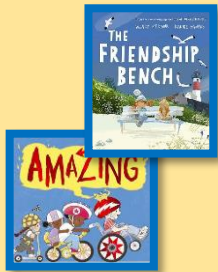



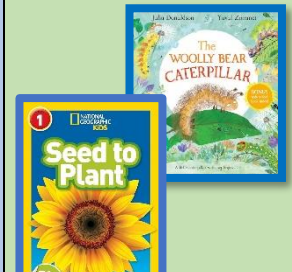



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Change/ Autumn/Woodl and	Winter	Animals	Growing	Journeys
Focus Texts						
Celebrations/ Special Occasions	Transition, Autumn/Harvest Birthdays Grandparents Day (3 rd October) Nursery Rhyme week – 15 th November	Diwali, Bonfire Night, Remembrance Day, Children in Need, Advent/Christmas	Winter, Chinese New Year, Pancake Day, Valentines Day	Spring, World Book Day, Mother's Day, Lent/Easter	Ramadan/Eid, St. Georges Day	Summer, World Oceans Day, Father's Day,
Key Questions/ learning	What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts.	Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special	What is a town/street/city/countr y? Which country do I live in? Where is my country on a map/globe? What are the other	What are characters? Are all characters the same? How do the characters feel in the different stories? What is a setting? Are all settings the same?	What is a season? How is Spring different to other seasons? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles?	What do I already know about the sea? What would I like to find out? How can I find out this information? What could I find under the sea?

Reception Long Term Plan

	How do we use our senses?	events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, and Christmas. Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)	countries called? Are all countries the same? Look at differences – rainforests/deserts/Antarctica Which animals live in which countries?	What is the beginning, middle, end of a story? What were stories like many years ago? Can I retell a story in my own words? Can I make up my own story and write it? Who lives in hot countries? Which animals live there?	What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a mini beast? How can I find out more about them? How many mini beasts can I find?	Are there only sea creatures or other things? (Seaweed, shipwrecks etc.). What could I learn about sea creatures? Are they all the same? How are they different? Who uses the sea? (Past and present (sailors, pirates etc.)). How can I help look after the sea? What journeys have I been on? What can I remember about my journeys? What new places would I like to visit?
Visits/ Visitors Events	New baby Mums / dads Walk around school grounds, autumn walk	Walk to the Post Office – post letter to Santa. Diwali day – celebrate with music, dancing, food, special clothing or a Hindu visitor. If appropriate, invite parents in to talk about festivals and different celebrations. Harvest festival Nativity performance Christmas Party	Penguin video Winter walk around school/freezing object Chinese New Year celebrations	Visit a library Local Author to visit the school or class to read a story to the children Spring walk Easter Egg hunt	The Creepy Crawly Show Planting with parents	Sea shanties Beach day in school e.g. dressing up, picnic Looking at photographs of our journeys

Reception Long Term Plan

Books to Read	<p>Maisy goes to Nursery by Lucy Cousins</p> <p>I like Me by Nancy Carlson</p> <p>My Mom and Dad make me laugh by Nick Sharratt</p> <p>Peace at Last by Jill Murphy</p> <p>Eyes, nose, fingers and Toes by Judy Hindley</p> <p>I hear a Pickle by Rachel Isadora</p>	<p>Topsy and Tim have a Birthday Party by Jean & Gareth Adamson</p> <p>The best Diwali ever by Sonali Shah</p> <p>Dear Santa by Rod Campbell</p>	<p>Polar Bear, Polar Bear, what do you hear? By Bill Martin Jr & Eric Carle</p> <p>Say Hello to snowy animals Animals by Ian Whybrow & Ed Eaves</p> <p>My friend Bear by Jez Alborough</p>	<p>Jack and the Beanstalk</p> <p>The 3 Little Pigs</p> <p>The 3 Billy Goats Gruff</p> <p>Little Red Riding Hood</p> <p>The Ugly Duckling</p>	<p>Bird builds a Nest by Martin Jenkins</p> <p>The Teeny Weeny Tadpole by Sheridan Cain</p> <p>I love Bugs by Emma Dodd</p> <p>Walter's Web.</p> <p>Monkey Puzzle</p> <p>Jack and the Beanstalk.</p> <p>The tiny seed.</p> <p>I went walking</p> <p>Once there was a Seed by Judith Anderson & Mike Gordon</p>	<p>The Lighthouse Keeper's Lunch by Ronda & David Armitage</p> <p>What the Ladybird Heard at the Seaside by Julia Donaldson</p> <p>Sharing a Shell by Julia Donaldson</p> <p>Tiny Crab is a Tidy Crab by Paula Bowles</p> <p>Mr Gumpy's Motor Car by John Burningham</p> <p>The Hundred Decker Rocket by Mike Smith</p> <p>We Catch the Bus by Katie Abey</p> <p>The Lost Property Office by Emily Rand</p>
Vocabulary	<p>Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste.</p>	<p>Baptise, christening, tradition, anniversary, wedding, carnival, event, festival</p>	<p>Street, city, community, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons</p>	<p>Structure, beginning, middle, end, character, setting, narrative</p>	<p>Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate</p>	<p>Ocean, habitat, tide, coast, pollution, environment, recycle, pirate, lifeguard, coastguard, vehicle, journey</p>
Enhanced Provision Ideas	<ul style="list-style-type: none"> Junk model houses 	<ul style="list-style-type: none"> Diwali Party Letters delivered to Santa 	<ul style="list-style-type: none"> Chinese writing and numbers Making a Chinese lantern 	<ul style="list-style-type: none"> Creating an umbrella for the elephant. Elephant Sculptures 	<ul style="list-style-type: none"> Measuring growth of sunflowers Lifecycles sorting and matching 	<ul style="list-style-type: none"> Kim's Game with sea creatures Drawing maps Building vehicles

Reception Long Term Plan

	<ul style="list-style-type: none">• Large body collage – add labels• Draw around each other with chalk/bricks• Work based around ‘My class is a family’ e.g. lolly stick houses and drawings of my family and my class	<ul style="list-style-type: none">• Building Santa’s sleigh	<ul style="list-style-type: none">• Making a boat		<ul style="list-style-type: none">• Floral Drawings	
Communication & Language (Listening, Attention & Understanding)	<ul style="list-style-type: none">• I can follow daily routines e.g. tidy up time, challenges.• I can follow instructions.• I can understand ‘why’ questions• For example why do you think he/she feels...?• I understand how to listen carefully and why listening is important• I can learn new vocabulary linked to daily routine / theme• I am beginning to engage in story time• I can join in with repeated refrains / fill in rhyming words• I can listen to and begin to talk about stories to build familiarity and understanding• I can discuss characters, events and settings.• I can listen carefully to rhymes and songs and begin to pay attention to how they sound	<ul style="list-style-type: none">• I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.• I can listen carefully to and learn rhymes, poems and songs• I can listen to and talk about stories to build familiarity and understanding• I am beginning to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary• I am beginning to understand humour e.g. nonsense rhymes / jokes	<ul style="list-style-type: none">• I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions• I can make comments about what I have heard and ask questions to clarify my understanding• I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.• I understand humour more readily e.g. nonsense rhymes/jokes			

Reception Long Term Plan

Communication & Language (Speaking)	<ul style="list-style-type: none"> • I can use new vocabulary throughout the day • I am beginning to ask questions to find out more and to check they understand what has been said to them • I am beginning to articulate my ideas and thoughts in well-formed sentences □ Ideas to friends □ Book talk • I am beginning to connect one idea or action to another using a range of connectives... because, although, but.. • I am beginning to describe events in some detail • I am developing social phrase ... greetings, How are you? • Friendship ... Would you like to...? • I am beginning to retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words ...within small world / role play 	<ul style="list-style-type: none"> ▪ I can use new vocabulary in different contexts ▪ I can ask questions to find out more and to check I understand what has been said to me ▪ I can articulate my ideas & thoughts in well-formed sentences ▪ I can connect one idea or action to another using a range of connectives ▪ I can describe events in some detail ▪ I can use talk to help work out problems, organise thinking & activities explain how things work/why things happen ▪ I can develop and use social phrases with confidence ▪ I can retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words 	<ul style="list-style-type: none"> ▪ I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary; ▪ I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ▪ I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.
Personal, Social & Emotional Development (Managing Self)	<ul style="list-style-type: none"> ▪ I can manage own self-care needs ... I can zip my coat up, do my buttons, put my coat on and put my shoes on. ▪ I am developing confidence to try new activities and show independence. I access all types of enhancements (indoors & outdoors) ▪ I know and I'm beginning to talk about the different factors that support my overall health and wellbeing: ▪ Tooth brushing – importance and how ... clean, decay 	<ul style="list-style-type: none"> ▪ I can manage own self-care needs ▪ I know and can talk about the different factors that support my overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian 	<ul style="list-style-type: none"> ▪ I am confident to try new activities and show independence, resilience and perseverance in the face of challenge ▪ I can explain the reasons for rules, know right from wrong and try to behave accordingly ▪ I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Reception Long Term Plan

	<ul style="list-style-type: none"> ▪ Talk about importance of daily exercise and healthy eating ... exercise, healthy / unhealthy, heartbeat, fit 		
Personal, Social & Emotional Development (Self-Regulation)	<ul style="list-style-type: none"> ▪ I can talk with others to solve conflicts. ▪ I can help to find solutions to conflicts and rivalries. I can do this during role play and discussions. ▪ I am beginning to express feelings and consider the feelings of others ▪ I can identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited ▪ I can link book character's emotion to own experiences ... expression, mood, feeling/emotion ▪ I am beginning to set own goals and show resilience and perseverance in the face of challenge ▪ I am beginning to identify and moderate my own feelings socially and emotionally 	<ul style="list-style-type: none"> ▪ I can express feelings and consider the feelings of others ▪ I can set my own goals and show resilience and perseverance in the face of challenge ▪ I can identify and moderate my own feelings socially and emotionally ▪ I can think about the perspectives of others 	<ul style="list-style-type: none"> ▪ I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly ▪ I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate ▪ I can 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
Personal, Social & Emotional Development (Building Relationships)	<ul style="list-style-type: none"> ▪ I am beginning to see myself as a valuable individual ▪ I can describe myself, positively ... <i>proud, special, love (use books: 'Happy in Our Skin' & 'My Hair')</i> ▪ I am beginning to build constructive and respectful relationships ▪ I am using social language to develop friendships see CL 	<ul style="list-style-type: none"> ▪ I see myself as a valuable individual ▪ I can build constructive and respectful relationships 	<ul style="list-style-type: none"> ▪ I can work and play cooperatively and take turns with others ▪ I can form positive attachments to adults and friendships with peers ▪ I can show sensitivity to my own and to others' needs.

Reception Long Term Plan

Physical Development (Gross Motor Skills)	<ul style="list-style-type: none"> I can revise and refine the fundamental movement skills that I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing I can engage in and develop confidence in actions I am beginning to develop overall body-strength, balance, co-ordination and agility. I can set my own physical challenge I am beginning to use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor I am beginning to combine different movements with ease and fluency I am beginning to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group I can understand rules and reasons I can further develop the skills I need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene 	<ul style="list-style-type: none"> I can continue to refine the fundamental movement skills I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing I am beginning to progress towards a more fluent style of moving, with developing control and grace I can develop my overall body-strength, balance, co-ordination and agility. I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor I can combine different movements with ease and fluency I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group I can further develop and refine a range of ball skills including: passing, batting and aiming 	<ul style="list-style-type: none"> I can negotiate space and obstacles safely, with consideration for myself and others I can demonstrate strength, balance and coordination when playing I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Physical Development (Fine Motor Skills)	<ul style="list-style-type: none"> I can hold my writing utensil comfortably using a tripod grip I am continuing to develop my small motor skills so that I can use a range of tools competently, safely and confidently. I can use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons 	<ul style="list-style-type: none"> I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. I can use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons I am beginning to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating my effective pencil grip 	<ul style="list-style-type: none"> I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases I can use a range of small tools, including scissors, paint brushes and cutlery I am beginning to show accuracy and care when drawing

Reception Long Term Plan

Literacy (Comprehension/Word Reading)	<ul style="list-style-type: none"> I am beginning to retell simple stories and narratives using my own words and some recently introduced vocabulary. I can talk about main characters and the beginning, middle, end of a book I am beginning to re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment I understand that print goes from left to right I am continuing to develop my Phase one phonological awareness, I am focusing on rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting I can read individual letters by saying the sounds for them I can blend sounds into words, so that I can read short words made up of known GPCs P2 □ VC words □ CVC words I am beginning to read a few common exception words matched to my school's phonic programme Phonics Bug I can read my tricky words I, go, to, the, no, into I am beginning to read simple phrases / sentences I can read pink B guided reading books aligned to my phonic knowledge 	<ul style="list-style-type: none"> I am beginning to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play I can retell a story in small world and role play areas I can take on the role of character using some story language I can talk about likes and dislikes of texts, rhymes and poems I can choose a book and begin to explain why I have chosen it I am beginning to anticipate - where appropriate - some key events in stories I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment I can orally blend and segment CVC words I can say the sound for each letter of the alphabet I can read double letters □ ss □ ll □ zz □ ck □ ff I can read consonant digraphs □ sh □ ch □ th, □ ng I am beginning to read words consistent with my phonic knowledge I can read some common exception words matched to the school's phonic programme Phonics Bug I can read red guided reading books aligned to phonic knowledge 	<ul style="list-style-type: none"> I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. I am beginning to notice some relationships between one text and another I am beginning to comment on perceived links with own life experience or other experiences, e.g. films, books I can say the sound for each letter of the alphabet and for at least 10 digraphs I am secure at Phase 3 phonics I can read words consistent with my phonic knowledge by sound-blending I can read aloud simple sentences and books that are consistent with my phonics knowledge, including some common exception words
Literacy (Writing)	<ul style="list-style-type: none"> I can write name correctly using the correct letter formation I can use some of my print and letter knowledge in my early writing 	<ul style="list-style-type: none"> I can form most lower-case and capital letter correctly 	<ul style="list-style-type: none"> I can write recognisable letters (lower case and capital) most of which are formed correctly

Reception Long Term Plan

	<ul style="list-style-type: none"> I am beginning to form lower-case letters correctly I am beginning to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs I can use my knowledge of initial sounds to write labels I am beginning to write lists & captions I can orally rehearse the vocabulary I want to write I am beginning to reread what I have written 	<ul style="list-style-type: none"> I can spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words I can write captions/phrases and begin to write simple sentences using known GPCs I can re-read what I have written to make sure it makes sense I am beginning to write a variety of fiction and non-fiction sentences / captions 	<ul style="list-style-type: none"> I can spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs -CVC words I can write simple phrases and sentences that can be read by others I can include: <ul style="list-style-type: none"> oral rehearsal of sentence before writing word spacing full stop capital letter I am beginning to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: <ul style="list-style-type: none"> 2-3 part story (e.g. using story map/planner) Instructions Fact cards (e.g. using a 'spider gram' to collate information)
Maths	<p>Match, sort and compare</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <p>Talk about measure and patterns</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns <p>It's me 1, 2, 3</p> <ul style="list-style-type: none"> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 <p>Circles and triangles</p>	<p>Alive in 5</p> <ul style="list-style-type: none"> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 <p>Mass and capacity</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups 	<p>To 20 and beyond</p> <ul style="list-style-type: none"> Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <p>How many now?</p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes <p>Sharing and grouping</p> <ul style="list-style-type: none"> Explore sharing Sharing

Reception Long Term Plan

	<ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p>1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 – 5 <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment • My day and night 	<ul style="list-style-type: none"> Conceptual subitising <p>Length, height and time</p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time Order and sequence <p>Building 9 and 10</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <p>Explore 3-D shapes</p> <ul style="list-style-type: none"> Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns • Patterns in the environment 	<ul style="list-style-type: none"> Explore grouping Grouping Even and odd sharing Play with and build doubles <p>Visualise, build and map</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <p>Make connections</p> <ul style="list-style-type: none"> Deepen understanding Patterns and relationships
Art & Design (Creating with Materials, Being Imaginative and expressive)	<p>Creating with Materials</p> <ul style="list-style-type: none"> I can draw with increasing complexity and detail, such as representing a face with a circle and including details I can show different emotions in drawings and paintings I can continue explore colour and colour mixing. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> I can explore and use a variety of artistic effects to express my ideas and feelings. I can return to and build on my previous learning, refining ideas and developing my ability to represent them. I can create collaboratively sharing ideas, resources and skills. <p>Being Imaginative & Expressive</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function I can share my creations, explaining the process I have used

Reception Long Term Plan

	<ul style="list-style-type: none"> I can safely use and explore a variety of materials and tools I can explore new techniques I can talk about new creations I am beginning to return to and build upon previous learning <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> I can take part in simple pretend play I am beginning to develop complex stories using small world equipment I am beginning to develop storylines in my pretend play – including those linked to focus text ... story language, character, beginning, middle, end I am beginning to listen attentively, move to and talk about music, expressing my feelings and responses I can talk about how music makes me feel. I am beginning to watch and talk about dance and performance art I can talk about how the music makes me feel I can watch live music / dance performances linked to festivals ... I can sing in a group or on my own I am beginning to explore and engage in music making and dance 	<ul style="list-style-type: none"> I can listen attentively, move to and talk about music, expressing my feelings and responses. I can watch and talk about dance and performance art, expressing my feelings and responses. I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can explore and engage in music making and dance, performing solo or in groups. I can develop storylines in my pretend play. 	<ul style="list-style-type: none"> I can make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> I can invent, adapt and recount narratives and stories with peers and my teacher; I can sing a range of well-known nursery rhymes and songs; I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Understanding the World (Past and Present)	<ul style="list-style-type: none"> I am beginning to make sense of my own life-story and family's history I am beginning to comment on images of familiar situations in the past e.g., When Mum and Dad were little 	<ul style="list-style-type: none"> I can comment on images of familiar situations in the past 	<ul style="list-style-type: none"> I can talk about the lives of the people around me and their roles in society I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class

Reception Long Term Plan

			<ul style="list-style-type: none"> I understand the past through settings, characters and events encountered in books read in class and storytelling.
Understanding the World (People, Cultures and Communities)	<ul style="list-style-type: none"> I can talk about members of my immediate family and community I can describe family members e.g. my grandparent is older I understand that there are many different types of families I can name and describe people who are familiar to me including People in my local / school community I can develop an understanding of different occupations I am beginning to understand that some places are special to members of my community I can talk about special places I go with my family I am beginning to recognise that people have different beliefs and celebrate special times in different ways I am developing a knowledge and awareness of other festivals including <i>Harvest, Diwali, Christmas</i> 	<ul style="list-style-type: none"> I can talk about members of my immediate family and community I can name and describe people who are familiar to me I understand that some places are special to members of my community I recognise that people have different beliefs and celebrate special times in different ways I recognise some similarities 	<ul style="list-style-type: none"> I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class I can 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.
Understanding the World (The Natural World)	<ul style="list-style-type: none"> I can explore the natural world around me I can describe what I see, hear and feel whilst outside I understand the effect of changing seasons on the natural world around them – Autumn into Winter I can observe / talk about changing <ul style="list-style-type: none"> seasons ... season, summer, autumn, winter changes in 	<ul style="list-style-type: none"> I can explore the natural world around me I can describe what I see, hear and feel whilst outside I understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> I can explore the natural world around me, making observations and drawing pictures of animals and plants I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class I understand some important processes and changes in the natural world around

Reception Long Term Plan

	<p>autumn ... temperature, change, hibernation, darker, weather, wind</p> <ul style="list-style-type: none">▪ I show an interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information		<p>me, including the seasons and changing states of matter.</p>
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