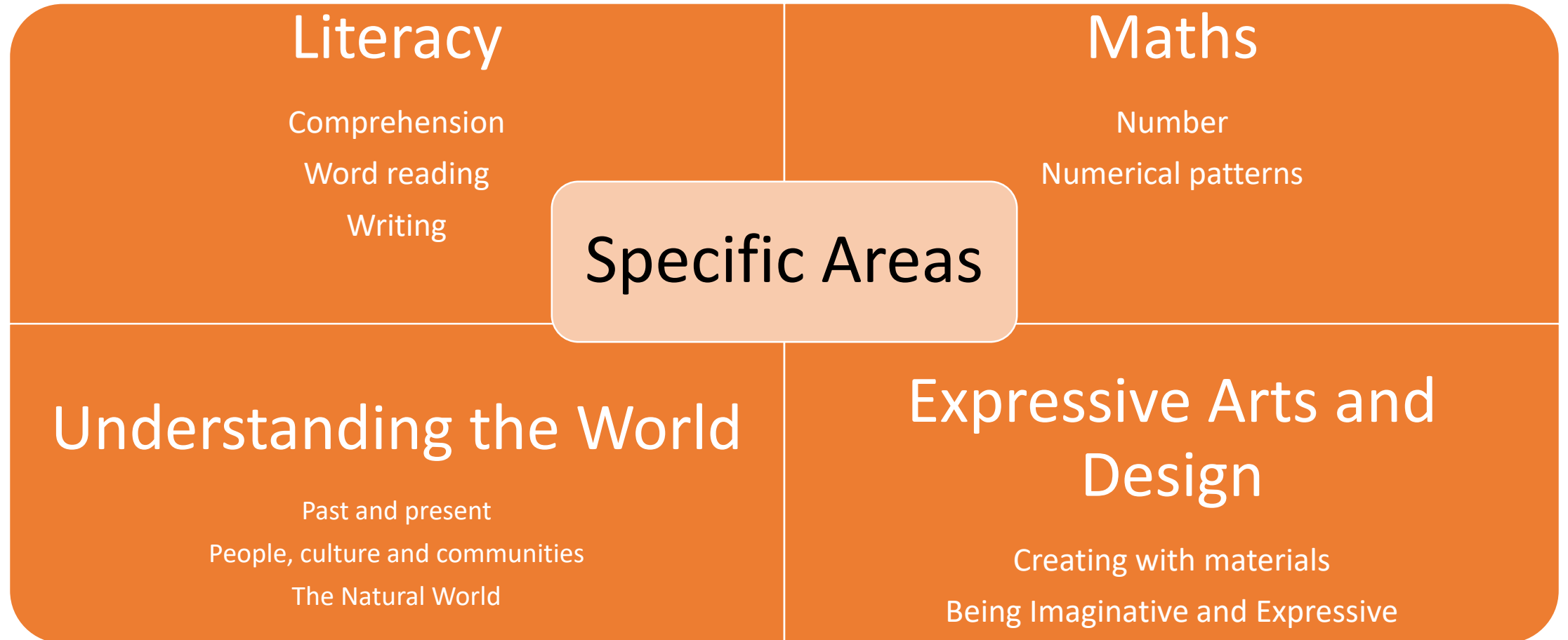
The EYFS framework (2021) covers the education and care of all children in early years provision, including children with special educational needs and disabilities. It is our intention that our curriculum provides the basis for learning and development but that, following best practice, class teachers adapt to and reflect the individual and collective interests, passions and needs of the children in their class.








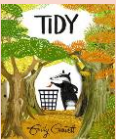

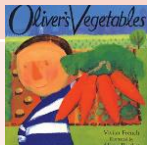

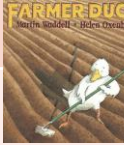
# How is the EYFS Curriculum Organised?

## The 3 Prime Areas of Learning



# The 4 Specific Areas of Learning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The 'Big Questions' Our Topics	What do I know about me? Is everybody's home the same? 	Why are there so many leaves on the ground? Why is it so cold in winter? 	How do things move? How do we get about? 	What happened to Jack's beans? Are all minibeasts scary? 	Who can I ask for help? 	What would you find on the farm? 
Over arching themes – key lines of interest/enquiry	How am I the same? How am I different? What makes a family? Why do I look like I do? What I like best is.....? Where in the world do my family come from? What can I do with my body?  What is your home like? What is a home like in, for example, Pakistan? What can we do to be safe at home? Who lives in a house like this? (animals) What does every home have? Who lives in a castle?	Why do I know that it won't be hot and sunny tomorrow? How can I create Autumn's colours? How do I know that it is colder now than when I was on holiday? Are all the leaves the same shape? What happens to all the leaves that were on the ground? Are you as cuddly as Cuddly Dudley? Where do animals go in winter? Where did the snowman go? How can I keep warm? Why can I see my breath? Where does Father Christmas live?	How do I get to school? Why are the wheels on the bus round? Where would I go to if I wanted to travel to Pakistan? Making wheeled vehicles with 'junk'. Can we make a car big enough for someone to sit in! Can I push it or can I pull it? How far can I throw it? Does electricity make toys better? How do I move? How does my pet move	What did Jack need to do to make the beanstalk grow? Where do all the flowers come from? Can we grow really big flowers? What could we grow in our vegetable garden? Who likes vegetable soup? Do potatoes grow on trees? Why does a spider need a web? Where did the butterfly come from? Does a worm have legs? Why does a snail carry its house around? Why does a ladybird have spots?	How does Bob the Builder help us? What does Postman Pat do? Why do some people need to wear special clothes at work? Why do you go to school? Why is it important to have a hospital? When would Fireman Sam be very helpful? Who helps us in our community? What would you like to be when you grow up?	Why did Old McDonald have a farm? Why would a farmer keep some cows? What happens to the eggs? Where does my woolly jumper come from? Why is it important to have tractors on a farm? Which foods in Morrisons come from the farm?
Key Texts – unlocking language	Super Duper You Titch Only One You 	Tree Tidy Percy the park Keeper 	Mr Gumpy's Outing Mrs Armitage on Wheels The Train Ride 	The Hungry Caterpillar Jasper's Beanstalk Oliver's Vegetables 	Supertato Man on the Moon Deep Sea Diver 	Old MacDonald Brown Bear Brown Bear Farmer Duck 
Events and enhancements	Harvest World Poetry Day Mental Health Day	Bonfire Night Nativity Hannukah Divali Remembrance Antibullying Week Children in Need	Chinese new Year Lent Holocaust Memorial Day	Easter Mother's Day World Book Day Comic Relief	Ramadan Eid	Father's Day World Environment Day Transition Events

# RE Aspects of Learning

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Being Special – where do we belong?</b></p> <p>I Am Special ☐ What makes me an individual, what I look like, what I am good at, ... ☐ Similarities and differences between self and class mates... ☐ Being treated as a special person ☐ More than one person can be special ☐ People I am special to</p>	<p><b>Why do Christians perform Nativity plays at Christmas?</b></p> 	<p><b>Which stories are special and why?</b></p> <p>Special to me- my favourite books, books that have been given to me ☐ Special to my class/school/class/school books ☐ Special to lots of people - sacred texts linked to Christianity (the Bible) + others</p>	<p><b>Why do Christians put a cross in an Easter garden?</b></p> 	<p><b>Which places are special and why?</b></p> <p>Special to me- my home, my classroom, my favourite places ☐ Special to all of us- classroom, school ☐ Special to lots of people – Christian places of worship (churches) + others* ☐ The world as a special place</p>	<p><b>Why is the word ‘God’ so important to Christians?</b></p> 

# Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The 'Big Questions'	What do I know about me? Is everybody's home the same?	Why are there so many leaves on the ground? Why is it so cold in winter?	How do things move? How do we get about?	What happened to Jack's beans? Are all minibeasts scary?	Who can I ask for help?	What would you find on the farm?
Linked Books	 	 	 	 	 	 
Outcomes	Starting school - see themselves as a valuable individual. Class rules and routines. Starting to build relationships.	How to deal with emotions, sharing and taking turns. Constructive and respectful relationships. Work towards a goal.	Learning about similarities and differences. Identify their own feelings socially and emotionally. Respect others feelings in different situations.	Making friendships. Looking after the planet. Caring for the environment. Dealing with frustration.	Being healthy Oral health Hygiene	Winning and losing Growing Mothers and Babies (animals)



# Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The 'Big Questions'	What do I know about me? Is everybody's home the same?	Why are there so many leaves on the ground? Why is it so cold in winter?	How do things move? How do we get about?	What happened to Jack's beans? Are all minibeasts scary?	Who can I ask for help?	What would you find on the farm?
Core Books – to be learned	We're going on a Bear Hunt 	Dear Zoo 	Augustus and his smile 	How to catch a star 	The Hug 	Farmer Duck 
Daily Story Time	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Develop vocabulary Discovering Passions Retelling stories using props Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Using language well Ask 'how and why questions...' Retell a story with story language. Invent an ending to a story. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, different places or places in different weather conditions and seasons.



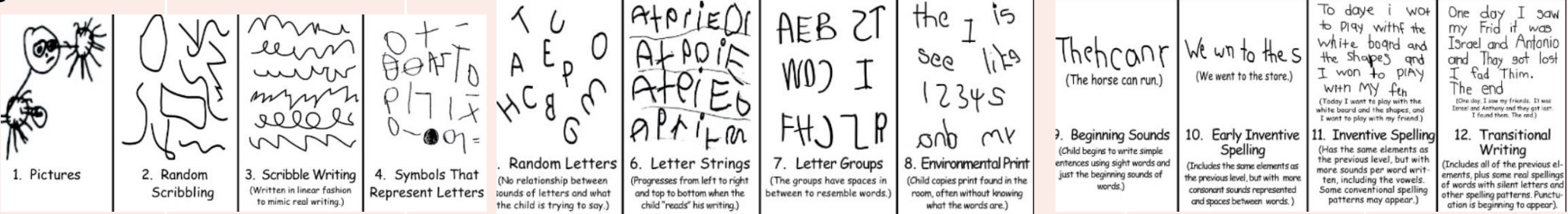
## Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The ‘Big Questions’</b>	<b>What do I know about me? Is everybody’s home the same?</b>	<b>Why are there so many leaves on the ground? Why is it so cold in winter?</b>	<b>How do things move? How do we get about?</b>	<b>What happened to Jack’s beans? Are all minibeasts scary?</b>	<b>Who can I ask for help?</b>	<b>What would you find on the farm?</b>
Fine motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, 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. Using the school script ‘Letter Join’.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly using the school script ‘Letter Join’. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed following the school script ‘Letter Join’.	Threading, cutting, weaving, playdough, 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 / Draw a cross	Threading, cutting, weaving, playdough, 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 Clixi or Lego
Gross motor These activities will be repeated throughout the year to allow children time to consolidate.	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders	Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use scrapshd materials to gain strength and spatial awareness, balance	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance

## Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The 'Big Questions'	What do I know about me? Is everybody's home the same?	Why are there so many leaves on the ground? Why is it so cold in winter?	How do things move? How do we get about?	What happened to Jack's beans? Are all minibeasts scary?	Who can I ask for help?	What would you find on the farm?
Comprehension - Developing a passion for reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character . Encourage children to record stories through picture drawing/mark making . Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words.. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events borrowed from stories they have heard.	Information leaflets about different jobs, or 'the day the fire engine came' . Re-tell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories Such as Information leaflets about animals
Word Reading Children will be taught in whole class groups with additional "Keep up"	Phonics Phase 2 Initial sounds, simple CVC, Set 1: s, a, t, p. Set 2: i n m d	Phonics Phase 2 then 3 Letter sets Set 5: h, b, f, ff, l, ll, ss. Set 6: i v w x Set 7: y z	Phonics Phase 3 Letter sets Vowel digraphs: ai, ee, igh oa oo ar or ur ow	Phonics Phase 3 Letter sets Vowel digraphs: ai, ee, igh oa oo ar or ur ow	Phonics Phase 4 Adjacent Consonants CVCC and CCVC Reading captions and	Phonics Phase 4 Adjacent Consonants CCVCC Reading captions and

# Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The 'Big Questions'	What do I know about me? Is everybody's home the same?	Why are there so many leaves on the ground? Why is it so cold in winter?	How do things move? How do we get about?	What happened to Jack's beans? Are all minibeasts scary?	Who can I ask for help?	What would you find on the farm?
Progression	 <p>1. Pictures</p> <p>2. Random Scribbling</p> <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p> <p>4. Symbols That Represent Letters</p> <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p> <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p> <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p> <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>					
Areas of Provision	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! Labels and lists	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Help children identify the sound that is tricky to spell. Sequence the story. Labels, lists and cards	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Lists, captions. Copy/support using adult models.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Write instructions for caring for plants. Write a list for the garden centre. Sequence the caterpillar growth/story.	Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words, maps, directions. Write a recount – when the fire engine came.	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write three sentences - Beginning. Middle and Ending

# Maths – White Rose Hub

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place Value - Numbers to 5 Addition and Subtraction - Sorting Place Value - Comparing groups Addition and Subtraction - Change within 5 Measurement - Time											
Spring	Addition and Subtraction - Numbers to 5 Place Value - Numbers to 10 Addition and Subtraction - Addition to 10 Geometry - Shape and space											
Summer	Geometry - Exploring patterns Addition and Subtraction - Count on and back Place Value - Numbers to 20 Multiplication and Division - Numerical patterns Measurement - Measure											

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The 'Big Questions'	What do I know about me? Is everybody's home the same?	Why are there so many leaves on the ground? Why is it so cold in winter?	How do things move? How do we get about?	What happened to Jack's beans? Are all minibeasts scary?	Who can I ask for help?	What would you find on the farm?
At CCUA, we follow the White Rose Hub Maths Scheme	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute • Matching equal and unequal sets • Comparing objects and sets. Subatising introduce manipulatives. Match and sort. Compare amounts. Compare size, Mass and capacity Exploring pattern . WR –Getting to know you Phase 1 Just like me!	Numbers within 5 Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Circles and triangles Positional language Representing numbers to 5 One more one less Shapes with 4 sides Time WR – Phase 2 its me 123 Phase 3 - Light and dark	Numbers within 10 Introducing zero Comparing numbers to 5 Composition of numbers to 4 and 5 Compare Mass Compare Capacity 6,7 & 8 Combining 2 amounts Making pairs Length & height# Time WR – Phase 4 Alive in 5 Phase 5 Growing 6,7,8	Numbers within 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns Phase,6 – building 9 and 10 WR - Consolidation	To 20 and beyond • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial reasoning, match, rotate, manipulate • Adding more & taking away • Spatial reasoning compose and decompose WR – Phase 7 – to 20 and beyond Phase 8 – First then now	To 20 and beyond • Doubling, sharing and grouping • Even and odd • Spatial reasoning, visualise and build • Deepening understanding, patterns and relationships • Spatial reasoning, mapping WR – Phase 9 – Find my pattern Phse 10 – On the move

## Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The 'Big Questions'	What do I know about me? Is everybody's home the same?	Why are there so many leaves on the ground? Why is it so cold in winter?	How do things move? How do we get about?	What happened to Jack's beans? Are all minibeasts scary?	Who can I ask for help?	What would you find on the farm?
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. –walk around school to find places and people – draw maps and locate school on the map. Features of local environment Maps of local area. Comparing places on Google Earth – how are they similar/different.	Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Talk about the changing seasons and what happens to daylight/weather. Name the seasons and recite the months of the	Explore different modes of transport and talk about where we have travelled to Materials: Floating / Sinking – boat building Metallic / nonmetallic objects. Share non-fiction texts that offer an insight into contrasting environments. Use bee-bots on simple maps. Encourage the children to use navigational language. Show pictures of transport over time such as flight and talk about the changes evident.	Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Grow butterflies, make an ant farm and explore lifecycles such as caterpillars and tadpoles.	Visit from Nurse/dentist/Police/Fire Fighter o Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Discuss stranger danger, how to stay safe o Dental hygiene and the importance of looking after our bodies and minds Healthy diets and different food types. Simple cooking such as preparing a picnic.	Listening to stories and placing events in chronological order. o What can we do here to take care of animals in the jungle/farm ? Compare animals from a hot place to animals from a cold place Explore a range of jungle and farm animals. Learn their names and label their body parts. Could include a trip to the farm. Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. After close observation, draw pictures of the natural world, including animals and plants found locally.

## Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The 'Big Questions'	What do I know about me? Is everybody's home the same?	Why are there so many leaves on the ground? Why is it so cold in winter?	How do things move? How do we get about?	What happened to Jack's beans? Are all minibeasts scary?	Who can I ask for help?	What would you find on the farm?
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to produce a piece of art work each half term to be displayed around school.. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas such as when using scrapshred. <b>Artist - portraits</b>	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Performance drama - Play of The Nativity <b>Artist – Andy Goldsworthy using natural objects such as sticks and leaves.</b>	Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Wheels and sliders	Create patterns on Easter eggs, Mother's Day crafts Easter crafts Provide children with a range of materials for children to construct with Artwork themed around Eric Carle / The Seasons – Art . Life cycles, Flowers- Sun flowers Making minibeasts collage/puppets/models Playdough minibeasts <b>Artist – van Gogh sunflowers</b> <b>Observational drawing of plants, animals.</b>	Make different textures; make patterns using different colours Make emergency vehicles box craft Learn and perform songs about Firefighters/Police/nurses	<b>Artist study - Rousseau's Tiger / animal prints /</b> Designing homes for animals in hot/cold places Exploration of other countries – dressing up in different traditional clothing. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Children encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.



## End of Reception Year Early Learning Goals

Communication and Language	Personal, social, emotional development	Physical Development
<p>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</p> <p>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, nonfiction, 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>	<p>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.</p> <p>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.</p> <p>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 ow</p>	<p>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.</p> <p>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>



## End of Reception Year Early Learning Goals

Literacy	Maths	Understanding the World	Expressive arts and design
<p>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>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>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, nonfiction 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>	<p>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>