

Long Term Plan – Reception

Areas	Autumn 1  <b>All About Me</b>  <b>Superheroes</b>	Autumn 2  <b>Colour</b>  <b>Autumn/ Bonfire Night/ Diwali</b>  <b>Christmas</b>	Spring 1  <b>Amazing Animals</b>  <b>Chinese New Year</b>	Spring 2  <b>People who help us</b>  <b>Spring/Easter</b>	Summer 1  <b>Minibeasts</b>	Summer 2  <b>Traditional Tales</b>
Topics	<p>Our school All About Me Nursery Rhyme Time Outdoor Adventurous Activities Animals</p>	<p>Seasonal Walks Our Amazing World (seasons) Special Occasions Diwali Nursery Rhyme Time Outdoor Adventurous Activities Materials</p>	<p>Our Amazing World Special Occasions Chinese New Year Movement and Dance Gymnastics Animals</p>	<p>Seasonal Walks Movement and Dance Gymnastics Pants and Seasons</p>	<p>Making Music Invasion Games Animals Healthy Humans  Programming Bee Bots (Kapow)</p>	<p>Seasonal Walks Making Music Invasion Games Forces  Using a Computer (Kapow)</p>
PSED	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others</li> <li>• Manage their own needs.</li> <li>• See themselves as a valuable individual</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Share, take turns and play cooperatively with others.</li> <li>• Have positive relationships with friends and adults.</li> <li>• Be sensitive to the feeling of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others</li> <li>• Manage their own needs.</li> <li>• See themselves as a valuable individual</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Share, take turns and play cooperatively with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others</li> <li>• Show resilience and perseverance in the face of challenge•</li> <li>• Manage their own needs.</li> <li>• See themselves as a valuable individual</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others</li> <li>• Show resilience and perseverance in the face of challenge•</li> <li>• Manage their own needs.</li> <li>• See themselves as a valuable individual</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others</li> <li>• Show resilience and perseverance in the face of challenge•</li> <li>• Manage their own needs.</li> <li>• See themselves as a valuable individual</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others</li> <li>• Show resilience and perseverance in the face of challenge•</li> <li>• Manage their own needs.</li> <li>• See themselves as a valuable individual</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>

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	<ul style="list-style-type: none"> <li>Understand and be responsive to their own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Have positive relationships with friends and adults.</li> <li>Be sensitive to the feeling of others.</li> <li>Understand and be responsive to their own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: -lining up and queuing - mealtimes - personal hygiene</li> <li>Share, take turns and play cooperatively with others.</li> <li>Have positive relationships with friends and adults.</li> <li>Be sensitive to the feeling of others.</li> <li>Understand and be responsive to their own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-mealtimes -personal hygiene</li> <li>Share, take turns and play cooperatively with others.</li> <li>Have positive relationships with friends and adults.</li> <li>Be sensitive to the feeling of others.</li> <li>Understand and be responsive to their own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Share, take turns and play cooperatively with others.</li> <li>Have positive relationships with friends and adults.</li> <li>Be sensitive to the feeling of others.</li> <li>Understand and be responsive to their own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Share, take turns and play cooperatively with others.</li> <li>Have positive relationships with friends and adults.</li> <li>Be sensitive to the feeling of others.</li> <li>Understand and be responsive to their own feelings.</li> </ul>
C&L	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Engage in story times.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Engage in non-fiction books.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Engage in non-fiction books.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<p>familiarity and understanding.</p> <ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Engage in non-fiction books.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>•</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts</li> <li>• Retell the story, once they have developed a deep</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Engage in non-fiction books.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts</li> <li>• Retell the story, once they have developed a deep familiarity with</li> </ul>
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					familiarity with the text; some as exact repetition and some in their own words.	the text; some as exact repetition and some in their own words.
PD	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping – climbing</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping – climbing <ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop their small motor skills so that they can use a range of tools competently,</li> </ul>	<ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing</li> </ul>	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>

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	<p>which is fast, accurate and efficient.</p>	<p>forks and spoons.</p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p>safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p>and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
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<p>Literacy</p>	<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Read some letter groups that each</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Read some letter groups that each represent one sound</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>

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			<p>represent one sound and say sounds for them.</p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Learn letter names.</li> </ul>	<p>and say sounds for them.</p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Learn letter names.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Learn letter names.</li> </ul>	<ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Learn letter names.</li> </ul>
Maths	<p><b><u>Just like me</u></b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitise.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>•</li> </ul>	<p><b><u>It’s me 1,2,3</u></b> <b><u>Light and dark</u></b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitise.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Select, rotate and manipulate shapes</li> </ul>	<p><b><u>Alive in 5</u></b> <b><u>Growing 6,7,8</u></b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitise.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> </ul>	<p><b><u>Building 9 and 10</u></b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitise.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<p><b><u>To 20 and beyond</u></b> <b><u>First, then, now</u></b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitise.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Compose and decompose</li> </ul>	<p><b><u>Find my pattern</u></b> <b><u>On the move</u></b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Subitise.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> </ul>

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		<p>in order to develop spatial reasoning skills.</p> <ul style="list-style-type: none"> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>•</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Automatically recall number bonds for numbers 0–10.</li> <li>•</li> </ul>	<p>shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> </ul>
UTW	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Engage in discussions about their immediate environment.</li> <li>• Make observational drawings of animals.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them. (History)</li> <li>• To recognise changes in the seasons over time. (History)</li> <li>• Understand changing states of matter – e.g. ices to water.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Draw information from a simple map.</li> <li>• Understand the past through reading books and storytelling.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories,</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them (Science)</li> <li>• Describe what they see, hear and feel whilst outside (Science)</li> <li>• Understand the effect of changing seasons on the natural world around them (Science)</li> <li>• Understand process and changes in the natural world including how plants and flowers grow. (Science)</li> <li>• Make observational drawings of plants.</li> </ul>	<p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p> <ul style="list-style-type: none"> <li>• Make observational drawings of animals.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them (Science)</li> <li>• Describe what they see, hear and feel whilst outside including animals and plants.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Understand some important processes in the natural world around them.</li> </ul>



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		<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Explore the natural world around them.</li> <li>Understand some processes in the natural world including changing states of matter.</li> </ul>	<p>including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> <li>Make observational drawings of animals.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Explore the natural world around them.</li> </ul>			
EAD	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Sing a range of nursery rhymes and songs.</li> <li>Move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Sing a range of nursery rhymes and songs.</li> <li>Move in time with music.</li> <li>Explore, use and refine a variety of artistic effects to</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Move in time with music.</li> <li>Perform songs, rhymes and poems.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Move in time with music.</li> <li>Perform songs, rhymes and poems.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Develop storylines in their pretend play.</li> <li>Create collaboratively</li> </ul>	<p>Explore and engage in music making and dance, performing solo or in groups</p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Develop storylines in their pretend play.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>

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		express their ideas and feelings.			sharing ideas, resources and skills	
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