

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Autumn Autumn Days	Winter Festivals	Winter Sail Away	Spring Map it out	Summer Bugs Galore	Summer Fruitalicious
<b>Week 1</b>	Settling in. Half days.  Baseline – language and communication and PSED focus  <b>Big Feelings</b>	Bonfire Night 5.11.21 & Diwali – 4.11.21  Little Glow <b>DT – structures – rockets</b>	New Year & Resolutions.  <b>KIC theatre – Boat parts! Re-enact / drama</b>	<b>Martha Maps it out / Map work</b>  Map of solar system  Map of my bedroom	<b>Earth Day</b>  <b>The Very Hungry Caterpillar</b>	<b>Handa's Surprise</b>  Roll play Retelling the story Comparisons Looking at Africa as a continent Where is Handa from? How is it different to their environment ?
<b>Week 2</b>	Transition ½ days with lunch  Baseline – language and communication and PSED focus  <b>All are Welcome</b>	<b>Remembrance Day</b> Poppies film cbeebies  <b>Children in Need.</b>  <b>Little Glow</b>	Non – Fiction books about boats	<b>Martha Maps it out / Map work</b>  Different maps Map of the school – inside and out.  Shrove Tuesday / Pancakes	The Bad tempered Lady bird	Healthy Eating Week School Games Father's Day <b>Handa's Surprise</b> DT – fruit salad  Fruit kebabs
<b>Week 3</b>	RBA. <b>The colour monster Emotions</b>  PSED CL	<b>Week &amp; Anti-Bullying Week</b>  <b>All are Welcome</b>  <b>Best Diwali Ever</b>	<b>Chinese New Year</b>  <b>Road safety</b> <b>Lost and Found</b>	<b>Super Tato</b>  Healthy eating Speech bubbles	<b>Which places are special and why?</b>  <b>Christians and Muslims</b>	<b>A Fruit is a Suitcase</b>  Seed dispersal Living and growing

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	PD				Visit places of worship	Looking inside seeds
<b>Week 4</b>	RBA. The colour monster Emotions  PSED CL PD	Introduce Christmas play – shine star shine RE themed week Which times are special and why? Christians , Hindus and Jewish people	Boats  Start project on boats  Waterproofing Sink or float  The Journey Home	Super Tato  Science link – free the frozen veg ?  Purim – Jewish festival.		A Fruit is a Suitcase
<b>Week 5</b>	Autumn. Elmer  PSED CL PD  UTW – where is story set ? where do elephants come from? Looking at maps EAD – colour mixing, colour wheel, exploring materials.	Hanukkah – Lights everywhere – Michael Rosen  Fire Safety Talk	Boats  Forest school – making rafts to float on the school pond  What makes a good boat? Features and structure ?  The Storm WHale in Winter	DT Kapow – Easter Egg Projects  Easter story  World Poetry Day Mothering Sunday	BUGS GALORE  Bug hunts Classification Bug hotels Making bugs	Moving on  All are welcome
<b>Week 6</b>	Harvest. We're going on a pumpkin hunt Seasons – autumn, harvest ,	Christmas Jumper Day The Christmas Story	Boats Safer Internet Day A Scientist Like me	Which people are special and why? Christians, Muslims and Jewish people.	Yucky Worms	Nelson Mandela Day

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	DT – making soup	DT – sliding Santas	Designing and making own boat			Anniversary of Moon Landing Goat FEST
Week 7	RE - Themed week Where do we belong? Christians Muslims Hindus	The Christmasaurus	RE themed week What is special about our world? Christians, Muslims and Jewish people		Super worm Dress up as favourite bug! BUG DAY?	
RE Syllabus / Key questions 23-24	Where do we belong? Christians Muslims Hindus	Which times are special and why? Christians , Hindus and Jewish people		Which people are special and why? Christians, Muslims and Jewish people.	Which places are special and why? Christians and Muslims	
	Autumn	Winter	Winter	Spring	Summer	Summer
Key experiences	Meeting our new friends and teachers.  Exploring school environment through outdoor activities/learning.  Forest School.	Whole school Remembrance assembly  Whole Class Christmas songs performance.  Putting up the Christmas tree.	DT making boats  Food tasting for Chinese New Year  Forest School.  Bikeability  KIC Theatre	Making pancakes  Real-life superheroes visit  Fire truck Police  Superhero day – dress up	Assembly to parents  Ramadan talk /food tasting  Forest School  Frog spawn in tank in classroom	Visit places of worship  Forest School.  School games day

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	<p>KIC Theatre – new starts/starting school</p> <p>Autumn walk to Sandy Acre – Buddies</p> <p>Pumpkin Picking.</p> <p>DT - Making soup</p>	<p>Making Christmas decorations</p> <p>Christmas dinner Forest School.</p> <p>Dressing up for Children in Need</p> <p>Fire safety talk</p> <p>Sliding Santas</p> <p>DT - Making rockets</p> <p>Perform gymnastics to an audience / buddies</p>	<p>Road safety session</p> <p>Reading challenges</p> <p>Sharing Learning Journeys with parents – open afternoon.</p>	<p>Forest School.</p> <p>Book Week – Dress up day</p> <p>Reading challenges</p> <p>DT - Making bookmarks</p> <p>Visit to Rare Breeds</p> <p>Parents evening?</p>	<p>Visit places of worship</p> <p>Wormery in environment – looking after worms</p> <p>Bug hunts</p> <p>Dress up day</p> <p>Fire safety visitor</p>	<p>Fruit tasting / fruit picking experience?</p> <p>DT - Making fruit salad</p> <p>Fruit kebabs</p> <p>Goat Fest – Last day of term.</p> <p>Open afternoon</p>
<p><b>Characteristics of Effective teaching and Learning</b></p> <p>See Development Matters</p>	<ul style="list-style-type: none"> <li>• playing and exploring – children investigate and experience things, and ‘have a go’</li> <li>• active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>					
<p><b>Prime areas</b></p>						

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

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>Communication and language</p> <p>Green print – 3-4 year olds will be learning to</p> <p>Black print – reception children will be learning to</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social phrases.</p>

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	<p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<i>ELG: Listening, Attention and Understanding</i>	<ul style="list-style-type: none"> <li>- <i>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;</i></li> <li>- <i>Make comments about what they have heard and ask questions to clarify their understanding;</i></li> <li>- <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></li> </ul>
<i>ELG: Speaking</i>	<ul style="list-style-type: none"> <li>- <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></li> <li>- <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</i></li> <li>- <i>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.</i></li> </ul>
<p>Personal, Social and Emotional Development</p> <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 9 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>	
Personal, Social and Emotional development	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p>

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.</p> <p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs. • Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>
<i>ELG: Self-Regulation</i>	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul>
<i>ELG: Managing Self</i>	<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

<p><i>ELG: Building Relationships</i> :</p>	<ul style="list-style-type: none"> <li>- <i>Work and play cooperatively and take turns with others;</i></li> <li>- <i>Form positive attachments to adults and friendships with peers;</i></li> <li>- <i>Show sensitivity to their own and to others' needs.</i></li> </ul>
<p>Physical Development</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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</p>	
<p>Physical development</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. 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.</p>



This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes		
<i>ELG: Gross Motor Skills</i>	<i>- Negotiate space and obstacles safely, with consideration for themselves and others;</i> <i>- Demonstrate strength, balance and coordination when playing;</i> <i>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>		
<i>ELG: Fine Motor Skills-</i>	<i>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</i> <i>- Use a range of small tools, including scissors, paint brushes and cutlery;</i> <i>- Begin to show accuracy and care when drawing.</i>		
Specific Areas			
Mathematics			
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.			
Maths – White Rose	Match and Sort and compare amounts Compare size, Mass and capacity Exploring Pattern	Introducing zero Comparing numbers to 5 Composition of numbers to 5 Compare Mass	Building numbers beyond 10 Counting patterns beyond ten Special reasoning Match, rotate, manipulate

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	Representing, comparing and composition of 1,2,3 Circles and Triangles Positional Language Representing Numbers to 5 More or Less Shapes with 4 sides Time	Compare Capacity 6,7,8 Making pairs Combining two groups Length and height Time 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern	Adding more Taking away Special reasoning Compose and decompose Doubling Sharing and grouping Even and odd Special reasoning Visualise and build Deepening understanding Patterns and relationships Special reasoning Mapping
ELG: Number	<i>- Have a deep understanding of number to 10, including the composition of each number</i> <i>- Subitise (recognise quantities without counting) up to 5;</i> <i>- 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.</i>		
ELG: Numerical Patterns	<i>- Verbally count beyond 20, recognising the pattern of the counting system;</i> <i>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</i> <i>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i>		
Literacy 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).			

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

<b>Literacy Reading Writing</b>	<p>Non decodable books to be taken home and shared with an adult. When enough sounds have been learnt decodable books sent home with children as well as a non-decodable book.</p> <p><b>Little Wandle- Phase 2</b></p> <p>Elmer Colour monster We're Going on a Pumpkin Hunt The Best Diwali Ever Chanukah – Lights Everywhere Mr Big A Dot in the Snow Stickman Christmas Nativity Story</p> <p>Writing lists with some recognisable/accurate letters Writing part or all of their name</p>	<p><b>Little Wandle- Phase 3</b></p> <p>Owl Babies My Skin Your Skin</p> <p>Super Tato Super Worm The Proudest Blue The Enormous Turnip The Detective Dog Dear Zoo</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense</p>	<p><b>Little Wandle -Phase 4</b></p> <p>One plastic Bag What the Ladybird Heard Rainbow fish Dear Greenpeace If Sharks Disappear The Birthday Crown Snail and the Whale We're going on a Lion Hunt Handa's Surprise Jack and the Beanstalk Hungry Caterpillar Splash Anna Hibiscus Eddies Tent and how to go Camping The Skies Above my Eyes</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
<b>ELG: Comprehension Children at the expected level</b>	<p><i>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p> <p><i>- Anticipate – where appropriate – key events in stories;</i></p> <p><i>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p>		

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

<p><i>of development will:</i></p> <p><i>ELG: Word Reading</i> <i>Children at the expected level of development will:</i></p> <p><i>ELG: Writing</i> <i>Children at the expected level of development will:</i></p>	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Understanding the World</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>
<p><b>Understanding the World</b></p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	<p>Explore and talk about different forces they can feel.          Talk about the differences between materials and changes they notice.          Continue developing positive attitudes about the differences between people.          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about members of their immediate family and community.          Name and describe people who are familiar to them.          Comment on images of familiar situations in the past.          Compare and contrast characters from stories, including figures from the past.          Draw information from a simple map.          Understand that some places are special to members of their community.          Recognise that people have different beliefs and celebrate special times in different ways.          Recognise some similarities and differences between life in this country and life in other countries.          Explore the natural world around them          Describe what they see, hear and feel whilst outside.          Recognise some environments that are different from the one in which they live.          Understand the effect of changing seasons on the natural world around them.</p>
<i>ELG: Past and Present</i>	<ul style="list-style-type: none"> <li>- <i>Talk about the lives of the people around them and their roles in society;</i></li> <li>- <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</i></li> <li>- <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li> </ul>
<i>ELG: People, Culture and Communities</i>	<ul style="list-style-type: none"> <li>- <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</i></li> <li>- <i>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;</i></li> <li>- <i>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.</i></li> <li>- <i>Explore the natural world around them, making observations and drawing pictures of animals and plants;</i></li> </ul>

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

<i>ELG: The Natural World</i>	<ul style="list-style-type: none"> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p>Expressive Arts and Design</p> <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><b>Expressive Art and Design</b></p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

This document is in line with the EYFS 'Development Matters' curriculum. In order to best support children's learning, themes may be subject to change due to the planning following children's interests.

## Reception Curriculum Long Term Plan 2022-2023

	Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups.
<i>ELG: Creating with Materials Children at the expected level of development will:</i>	<i>- 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.</i>
<i>ELG: Being Imaginative and Expressive</i>	<i>- 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.</i>