



St. Andrew's C of E Primary School Reception Long Term Plan

*Throughout all learning, activities and interactions will support the **Characteristics of Effective Learning:***

- Playing and exploring** – Engagement: Finding out and Exploring; Playing with what they know; Being willing to 'have a go.'
- Active Learning** – Motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do.
- Creating and thinking critically** – Thinking; Having their own ideas; Making links; Choosing ways to do things.

	Autumn		Spring		Summer		
Area of Learning	Autumn 1 <i>Transition to school</i>	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 <i>Transition from Reception to Year 1</i>	
Topic	Marvellous me	Let's Celebrate/Our Senses	Real Superheroes	Children's choice of topic	Children's choice of topic	Our Wonderful World	
Possible core texts							
Personal, Social and Emotional Development	<p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -To recognise different emotions and talk about their feelings (using words like 'sad' 'angry' 'happy' or 'worried.' -To be able to follow one step instructions. -To be able to focus during short whole class activities. 	<p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -To talk about how they are feeling. -To consider others' feelings. 	<p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -To talk with others to solve conflicts (ongoing). -To be able to focus during longer whole class lessons. 	<p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -To show resilience and perseverance in the face of challenge. -To identify and moderate their own feelings socially and emotionally 	<p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -To moderate their own feelings when they have experienced anger or frustration. 	<p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -To develop their problem solving skills, by talking through how they resolved a problem or challenge. -To follow instructions of three steps or more. 	
	Self-Regulation Early Learning Goal						
	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 						

	<p>Managing Self</p> <ul style="list-style-type: none"> -To become more outgoing with unfamiliar people and begin to show confidence in new social situations. -To be usually dry and clean during the day. -To wash hands independently. 	<p>Managing Self</p> <ul style="list-style-type: none"> -To increasingly follow rules without adult reminders and understand why they are important. -To begin to dress and undress independently. 	<p>Managing Self</p> <ul style="list-style-type: none"> -To see themselves as a valuable individual who can manage their own needs. -To select and use activities and resources to achieve a goal (with help when needed). -To develop independence when dressing and undressing. 	<p>Managing Self</p> <ul style="list-style-type: none"> -To show understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. -To show perseverance in the face of a challenge. -To be able to dress and undress independently. 	<p>Managing Self</p> <ul style="list-style-type: none"> -To recognise when their behaviour was not in accordance with the rules and why it is important to behave correctly towards others. -To manage own basic needs independently. 	<p>Managing Self</p> <ul style="list-style-type: none"> -To be confident to speak to others about their own needs, wants, interests and opinions. -To be able to show a 'can do' attitude. -To understand the importance of healthy food choices.
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Managing Self Early Learning Goal

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

	<p>Building Relationships</p> <ul style="list-style-type: none"> -To play with one or more children, extending and elaborating play ideas. -To seek support from adults and gain confidence to speak to peers and adults. 	<p>Building Relationships</p> <ul style="list-style-type: none"> -To begin to understand how others may feel. -To express their feelings in appropriate ways and consider the feelings of others. -To begin to develop friendships. 	<p>Building Relationships</p> <ul style="list-style-type: none"> -To help find solutions to conflicts and rivalries. -To be able to use taught strategies to support turn taking. 	<p>Building Relationships</p> <ul style="list-style-type: none"> -To build constructive and respectful relationships. -To listen to the ideas of other children and agree on a solution and compromise. 	<p>Building Relationships</p> <ul style="list-style-type: none"> -To think about the perspectives of others. -To work as a group. 	<p>Building Relationships</p> <ul style="list-style-type: none"> -To demonstrate an understanding of another child's perspective in discussion. -To solve minor disputes without adult support. -To be able to have confidence to communicate with adults around the school.
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Building Relationships Early Learning Goal

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- By the end of Reception at St. Andrew's, children will be able to:*
- Demonstrate a positive attitude to all areas of learning.
 - Find ways to solve problems.
 - Be respectful and have a sense of what is right and wrong, just and fair.
 - Make good choices and learn from our mistakes.
 - Maintain focus on their activity for a period of time.
 - Persist with activities when challenges occur.

-Show resilience when faced with a difficulty.
 -Show pride of how they have accomplished something – not just the end result.

Communication and Language

Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding
-To be able to understand how to listen carefully and why listening is important. -To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door."	-To listen carefully to rhymes and songs, paying attention to how they sound. -To begin to understand how and why questions.	-To listen to and talk about stories to build familiarity and understanding. -To be able to ask questions to find out more.	-To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -To retell a story and follow a story without pictures or props.	-To retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -To be able to understand a question such as who, what, where, when, why and how.	-To be able to have conversations with adults and peers with back-and-forth exchanges.

Listening, Attention and Understanding Early Learning Goal

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking	Speaking	Speaking	Speaking	Speaking	Speaking
-To develop social phrases. i.e. "Good morning, how are you?" -To be able to talk in front of small groups and Reception staff, offering their own ideas.	-To begin to ask questions to find out more and to check they understand what has been said to them. -To learn new vocabulary and use it throughout the day in different contexts.	-To describe events in some detail. -To talk in sentences using conjunctions e.g. and, because.	-To engage in non-fiction books and to use new vocabulary in different contexts. -To articulate ideas and thoughts in well-formed sentences.	-To describe events in some detail. -To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	-To explain how things work and why they might happen. -To be able to talk in sentences using a range of tenses.

Speaking Early Learning Goal

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

COMMUNICATION AND LANGUAGE

By the end of Reception at St. Andrew's, children will be able to:
 -Speak confidently and clearly and take turns in conversation.
 -To recognise and ask questions.
 -To be able to explain their thinking and reasoning.
 -To be able to recite a range of nursery rhymes/songs by memory.
 -To show awareness of their audience and adapt their voice accordingly.

Physical Development

Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor
-To begin to show a preference for a dominant hand. -To start to eat independently and learn how to use a knife and fork. -To use one-handed tools and equipment, i.e. making snips in paper with scissors. -To begin to use a tripod grip when using mark making tools.	-To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils and thin and thick felt-tip pens for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -To accurately draw lines, circles and shapes to draw pictures.	-To use a comfortable grip with good control when holding pens, pencils and scissors.	-To use scissors to cut out a simple shape independently.	-To form letters correctly using a tripod grip.	-To develop the foundations of a handwriting style which is efficient; forming letters correctly using a tripod grip.

Fine Motor Early Learning Goal

- Hold a pencil effectively in preparation for fluent writing;
- Using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
-To develop skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene. -To move safely in a space.	-To explore different ways to travel using equipment. -To revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing. -To develop their upper arm and shoulder strength sufficiently (ongoing).	-To know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being a safe pedestrian. -To be able to control a ball in different ways. -To balance on a variety of equipment and climb.	-To develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. -To jump and land safely from a height.	-To move safely with confidence and imagination. -To combine different movements with ease and fluency. -To confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. -To quickly change speed and direction.	-To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -To play by the rules and develop coordination.

Gross Motor Early Learning Goal

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

PHYSICAL DEVELOPMENT

By the end of Reception at St. Andrew's, children will be able to:

- Take risks, engaging in new experiences.
- Plan, make decisions about how to approach an activity/ use equipment.
- Have the knowledge and skills to tackle a physical task in an appropriate way.

PE	Introduction to PE: Unit 1	Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Ball Skills: Unit 1	Games: Unit 1
	<ul style="list-style-type: none"> -To move safely and sensibly in a space with consideration of others. -To develop moving safely and stopping with control. -To use equipment safely and responsibly. -To use different travelling actions whilst following a path. -To work with others co-operatively and play as a group. -To follow, copy and lead a partner. 	<ul style="list-style-type: none"> -To develop balancing whilst stationary and on the move. -To develop running and stopping. -To develop changing direction. -To develop jumping and landing. -To develop hopping and landing with control. -To explore different ways to travel. 	<ul style="list-style-type: none"> -To copy and create shapes with your body. -To be able to create shapes whilst on apparatus. -To develop balancing and taking weight on different body parts. -To develop jumping and landing safely. -To develop rocking and rolling. -To copy and create short sequences by linking actions together. 	<ul style="list-style-type: none"> -To explore different body parts and how they move. -To explore different body parts and how they move and remember and repeat actions. -To express and communicate ideas through movement; exploring directions and levels. -To create movements and adapt and perform simple dance patterns. -To copy and repeat actions showing confidence and imagination. -To move with control and co-ordination, linking, copying and repeating actions. 	<ul style="list-style-type: none"> -To develop rolling a ball to a target. -To develop stopping a ball. -To develop accuracy when throwing to a target. -To develop bouncing and catching a ball. -To develop dribbling a ball with your feet. -To develop kicking a ball. 	<ul style="list-style-type: none"> -To work safely and develop running and stopping. -To develop throwing and learn how to keep score. -To be able to play games, showing an understanding of the different roles within it. -To follow instructions and move safely when playing tagging games. -To work co-operatively and learn to take turns. -To work with others to play team games.
	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading
	<p align="center"><i>Phonics: LW Phase 2</i></p> <ul style="list-style-type: none"> -Graphemes: <i>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l</i> -Tricky words: <i>is, I, the.</i> -To understand the five key concepts about print: print has meaning; print can have different purposes; we read English from left to right and top to bottom; name of different parts of a book; page sequencing. -To read individual letters by saying the sounds for them. -To begin to segment and blend sounds together to read words. 	<p align="center"><i>Phonics: LW Phase 2</i></p> <ul style="list-style-type: none"> -Graphemes: <i>ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</i> -Tricky words: <i>put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.</i> -To read words with <i>s /s/</i> added at the end (hats sits). -To read words ending with <i>s /z/</i> (his) and with <i>s /z/</i> added at the end (bags). -To develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with the same sound. -To blend sounds into words, so that they can read short words 	<p align="center"><i>Phonics: LW Phase 3</i></p> <ul style="list-style-type: none"> -Graphemes: <i>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</i> -Words with double letters: <i>dd, mm, tt, bb, rr, gg, pp, ff.</i> -Tricky words: <i>was, you, they, my, by, all, are, sure, pure.</i> -To read longer words. -To begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words. -To recognise taught digraphs 	<p align="center"><i>Phonics: LW Phase 3</i></p> <ul style="list-style-type: none"> -To review Phase 3 graphemes. -To read words with double letters. -To read longer words. -To read words ending in -ing. -To read compound words. -To read words with <i>s</i> in the middle <i>/z/ s</i>. -To read words ending with -s. -To read words with -es at end <i>/z/</i>. -To review all taught tricky words so far and secure spelling. -To read words containing tricky words and digraphs. -To re-read books to build confidence in word reading 	<p align="center"><i>Phonics: LW Phase 4</i></p> <ul style="list-style-type: none"> -To read words with short vowels and adjacent consonants. -To read CVCC, CCVC, CCVCC, CCCVC, CCCVCC words. -To read longer words and compound words. -To read words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est. -To review all taught tricky words so far and secure spelling. -To read longer sentences containing Phase 4 words 	<p align="center"><i>Phonics: LW Phase 4</i></p> <ul style="list-style-type: none"> -To read words with long vowel sounds: CVCC, CCVC, CCCVC, CCV, CCVCC. -To read longer words. -To read words ending with: -s /s/, -s /z/, -es. -To read words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est. -To review all taught tricky words so far and secure spelling. -To read simple sentences, reading most words

Literacy

	made up of known letter– sound correspondences.	in words and blend the sounds together.	and fluency and their understanding and enjoyment.	and tricky words. -To read simple sentences, demonstrating some fluency.	automatically.
Word Reading Early Learning Goal					
<ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
<ul style="list-style-type: none"> -To independently look at a book, holding it the correct way and turning pages. -To make comments and share their own ideas. 	<ul style="list-style-type: none"> -To engage and enjoy an increasing range of books. -To engage in extended conversations about stories, learning new vocabulary. -To develop play around favourite stories using props. 	<ul style="list-style-type: none"> -To use vocabulary and forms of speech that are increasingly influenced by their range of books. -To act out stories using recently introduced vocabulary. -To ask questions about a book. 	<ul style="list-style-type: none"> -To re-read books to build their understanding and enjoyment. -To be able to talk about the characters in the books they are reading. 	<ul style="list-style-type: none"> -To begin to reason and explain events, answering 'how,' 'why,' and 'what if..' -To retell a story using vocabulary influenced by their book. 	<ul style="list-style-type: none"> -To relate some stories to their own experiences. -To be able to answer questions about what they have read.
Comprehension Early Learning Goal					
<ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					
Writing	Writing	Writing	Writing	Writing	Writing
<ul style="list-style-type: none"> -To write some or all of their name. -To form some letters correctly. -To give meaning to the marks they make. -To use a comfortable grip with good control when holding a pencil. 	<ul style="list-style-type: none"> -To use some of their print and letter knowledge in their early writing. - To form letters correctly. -To begin to hear initial sounds and attempt to write these down. 	<ul style="list-style-type: none"> -To spell words by identifying the sounds and then writing the sound with letter/s. -To orally compose a sentence and hold it in my memory before I start to write it. -To begin to write some taught tricky words independently. 	<ul style="list-style-type: none"> -To write labels/phrases with known sound-letter correspondences. -To write a series of beginning letters and sounds for phrases. There may be no spaces between words. -To write some taught tricky words independently. 	<ul style="list-style-type: none"> -To write short sentences with a full stop, finger spaces and capital letter; using recognisable letters, with words which are spelt phonetically. -To make plausible phonetical attempts to spell unfamiliar words in their writing. -To begin to re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> -To write short sentences, making attempts to spell unfamiliar words, using a capital letter, full stop and finger spaces. -To re-read what they have written to check that it makes sense. -To read their sentences to an adult or friend.

Writing Early Learning Goal

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

LITERACY

By the end of Reception at St. Andrew's, children will be able to:

- See themselves as readers and writers and have an excitement and love for Literacy.
- Make connections between phonics and reading/writing for a purpose in 'real-life' situations. E.g. reading signs outdoors, writing lists, invitations, letters.
- To use a wide range of rich vocabulary in everyday situations.

Mathematics

- To develop children's knowledge of the counting sequence, including through rhyme and song.
- To develop 1:1 correspondence, including by coordinating movement and counting.
- To develop an understanding that anything can be counted, including actions and sounds.
- To explore a range of strategies which support accurate counting (relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set).
- Matching (identifying similarities and differences).
- To compare sets 'just by looking.'
- To compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
- To understand that sets can be compared according to a range of attributes, including by their numerosity.
- To use the language of comparison, including 'more than' and 'fewer than'

- Representing 1, 2, 3
- Comparing 1, 2, 3
- Sorting 1, 2, 3
- To match pictures to numerals to 5.
- Composition of 1, 2, 3 (identifying sub-groups in larger arrangements).
- To subitise within 5, perceptually and conceptually, depending on the arrangements.
- To count, represent and build numbers 1-5 (introduce 5 frames).
- One more, one less
- To practise using their fingers to represent quantities which they can subitise.
- To see that all numbers can be made of 1s.
- To continue to develop their counting skills.
- To explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.
- To begin to count beyond 5.
- To begin to recognise

- Introducing 0
- Finding 1 less
- Equal and unequal groups
- Compare numbers to 5
- Compare mass
- Compare capacity
- Balancing Numicon
- Making pairs
- Introduce 10 frames
- Composition of 5, 6, 7, 8
- Sorting and matching 6, 7, 8
- Days of the week.
- Combining 2 groups
- Composition of numbers – 3 groups.
- How many altogether?
- Adding more
- To explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot.
- Increase confidence in subitising by continuing to

- To sort 9 and 10 in different ways.
- Representing 9 and 10
- Comparing numbers within 10.
- Number bonds to 10
- Addition and subtraction
- Subitising
- Ordering numbers to 10.
- Composition of numbers 9, 10.
- To begin to explore the composition of numbers within 10.
- Continue to consolidate their understanding of cardinality, working with larger numbers within 10.
- Become more familiar with the counting pattern beyond 20.
- To compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

- Subitising
- Number patterns
- Missing numbers.
- Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.
- Ten frame fill
- Estimating
- Which holds the most?
- Ten frame subtraction.
- Shapes – find my match
- Replicate my shape.
- Making new shapes.
- Pattern blocks
- Tangrams
- Spatial reasoning
- To compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number and its position in the number system.
- Counting on

- Doubles/doubling
- Double dice game
- Double dominoes
- Sharing
- Sharing equally
- Grouping
- Even and odd
- Sorting even and odd
- How many cubes?
- Addition and subtraction
- Explore and represent patterns in numbers like odds and evens
- Adding more to a group
- Using number lines for addition and subtraction
- The children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
- To continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns.

	<ul style="list-style-type: none"> -Sorting -Odd one out -Comparing amounts/size/mass/capacity. -AB patterns -To spot the mistake in a repeated pattern. -To explore AB patterns using body and movement. 	<ul style="list-style-type: none"> numerals, relating these to quantities they can subitise and count. -To explore the composition of numbers within 5. -Spatial awareness -Positional awareness -Shapes with 4 sides -Sorting shapes. -Combining shapes -Sequencing events. -Positional language 	<ul style="list-style-type: none"> explore patterns within 5, including structured and random arrangements. -To develop verbal counting to 20 and beyond. -To continue to develop object counting skills, using a range of strategies to develop accuracy. -To order numbers, linking cardinal and ordinal representations of number. -To begin to see that numbers within 10 can be composed of '5 and a bit'. -Comparing and measuring length and height -Weight (using balance scales) -Time and measuring 	<ul style="list-style-type: none"> -Matching 3D shapes – real life objects. -To explore complex patterns. -Movement patterns. -Sorting and matching -Comparing and ordering -Measurement -Combining 2 groups. 	<ul style="list-style-type: none"> -Adding more -Adding – unknown 'then.' -Adding – unknown first -Take away -Take away – unknown 'first.' -Take away – unknown 'then.' -Pass it on 	<ul style="list-style-type: none"> -Composition of number -Problem solving -Making boats problem solving – how many marbles can the boat hold? -Building bridges – which bridge is the longest? -Cuisenaire rods – comparing lengths -Cuisenaire rods – staircase. -Composition of number and number bonds. -Patterns -Making maps -Journey to school -Obstacle course -X marks the spot -Designing mazes
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Number Early Learning Goal

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns Early Learning Goal

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

MATHEMATICS

By the end of Reception at St. Andrew's, children will be able to:

- Make links to what they know and have learned and be able to tackle new experiences using this acquired knowledge.
 - Use Maths in 'real-life' contexts.
 - Find ways to solve problems.
- Use a secure base of knowledge and vocabulary from which mastery of mathematics is built.
 - Not be afraid to make mistakes.
 - Explain their thinking and reasoning.

Understanding the World

<p>Past and Present</p> <ul style="list-style-type: none"> -To begin to make sense of their own life story and family's history. -To know how they have changed. 	<p>Past and Present</p> <ul style="list-style-type: none"> -To know some similarities and differences between things in the past and now. 	<p>Past and Present</p> <ul style="list-style-type: none"> -Compare and contrast characters from stories including figures from the past. -To talk about the lives of people around them. 	<p>Past and Present</p> <ul style="list-style-type: none"> -To talk about past and present events in their lives and what has been read to them. 	<p>Past and Present</p> <ul style="list-style-type: none"> -To understand the past through characters and events in books and storytelling. 	<p>Past and Present (ELG)</p> <ul style="list-style-type: none"> - To talk about the lives of the people around them and their roles in society; - To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
<p style="text-align: center;">Past and Present Early Learning Goal</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -To talk about members of their immediate family and community. -To name and describe people who are familiar to them. -To know about features of the immediate environment. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -To recognise that people have different beliefs and celebrate special times in different ways. -To know that there are many countries around the world. - To recognise some similarities and differences between life in this country and life in other countries. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -To know that people around the world have different religions. -To continue to develop positive attitudes about the differences between people. -To know about people who help us within the local community. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -To understand that some places are special to members of their community. -To know that people in other countries may speak different languages. -To draw information from a simple map. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -To know that some environments are different to where we live. -To know that people have different beliefs and have special stories that are important to them. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -To talk about the environment in which we live. -To know that simple symbols are used to identify features on a map.
<p style="text-align: center;">People, Culture and Communities Early Learning Goal</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 					
<p>The Natural World</p> <ul style="list-style-type: none"> -To explore the natural world around them. -To ask questions about the natural environment around them. -To talk about seasonal changes (ongoing). 	<p>The Natural World</p> <ul style="list-style-type: none"> -To describe what they see, hear and feel whilst outside. -To use all their senses in hands on exploration of natural materials. -To understand the terms 'same' 	<p>The Natural World</p> <ul style="list-style-type: none"> -To talk about features of the environment they are in and learn about the different environments. -To recognise some environments that are different to the one in which 	<p>The Natural World</p> <ul style="list-style-type: none"> -To begin to understand the need to respect and care for the natural environment and all living things. -To understand the effect of changing seasons on the 	<p>The Natural World</p> <ul style="list-style-type: none"> -To talk about some animals, talking about where they might live and what they might eat; discussing some similarities and differences. -To identify some nocturnal animals and some that hibernate in the winter. 	<p>The Natural World</p> <ul style="list-style-type: none"> -To understand some simple life cycles. -To talk about how to keep their skin and eyes safe from the sun. -To talk about the importance

	and 'different.' -To talk about seasonal changes (ongoing).	they live. -To talk about seasonal changes (ongoing).	natural world around them. -To talk about what they see, using a wide range of vocabulary. -To plant seeds and care for growing plants.	-To explain that seeds grow into plants. -To talk about seasonal changes (ongoing).	of looking after the environment and recycling. -To talk about seasonal changes (ongoing).
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The Natural World (ELG)

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

UNDERSTANDING THE WORLD

By the end of Reception at St. Andrew's, children will be able to:

- Show curiosity about objects, events and people.
- Use their senses to explore the world around them.
- Make predictions and test ideas.
- Make links and notice patterns in their experience.
- Develop ideas of grouping, sequences, cause and effect.
- Show individual interest with an enthusiasm to discover more.

RE	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter Garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
	<i>Creation</i>	<i>Incarnation</i>	<i>Creation</i>	<i>Salvation</i>	<i>Incarnation</i>	<i>Creation</i>
	<ul style="list-style-type: none"> -Engage with the idea of names and what is important to people. -Enquire into people who are special to us, introducing the name 'God.' -Encounter with the Muslim community: How do Muslim families show God is a VIP? Comparison with other faiths. -Explore Why God the creator is important to Christians in the Biblical narrative. -Explore how the name of God is important to Christians in the Church community – Harvest. -Enquire – People who are special to us including God. 	<ul style="list-style-type: none"> -Engage with the idea of recognising someone by what they do. -Encounter with the Muslim community: What do Muslims say Muhammad is like? -Enquire into what Jesus was like through some Bible stories. -Explore why Jesus is so important to Christians in the Bible narrative. -Explore how Jesus is shown to be important in the Church community. -Explore ways Jesus is shown to be important in Christian living. 	<ul style="list-style-type: none"> -Engage with the idea of being a hero and being able to help people in need. -Enquire into why and how people ask for help, including asking God. -Explore Jesus' teaching about helping others in the Bible narrative. -Explore the idea of asking God's help in the Church community. -Explore ways in which Christians choose to help others as part of Christian living. -Encounter with Sikhism: Who 	<ul style="list-style-type: none"> -Engage with a story about a 'bridge' and why a bridge might save someone. -Encounter with Buddhism: The Monkey King story. How are the monkeys saved in this Buddhist story? -Enquire into the cross as a special symbol for Christians. -Explore how the cross is related to Easter in the Bible narrative. -Explore how the cross is used and why at Easter in a Church community. -Explore how a cross is used and what it means in a 	<ul style="list-style-type: none"> -Engage with the word 'precious' and its meaning. -Enquire into the idea of people being unique and precious. -Encounter with Hinduism: How do we show someone they are precious? Raksha Bandham – A Hindu festival for brothers and sisters. -Explore the Christian belief that all are precious to God in Bible narrative. -Explore how Christians show that all are precious to God in their Church community. -Explore how Christians try to 	<ul style="list-style-type: none"> -Engage with the idea of a wonderful world which needs care. -Enquire into the Christian idea of humans being called to be caretakers in the world God made. -Encounter with Judaism: How do some Jewish children help to care for the world? Tu B'shevat. -Explore how Christians learn about their role of caring for the world in Biblical narrative. -Explore how Christians respond to the role of caring for the world in the Christian

			helps in the Sikh Diwali story? Bandi Chhor Divas.	Christian's life.	treat everyone as precious in the way they live.	community. -Explore how Christians respond to the role of caring for the world in Christian living.
Suggested Curriculum Links	-God created me. -Jesus is part of a family. -I am special to God.	-Jesus is the light of the world. -Harvest: giving thanks, loaves and fishes story. -God created our senses.	-The people who help us are selfless – they run in the face of danger.	-Jesus taught us to forgive – saying sorry.	-God created animals. -Noah's Ark story.	-Garden of Eden. -We are responsible for caring for God's wonderful creation, the world around us.
Expressive Arts and Design	Creating with Materials -To make imaginative and complex 'small worlds' with blocks and construction kits such as a house or city, using different parts. -To show different emotions in their drawings.	Creating with Materials -To use drawing to represent ideas. -To create collaboratively sharing ideas, resources and skills. -To experiment with different textures.	Creating with Materials -To develop own ideas and decide which materials to use to express them. -To join different materials and explore different textures. -To explore colour and colour mixing. -To return to and build on their previous learning, refining ideas and developing their ability to represent them.	Creating with Materials -To draw with increasing complexity and detail, such as representing a face with a circle and including details. -To talk about their creations. -To explore, use and refine a variety of artistic effects to express their ideas and feelings.	Creating with Materials -To explore, use and refine a variety of artistic effects to express their ideas and feelings. -To develop independence, care and precision.	Creating with Materials -To notice features in the natural world. To define colours, shapes, textures and smells in their own worlds. -To share creations, talk about the process and begin to evaluate their creations and make changes to improve their work.
	Creating with Materials Early Learning Goal					
	-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.					
Being Imaginative and Expressive -To listen with increased attention to sounds. -To respond to what they have heard, expressing their thoughts and feelings. -To remember and sing entire songs. <u>Charanga Music</u> -Musical activities that embed pulse,	Being Imaginative and Expressive -To sing in a group or on their own, increasingly matching the pitch and following the melody. -To listen attentively, move to and talk about music, expressing their feelings and responses. -To take part in simple pretend	Being Imaginative and Expressive -To explore and engage in music making and dance, performing solo or in groups. -To play instruments with increasing control. -To develop storylines in their pretend play.	Being Imaginative and Expressive -To watch and talk about dance and performance art, expressing their feelings and responses. -To explore and engage in music making and dance, performing solo or in groups.	Being Imaginative and Expressive -To develop storylines in their pretend play. -To tap rhythms to accompany words, such as tapping the syllables of names and the lyrics of a song. -To play a simple percussion	Being Imaginative and Expressive -To choreograph their own dance moves, using some of the steps and techniques they have learned. <u>Charanga Music</u> -Musical activities that embed pulse, rhythm and pitch, explore voices and classroom	

	<p>rhythm and pitch, explore voices and classroom instruments.</p> <p>-Find the pulse, rhythm and pitch.</p> <p>-Copy clap the rhythm of names and phrases from songs.</p>	<p>play, using an object to represent something else.</p> <p>-To experiment with different instruments and their sounds.</p> <p style="text-align: center;"><u>Charanga Music</u></p> <p>-Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>-Find the pulse, rhythm and pitch.</p> <p>-Explore high pitch and low pitch in the context of the songs.</p> <p>-Copy-clap the rhythm of small phrases from the songs.</p> <p>-Invent a pattern to go with a song using one note.</p>	<p style="text-align: center;"><u>Charanga Music</u></p> <p>-Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>-Invent ways to find the pulse.</p> <p>-Copy-clap some rhythms of phrases from the songs.</p> <p>-Explore high pitch and low pitch in the context of the songs.</p> <p>-Use the starting note to explore melodic patterns using one or two notes.</p>	<p>-To move in time to music.</p> <p style="text-align: center;"><u>Charanga Music</u></p> <p>-Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>-Find the pulse and show others your ideas.</p> <p>-Copy-clap some rhythms of phrases from the songs.</p> <p>-Explore high pitch and low pitch using the images from the songs.</p> <p>-Use the starting note to explore melodic patterns using one or two notes.</p>	<p>instrument to the pulse of a song.</p> <p style="text-align: center;"><u>Charanga Music</u></p> <p>-Musical activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>-Find a funky pulse.</p> <p>-Copy-clap 3 or 4 word phrases from a song.</p> <p>-Keep the beat of a song with a pitched note.</p> <p>-Add pitched notes to the rhythm of the words or phrases in a song.</p> <p>-Enjoy playing patterns using a combination of any of the three notes C, D and E.</p>	<p>instruments.</p> <p>-Revise different ways to find the pulse.</p> <p>-Revise clapping the rhythm.</p> <p>-Explore pitch.</p> <p>-Keep the beat of the song with a pitched note.</p> <p>-Add pitched notes to the rhythm of the words or phrases in the song.</p> <p>-Revise creating your own sounds using instruments.</p>
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Being Imaginative and Expressive Early Learning Goal

- 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.

EXPRESSIVE ARTS AND DESIGN

By the end of Reception at St. Andrew's, children will be able to:

- Independently engage in open-ended activities.
- Represent their experiences by taking on a role in play.
- Plan, make decisions about how to approach a task, solve a problem and reach a goal.
- Check how well their activities are going and change their strategy as needed.
- Review how well their approach worked.
- Use the skills taught to make decisions about how to approach an activity/ use equipment.