

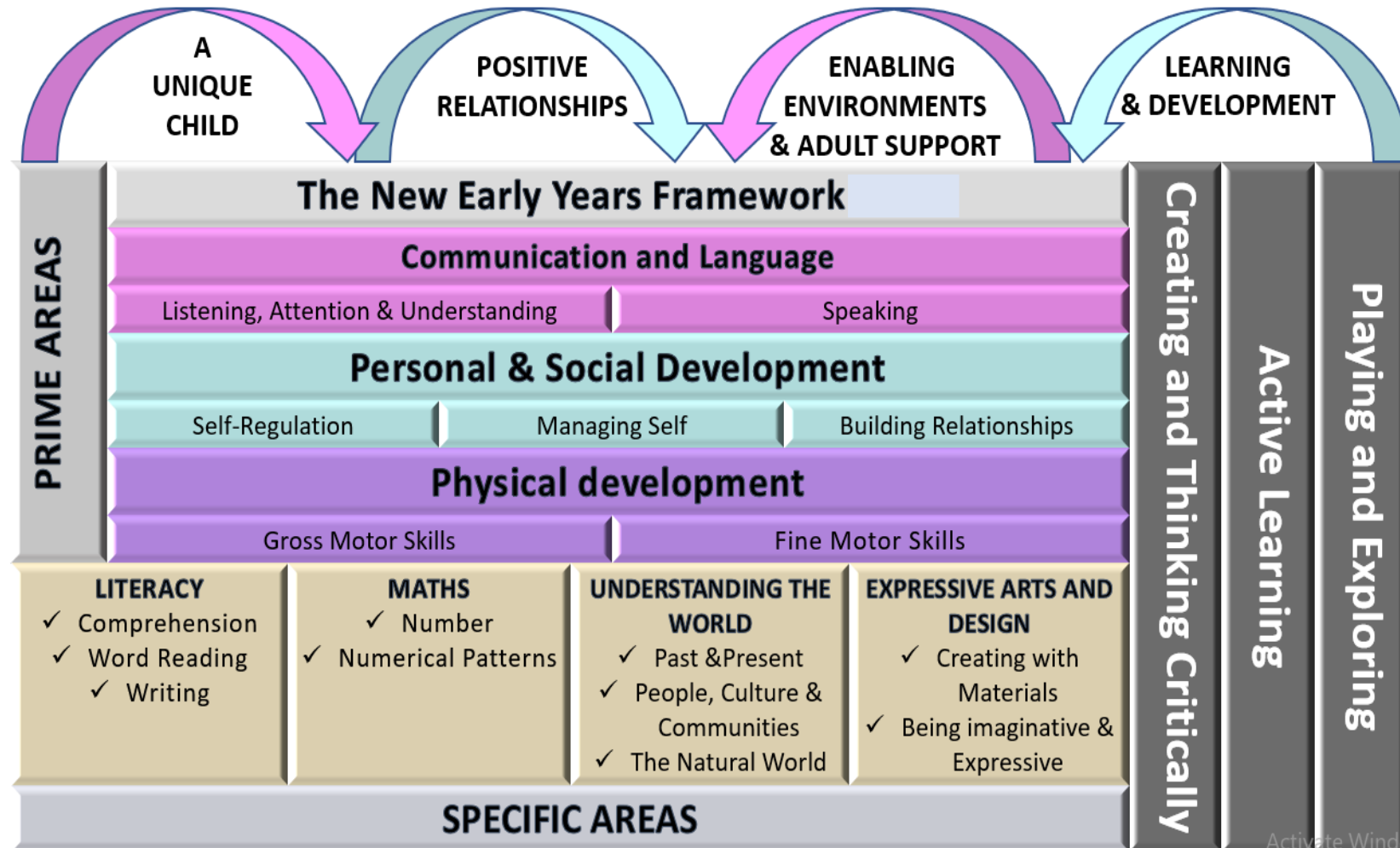


RECEPTION

CURRICULUM OVERVIEW



“Children will 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 wherever their starting point. As an EYFS teacher I will be an effective role model and I will provide high quality interactions in order to develop and deepen the children’s learning opportunities. I will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”
Mrs Allen

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At Warmingham, 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 their first year”.





RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME!	CELEBRATIONS!	TICKET TO RIDE!	NEW LIFE!	ADVENTURES UNDERWATER!	MOVING ON!!
 	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: At Warmingham C of E Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p>						



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p> <p><i>WELL-BEING & BEHAVIOUR FOR LEARNING</i></p>	<p>IT'S GOOD TO BE ME!</p> <p>Starting school / my new class / New Beginnings People who help us / Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p>CELEBRATIONS!</p> <p>Little Red Hen - Harvest Old favourites Familiar tales Library visits The Nativity At the Panto Christmas Lists Toys from the past/now Letters to Father Christmas</p>	<p>TICKET TO RIDE!</p> <p>Around the Town – Sandbach Capital city - London How do I get there? Where in the world have you been? Where do we live in the UK / world? Send me a postcard! Off on holiday / clothes Where in the world shall we go?</p>	<p>NEW LIFE!</p> <p>Plants & Flowers The great outdoors Planting seeds Life cycles Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns Happy Habitats</p>	<p>ADVENTURES UNDERWATER!</p> <p>Under the sea Weather / seasons Reduce, Reuse & Recycle Marine life Making boats-pirates</p>	<p>MOVING ON!!</p> <p>Fun Science / Materials Creating my own superhero What are my super talents</p>
<p>UMBRELLA TEXTS</p> <p>PATHWAYS TO WRITE</p>						
<p>'Wow' MOMENTS /</p> <p><i>ENRICHMENT THROUGH TRIPS</i></p>	<p>Who is who? – baby photos Autumn Trail Harvest Time Birthdays Favourite Songs Halloween What do I want to be when I grow up? Walk to church – bible service</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Children in Need Anti- Bullying Week</p> <p>Whole school Panto trip</p>	<p>Chinese New Year LENT Valentine's Day Internet Safety Day</p>	<p>World Environment Day Plant/animal life cycles- sunflower growing competition Food tasting – different cultures Spring walk signs of spring. Easter egg hunt. Easter time/Mother's Day</p>	<p>Father's Day Under the Sea – singing Pirate Day songs and sea shanties Recycling – looking after our world/local litter walk Map work – treasure hunts Sea life centre visit</p>	<p>Post a letter-local walk Pen-pal link school in another country</p> <p>Transition visits</p>



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KEY TEXTS	<p>Welcome to our World</p> <p>There's only one you, Marvellous me, What makes me a me? Simon sock, Superduper you, You choose, incredible you, Pete the cat goes to school</p>	<p>Let's Celebrate</p> <p>A time to celebrate, the big book of festivals, A year full of celebrations and festivals,</p> <p>Rama and Sita-diwali,</p> <p>My first Hannukah,</p> <p>The jolly Christmas postman</p>	<p>Naughty Bus</p> <p>On the road with Mavis and Marge by Niamh Sharkey, You Can't take an Elephant on the Bus by Patricia Cleveland Peck, The Train Ride by June Crebbin</p>	<p>The journey Home</p> <p>A Great Big Cuddle by Michael Rosen Hattie Peck by Emma Levey Home by Carson Ellis The Way Back Home by Oliver Jeffers Do you love bugs-Matt Robertson</p>	<p>The whale who wanted more</p> <p>The Rainbow Fish by Marcus Pfister A House for Hermit Crab by Eric Carle Commotion in the Ocean by Giles Andreae</p>	<p>Supertato series by Sue Hendra</p> <p>Even Superheroes have a Bad Day by Shelley Becker Super Duck by Jez Alborough The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey</p>
TRADITIONAL TALE	Traditional Tale-The ugly duckling –changes	Traditional Tale-Little Red Hen - Harvest	Traditional Tale-Mr Wolfs pancakes - pancake day	Traditional Tale-Jack and the Beanstalk – growing plants	Traditional- Little Red Riding Hood -Journeys	Traditional Tale- Hansel and Gretel - heros
SUPER SIX	Brown Bear, Brown Bear – Bill Martin	Oi Frog –Kes Grey and Jim Field	Farmer Duck -	The very hungry caterpillar – Eric Carle	Sharing a shell – Julia Donaldson	We're going on a bear hunt- Michael Rosen



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CHARACTER MUSCLES	Curiosity, Imagination, Independence, Risk taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening, Communicating, Friendships					
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up SIMS/Tapestry – Baseline date entry Phonic Intervention groups	On going assessments Baseline analysis Pupil progress meetings EYFS team meetings In house moderation Midterm Assessments Parents evening info Sims data end of Aurtumn	Cluster moderation Trust moderation EYFS team meetings Parents evening info	Pupil progress meetings Parents evening info EYFS team meetings Sims data end of Spring GLD Projections for EOY	Trust moderation EYFS team meetings	Pupil progress meetings EYFS team meetings Sims data end of year EOY data
PARENTAL INVOLVEMENT	Baselines from home perspective Harvest Assembly Home / School Agreement Magic moments Bible giving service	Magic moments Nativity Phonics workshop Parents Evening Remembrance service Christingle service	Magic moments Maths workshop Parents Evening	Magic moments Easter service	Magic moments Mystery reader	Magic moments Share a story Star day Sports day



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT SELF - REGULATION LINK TO BEHAVIOUR FOR LEARNING CURRICULUM GOAL TO BECOME AN INDEPENDENT INDIVIDUAL WHO CAN FOLLOW OUR SCHOOL RULES AND VALUES, SET SIMPLE GOALS AND PERSEVERE TO ACHIEVE THEM, SELECT RESOURCES, MANAGE THEIR OWN PERSONAL NEEDS AND KNOW HOW TO STAY FIT AND HEALTHY.	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
RSHE CURRICULUM GOAL TO BECOME A FANTASTIC FRIEND WHO CAN BE KIND, CARING AND HELPFUL, SHOW EMPATHY AND RESPECT TO OTHERS, WORK AND PLAY CO- OPERATIVELY WHILST CONSIDERING OTHERS' IDEAS AND FEELINGS.	<p>The Right to be Me British Value: Individual Liberty Articles: 7,12,13,15 No Outsiders enhanced with P4C No Outsiders-Learning Intention: To say what I think. Learning Intention: To understand that it's okay to like different things.</p> <p>No Outsiders- Learning Intention: To make friends with different people.</p> <p>No Outsiders-Learning Intention: To understand that all families are different. Learning Intention: To celebrate my family.</p>		<p>The Right to Learn British Value: Democracy Articles: 28,29,31 NSPCC My Pants Are Private Table Manners including how to use a knife and fork Hand washing, coughing and sneezing – good practise Dental hygiene-visit from a nurse</p>		<p>The Right to be Safe and Healthy British Value: Mutual Respect and Tolerance Articles: 16,17,19,24,27 Christopher Winters – SRE Theme: Family and Friends To recognise the importance of friendship To recognise the importance of saying sorry and forgiveness To recognise that all families are different</p>	



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COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with 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.</p>					
	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories 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. Poetry basket Word Aware</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! 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. Poetry basket Word Aware</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions 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 Talking stories Poetry basket Word Aware</p>	<p>What happened? Show and tell Weekend news Discovering Passions Re-read books from 'our old favourites' –encourage star of the day/child to read to the class. Poetry basket Word Aware</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Re-read books from 'our old favourites' –encourage star of the day/child to read to the class Poetry basket Word Aware</p>
CURRICULUM GOAL	<p>TO BECOME A CONFIDENT COMMUNICATOR WHO CAN LISTEN CAREFULLY IN DIFFERENT SITUATIONS, HOLD A CONVERSATION WITH FRIENDS AND ADULTS, ASK RELEVANT QUESTIONS AND USE NEW VOCABULARY TO EXPLAIN IDEAS AND FEELINGS</p>					



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PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
CURRICULUM GOAL TO BECOME A TALENTED TOOL USER WHO CAN HOLD A PENCIL EFFECTIVELY AND USE A RANGE OF TOOLS (FOR EXAMPLE SCISSORS, CUTLERY, PAINTBRUSHES, TWEEZERS) SAFELY AND WITH CONFIDENCE. FINE MOTOR CONTINUOUSLY CHECK THE PROCESS OF CHILDREN'S HANDWRITING (PENCIL GRIP AND LETTER FORMATION, INCLUDING DIRECTIONALITY). PROVIDE EXTRA HELP AND GUIDANCE WHEN NEEDED. SQUIGGLE WIGGLE/PEN DISCO	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.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly 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 Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely.	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 Duplo or Lego
	Up and down-movement, Arches, circles and spirals	upwards / downwards lines, Spirals and figure of 8 (vertical and horizontal).	side to side lines, Squares, diagonal lines, triangles.	Wavy lines	zig zag lines	arches
GROSS MOTOR CURRICULUM GOAL TO BECOME AN AMAZING ATHLETE WHO CAN SHOW STRENGTH, BALANCE AND CO-ORDINATION WHEN PLAYING, MOVE CONFIDENTLY AND SAFELY IN A VARIETY OF DIFFERENT WAYS, USE A RANGE OF EQUIPMENT.	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE	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. Zipping up coats/ putting on gloves	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 to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	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. Sports day games	Races / team games involving gross motor movements Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Sports day races



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LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
WORD READING CHILDREN WILL BE WORKING IN DIFFERENT GROUPS FOR READ WRITE INC.	<p>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.</p> <p>Blend cvc words</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Non-Fiction Focus Retelling of stories.</p> <p>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.</p> <p>Enjoys an increasing range of books Poetry basket</p> <p>Read dittys</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>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 matched to RWI. Make the books available for children to share at school and at home.</p> <p>Read red books</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p> <p>Read red/green books</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p> <p>read green books</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>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.</p> <p>Sort books into categories.</p> <p>Read green/purple books</p>
CURRICULUM GOAL TO BECOME A BRILLIANT BOOKWORM WHO CAN SHOW A LOVE FOR READING, USE NEW VOCABULARY TO TALK ABOUT WHAT THEY HAVE READ OR HAS BEEN READ TO THEM, READ WORDS AND SIMPLE SENTENCES (USING SINGLE SOUNDS AND DIGRAPHS THEY HAVE LEARNT).	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>



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GENERAL THEMES	IT'S GOOD TO BE ME!	CELEBRATIONS!	TICKET TO RIDE!	NEW LIFE!	ADVENTURES UNDERWATER!	MOVING ON!
WRITING PATHWAYS TO WRITE	<p>Pathways to write text poetry</p> <p>EYFS themes</p>  <p>Writing genre: Oral retelling of a story. Draw images</p>	<p>EYFS themes</p>  <p>Writing genre: lists</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Write a sentence</p>	<p>Pathways to write text</p> <p>Naughty Bus</p>  <p>Writing genre: Recount</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board of where Naughty Bus has been</p>	<p>Pathways to write text</p> <p>The Journey Home</p>  <p>Writing genre: Retell and rewrite of the story</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p>	<p>Pathways to write text</p> <p>The Whale who wanted more</p>  <p>Writing genre: Retell and rewrite of the story</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Beginning to use finger spaces. Form lower-case and capital letters correctly</p>	<p>Pathways to write text</p> <p>Supertato</p>  <p>Writing genre: Poster and character description</p> <p>Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Character description</p>
CURRICULUM GOAL	<p>TO BECOME A WOW WRITER WHO CAN WRITE LETTERS THAT ARE FORMED CORRECTLY, WRITE WORDS AND SIMPLE SENTENCES (USING SINGLE SOUNDS AND DIGRAPHS THEY HAVE LEARNT) THAT CAN BE READ BY OTHERS.</p>					



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GENERAL THEMES	IT'S GOOD TO BE ME!	CELEBRATIONS!	TICKET TO RIDE!	NEW LIFE!	ADVENTURES UNDERWATER!	MOVING ON!
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"WITHOUT MATHEMATICS, THERE'S NOTHING YOU CAN DO. EVERYTHING AROUND YOU IS MATHEMATICS. EVERYTHING AROUND YOU IS NUMBERS." – SHAKUNTALA DEVI</i></p> <p>WRM PROGRAMME OF STUDY - MATHEMATICS MASTERY</p>	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p>Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise Circles/triangles/shapes with 4 sides Positional language numbers in the environment.</p>	<p>Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six</p> <p>Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately</p> <p>Calendar and time Days of the week, seasons •Sequence daily events</p>	<p>Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less</p> <p>Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p>Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p>Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer</p> <p>Doubling and halving Doubling and halving & the relationship between them</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p>Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p>Money Coin recognition and values •Combinations to total 20p •Change from 10p • Paying for snack</p> <p>Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p>Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p>
<p>CURRICULUM GOAL <i>TO BECOME A MASTER OF MATHS WHO CAN SHOW A DEEP UNDERSTANDING OF NUMBERS TO 10, RECOGNISE PATTERNS WITHIN THE NUMBER SYSTEM, SUBITISE, COMPARE QUANTITIES AND RECALL NUMBER BONDS TO 5 AND 10.</i></p>						



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME!	CELEBRATIONS!	TICKET TO RIDE!	NEW LIFE!	ADVENTURES UNDERWATER!	MOVING ON!
RE / FESTIVALS	WE FOLLOW THE QUESTFUL RE 2-YEAR PROGRAMME OF STUDY, WHICH INCORPORATES THE UNDERSTANDING CHRISTIANITY RESOURCES AND WORLD RELIGIONS					
<p>OUR RE CURRICULUM ENABLES CHILDREN TO DEVELOP A POSITIVE SENSE OF THEMSELVES AND OTHERS AND LEARN HOW TO FORM POSITIVE AND RESPECTFUL RELATIONSHIPS.</p> <p>THEY WILL BEGIN TO UNDERSTAND AND VALUE THE DIFFERENCES OF INDIVIDUALS AND GROUPS WITHIN THEIR OWN COMMUNITY.</p> <p>CHILDREN WILL HAVE OPPORTUNITY TO DEVELOP THEIR EMERGING MORAL AND CULTURAL AWARENESS.</p>	EYFS 2 Harvest	EYFS 4 Christmas	EYFS 9 Special Places	EYFS 7 Easter	EYFS 3 Special People EYFS 5 Stories Jesus heard	EYFS 6 Stories Jesus told EYFS 10 Prayer
	Why do people of faith say thank you to God at Harvest time? (4)	How do Christians celebrate Jesus birthday? Why do Hindus light candles at Diwali? Hinduism (6)	What makes a place Holy? Hinduism (6)	Why do Christians believe Easter is all about love? (5)	Why do Christians believe Jesus is special? (6) Founders and leaders of faith Islam What stories did Jesus hear when he was a child? (4)	Why did Jesus tell stories? (4) What is prayer? Islam (6) NB maybe a shortened version?)
<p>CURRICULUM GOAL TO BECOME A COMPASSIONATE CHRISTIAN WHO CAN HELP TO LOOK AFTER THEIR COMMUNITY AND CARE FOR THE ENVIRONMENT, KNOW SOME REASONS WHY WARMINGHAM IS SPECIAL AND HAVE AN AWARENESS OF OTHER PEOPLE'S CULTURES AND BELIEFS.</p>	<p>Which stories are special and why? The big story Bible stories Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why? Diwali Hannukah Christmas</p>	<p>What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong? Eid Shavuot</p>	<p>What is special about our world? Summer Solstice</p>



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME!	CELEBRATIONS!	TICKET TO RIDE!	NEW LIFE!	ADVENTURES UNDERWATER!	MOVING ON!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Self portraits Exploring colours:</p> <p>Artist: Eric Carle- Brown Bear Artist: Yayoi Kusama -dots</p> <p>Exploring colour and colour mixing of autumnal colours</p> <p>Autumn leaf/vegetable printing Constructing our own houses using junk modelling and a variety of different fixings</p>	<p>Design a Christmas card</p> <p>Bonfire night artwork</p> <p>Observational drawings of poppies for Remembrance day</p> <p>Sculpting with clay to make diva lamps for Diwali</p>	<p>Self portraits</p> <p>London bus pictures</p> <p>London drawings of key landmarks</p> <p>Artist:</p>	<p>Easter card craft/mothers day cards</p> <p>Artists: Henri Matisse The Snail (collage)</p> <p>Heni Matisse Repeating collage patterns</p> <p>Still life plant drawing – daffodils Marbling -eggs</p> <p>Mirror printing – butterflies</p>	<p>Self portraits</p> <p>Build a boat that floats</p> <p>Artist: Jackson Pollock – splatter painting the sea</p> <p>Exploring dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipettes and spoons to splat paint. Ocean scenes</p> <p>Using Jackson Pollock to inspire</p>	<p>Shades of colour / paint mixing Fruit kebabs / making a fruit salad</p> <p>Using tools to create our own Supertato.</p> <p>Artist: Pablo Picasso – Fruit bowl Using tools to create a healthy salad.</p> <p>Creating our own snacks from fruits and vegetables</p>
	<p><i>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.</i></p>					
MUSIC	<p>Love Music Trust Scheme</p> <p>Unit 7 - Autumn Children will learn a number of chants and simple songs developing their sense of pulse and their singing voice.</p>	<p>Love Music Trust Scheme</p> <p>Unit 8 - Celebrations Children will compose a piece of music in response to a picture or photograph. They will learn simple songs about Diwali, Bonfire Night and Christmas</p>	<p>Love Music Trust Scheme</p> <p>Unit 9 - Weather Children will use the weather as a stimulus to compose music using percussion instruments.</p>	<p>Love Music Trust Scheme</p> <p>Unit 10 - Animals To listen to a range of music about different animals and use percussion instruments to create an animal themed composition.</p>	<p>Love Music Trust Scheme</p> <p>Unit 12 – We look after our world To find out about taking care of our world through listening to music, playing rhythm games and creating a soundscape for a linked book.</p>	<p>Love Music Trust Scheme</p> <p>Unit 11 - Friends To explore the concept of friendship through songs, games and composition leading to a performance.</p>
	<p>CHILDREN TO PRODUCE A SELF PORTRAIT EACH HALF TERM TO SHOW HOW DRAWINGS HAVE DEVELOPED - LOTS OF LINKS TO FINE MOTOR SKILLS. CHILDREN TO EXPLAIN THEIR WORK TO OTHERS.</p> <p><i>' EVERY CHILD AN ARTIST' PABLO PICASSO</i></p>					
	<p>CURRICULUM GOAL TO BECOME A DYNAMIC DESIGNER WHO CAN CHOOSE AND SAFELY USE THE RESOURCES THEY NEED TO MAKE THEIR CREATIONS, TALK ABOUT WHAT THEY HAVE MADE AND HOW THEY HAVE MADE IT. WHO CAN CREATE PIECES OF ART WITH INCREASED SKILL AND ATTENTION TO DETAIL.</p>					
	<p>CHILDREN WILL HAVE OPPORTUNITIES TO LEARN AND PERFORM SONGS, NURSERY RHYMES AND POETRY LINKED TO THEIR WORK / INTERESTS AND PASSIONS.</p> <p>CURRICULUM GOAL TO BECOME A PROUD PERFORMER WHO CAN PERFORM A SONG, POEM OR DANCE TO AN AUDIENCE, RETELL STORIES WITH EXPRESSION AND CONFIDENCE, PLAY A RANGE OF PERCUSSION INSTRUMENTS CORRECTLY AND WITH GOOD RHYTHM.</p>					



RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	IT'S GOOD TO BE ME!	CELEBRATIONS!	TICKET TO RIDE!	NEW LIFE!	ADVENTURES UNDERWATER!	MOVING ON!
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	<p>The development of children's knowledge and understanding of the world will support their natural inquisitiveness and questioning about how and why. It is important that children have regular opportunities to engage and explore the natural world around them, making observations, understanding some important processes and changes in the natural world and drawing pictures of animals and plants. They will experience comparisons between characters from stories, including figures from the past and understand there are some similarities and differences between now and then. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, vocabulary and ability to understand similarities and differences between different religious and cultural communities. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
CURRICULUM GOAL TO BECOME AN EXCEPTIONAL EXPLORER WHO CAN SHOW CURIOSITY ABOUT THE WORLD AROUND THEM, UNDERSTAND HOW TO READ AND DRAW A SIMPLE MAP AND UNDERSTAND SOME DIFFERENCES BETWEEN TIMES AND PLACES.	<p>Studying our families and ourselves. Begin to make sense of their own life story and family history and how street communities have changed</p> <p>Family Tree Day Autumn changes Leaf study Mud Kitchen investigation Washing hands: Hand germs looking after ourselves-The effects of exercise on our body</p> <p>Where I live – local area map</p> <p>Significant people: Myself/family members (parents, siblings, grandparents)</p>	<p>Food prep area autumnal fruit and vegetables - pumpkins</p> <p>Fire / Sparkler safety</p> <p>Studying different Autumnal objects conkers, acorns, leaves,</p> <p>Diwali Dancing and cooking</p> <p>Christmas festivals around the world – messy Christmas</p> <p>Significant people: baby Jesus/nativity-incarnation</p>	<p>Winter weather changes</p> <p>Studying frost, snow, ice.</p> <p>Spaghetti sculptures</p> <p>Easter / spring changes (new life)</p> <p>How is London different o Sandbach?</p> <p>Local buildings / statues / areas of importance</p> <p>Royal family history</p> <p>Significant people :Little People Big dreams: King Charles/Queen Elizabeth</p>	<p>The needs of a plant experiment</p> <p>Growing plants / flowers: sunflower competition, growing a bean in a bag.</p> <p>Drawing plants and flowers</p> <p>Where does our food come from?</p> <p>Investigating rainbows/Investigating shadows</p>	<p>Which oceans do different sea creatures live in?</p> <p>recycling</p> <p>Different animals and animal classification. Understanding where animals come from and their different habitats.</p> <p>How can wind move objects – how can objects move in water</p> <p>Melting ice burgs</p> <p>Significant people: Little People Big dreams: Greta Thunberg</p>	<p>What superhero's can we create</p> <p>What have I learnt this year what are my skills?</p> <p>What would I like to learn in Year 1</p> <p>Look how I have changed – history timeline observations</p> <p>Creating a map of where Supertato has been</p> <p>Comparing England to Australia</p> <p>Significant people: Key workers/people who help us</p>



RECEPTION CURRICULUM GOALS

<p>To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an Independent Individual who can follow our school rules and values, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p>	<p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>	<p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p>
<p>To become a Talented Tool User who can hold a pencil effectively and use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence.</p>	<p>To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p>	<p>To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>	<p>To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5 and some to 10.</p>
<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map and understand some differences between times and places.</p>	<p>To become a Compassionate Christian who can help to look after their community and care for the environment, know some reasons why Warmingham is special and have an awareness of other people's cultures and beliefs.</p>	<p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. Who can create pieces of art with increased skill and attention to detail.</p>



RECEPTION LONG TERM PLAN

EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</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> <p>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</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>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</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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>ELG: Numerical Patterns</p> <p>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.</p> <p>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</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.