

RECEPTION LONG TERM PLAN 2023-2024



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

GENERAL THEMES

NB: *THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION*
WELL-BEING & BEHAVIOUR FOR LEARNING

ALL ABOUT ME!

Starting school / my new class / New Beginnings / Careers
Staying healthy / Food - oral health / Human body
How have I changed?
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe

A TICKET TO RIDE!

Around my Town
How do I get there?
Where in the world have you been?
Where do we live in the UK / world?
Fly me to the moon!
Does the moon shine?
Vehicles past and Present
Design your own transport!
Who was Neil Armstrong?

AMAZING ANIMALS!

Safari
Animals around the world
Climates / Hibernation
Down on the Farm
Animal Arts and crafts
Night and day animals
Animal patterns
David Attenborough
Den building
Fossils – Mary Anning
Lets go live dino makes

COME OUTSIDE!

Plants & Flowers
Weather / seasons
The great outdoors
Forest School
Planting seeds
Make a sculpture: Andy Goldsworthy
Reduce, Reuse & Recycle
Fun Science / Materials
Mini Beasts
Life cycles
Look how you are growing - revisit oral health and look at new teeth

SUPERHEROES!

People who help us
Heroes and villains
Local heroes
Thankyou letters to our local heroes
What makes you special?

FUN AT THE SEASIDE!

Under the sea
Off on holiday / clothes
Where in the world shall we go?
Send me a postcard!
Marine life
Seasides in the past
Compare: Now and then!
Seaside art
Pirates friend or foe
Pier - Southend history
Revisit habitats
Beaches around the UK
Fossils at the seaside.

POSSIBLE TEXTS AND 'OLD FAVOURITES'

Starting School
We are different (Twinkl)
The Colour Monster
Think Big Little one
Hair Love
The Gruffalo 'terrible teeth' (oral health focus)
Funny Bones

Non-fiction: books about the body, oral health, healthy foods etc.

Daily poem

Paddington Bear (original story or the set).
Wee Granny and the Ceilach
Ted's big adventure
The Way back home
Goodnight Spaceman
The Jolly Christmas
Postman/Dear Santa
Christmas Story / Nativity

Katy in London
The Naughty Bus
What the Ladybird heard on Holiday
Meet Larry and his friends
Muddy Paws
Katy in Scotland

The Little Red Hen?
The Enormous Turnip
Monkey Puzzle
Rumble in the Jungle
Ten Little Dinosaurs
Gigantasaurus

Night monkey, day monkey
Spot the difference books. Harry and his bucket of dinosaurs (there is a dentist one too)
What the ladybird heard set

Yucky Worms
The Hungry Caterpillar
Argh Spider
Spinderella
The Bad Tempered Ladybird
A Butterfly in Patient

The Tiny Seed
Oliver's Vegetables
Jack and the Beanstalk
One Plastic Bag
Jasper's Beanstalk
Tree, Seasons come and seasons go
A stroll through the seasons

Supertato – Veggies assemble
Supertato – Veggies in the Valley of Doom
Superhero Squad
Superheroes dance too

A superhero like you (Dr Ranj)
Real Superheroes (Julia Seal)
Kindness is my superpower
Fireman Sam (based in Wales – UK)
Non-fiction: people who

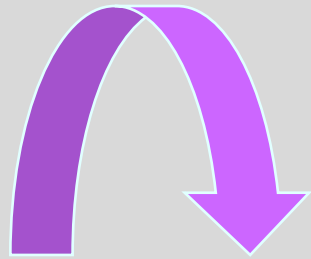
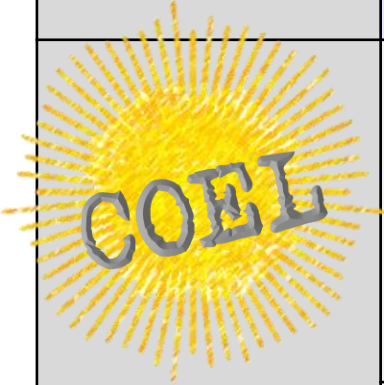
Peter Pan
Plunge into a Pirate Pool
The Night Pirates
Pirates in Pyjamas
Commotion in the Ocean
Someone Swallowed Stanley
The Snail and the Whale
The Coral Kingdom
The Fish who could wish

Sharing a shell
Lighthouse Keeper's Lunch
Tiddler
The Journey

Non-fiction: What lives in a

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CARITAS
PRINCIPLES

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships: children learn to be strong and independent through positive relationships.

Enabling environments: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development: Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15 statutory framework). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

PLAY: At Our Lady of Fatima Trust, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, 'PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

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THE CARITAS CURRICULUM INSPIRING LEARNING ENVIRONMENTS GROWTH MINDSET METACOGNITION STUDENTS TAKE OWNERSHIP OF THEIR LEARNING COME AND SEE PUPIL VOICE	<u>My School Family</u> Use the school values tree to discuss how this helps us to become closer to God's family Take the keywords and give examples of how they are going to live this each day.		<u>God wants everyone to be happy</u> Look at happy pictures of children – what might they be happy about? God wants all children to be very happy Draw pictures of themselves to show what they are happy about (link to the small, simple things in life)		<u>We are friends</u> Give each pupil a strip from a paper chain – flat to write their name on. Talk about Jesus friends and their friends and the importance of friendship How does it feel to be alone (strips out flat – single) Talk about how they can help each other and are together as friends (join strips to make paperchain now) so are not alone and God is always with them too– Continue discussion until chain is finished			
	GM: wk1 – 3 Children learn how their brain develops, how we learn in different ways and about challenge. MC: Wk 1-3 What we can do, connections and questions.	GM; 4-6 Set challenges, encouragement, concentration, questions. MC: 4-6 Talk about talk, learning partners, sentence starters and oracy and teamwork.	New years challenges for the term - new years resolution. Don't give up with Derek Duck Question Matrix	Use your imagination with Imogen Insect. Have a go with Harry Hedgehog Sentence starts	Concentrate with Colin Caterpillar Using wider vocabulary Team work	Be curious with Carice Cat Question Matrix Connections		
	<u>Myself</u> Some children will be able to talk about their own feelings, experiences of being known and called by name.	<u>Welcome</u> Some children will begin to talk about their own experiences and feelings of being welcomed. Some children will begin to say what they wonder about how they can make others feel welcome.	<u>Birthday</u> Some children will begin to talk about their own feelings as they wait for a birthday. Some children will begin to talk about their own experience of celebrating a birthday. Some children will begin to wonder at the joy of birthdays.	<u>Celebrating</u> Some children will begin to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Some children will begin to wonder about why people celebrate. Some children will begin to wonder about how they feel when they celebrate.	<u>Gathering</u> Some children will begin to talk about the times they have gathered together with others. Some children will begin to talk about how they felt. Some children will begin to say what they wonder about the enjoyment of being together.	<u>Growing</u> Some children will begin to talk about their own experience of 'growing'. Some children will begin to talk about how they feel about 'growing'. Some children will begin to say what they wonder about growing, themselves and in nature.	<u>Good news</u> Some children will begin to talk about how they feel when they have good news to share. Some children will begin to say what they wonder about the joy good news brings.	<u>Friends</u> Some children will begin to talk about their experiences and feelings about what a friend is. Some children will begin to talk about making friends and when friendships go wrong. Some children will begin to wonder about what makes people friends.

The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.

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OUR SCHOOL VALUES ASSEMBLIES / SHARING CIRCLES	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	Analyse EYFS Assessments In-house - Baseline data on entry National Baseline data by end of term Tapestry engagement Phonic Intervention groups	On going assessments Baseline analysis Pupil progress meetings EYFS team meetings In house moderation Midterm Assessments	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings Tiny tracker data	Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Tiny Tracker data EOY data
PARENTAL INVOLVEMENT	Staggered Start Home visits / Parents Evening Harvest Assembly Home / School Agreement Proud Clouds Phonics workshop	Proud Clouds Nativity Maths workshop Parents Evening Book at Bedtime	Proud Clouds Writing workshop Share a story Stay and Read morning Look at me! Talent show!	Proud Clouds Parents Evening Art workshop / Gallery Share a story	Proud Clouds Share a story Maths Morning – Look how far we have come!	Proud Clouds Share a story Parents Evening Parent’s Picnic

We recognise that all children are unique and special.



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COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
DAILY STORY TIME						

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF-REGULATION LINK TO BEHAVIOUR FOR LEARNING	<p>JIGSAW - Being Me! I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be. I understand why its good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means</p>	<p>JIGSAW - Celebrating Differences! I can identify something I am good at and understand that everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why my home is special to me I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>JIGSAW - Dreams and Goals! I understand that if I persevere I can tackle challenges. I can tell you about a time that I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>JIGSAW - Heathy Me! I understand that I need to exercise to keep my body healthy I understand how moving and resting is good for my body I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and know why sleeping is good for me. I can wash my hands thoroughly and understand why it is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>JIGSAW - Relationships! I can identify some of the jobs I do in my family and how I feel, like I belong. I know how to make friends to stop myself feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use calm me time to manage my feelings. I know how to be a good friend.</p>	<p>JIGSAW - Changing Me! I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.</p>
	Bounce Forward – Think Equal Marvellous me, These feelings, The weather inside me, Exploring Kindness, Ted the tiger tamer	Bounce Forward – Think Equal The secret adventures of anonymouse, Curly the chameleon, Practising kindness, Ahmed's journey, Faisal's not himself,	Bounce Forward – Think Equal BIYU the brave pea, Thabo and the Trees, Exploring sensations, Passing clouds, Yoshi is different,	Bounce Forward – Think Equal Nisha and the tiger, Fransico's family, Healthy check in, Zelda goes on holiday, The monster in the smoke,	Bounce Forward – Think Equal Nothando's journey, Reha to the rescue, My amazing brain, A Tiny Seed, MY amazing Brain pt2,	Bounce Forward – Think Equal Our Home, Gokul's Game, My Dream in the Drawer, My skin in brown, Deji and Nnedi and the very large cushion
	<p>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> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 			<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."</i> Education Endowment Foundation.</p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		



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PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>PE Scheme Lessons: Me and myself Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>PE Scheme Lessons: Throwing and catching.</p> <p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>PE Scheme Lessons: Dance</p> <p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p>	<p>PE Scheme Lessons: Movement & development (using apparatus for gymnastics)</p> <p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>PE Scheme Lessons: Working with others</p> <p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>PE Scheme Lessons: Ball Skills</p> <p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p>
GROSS MOTOR	<p>From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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.</p> <p><i>All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i></p>					



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GENERAL THEMES	ALL ABOUT ME!	TICKET TO RIDE!	AMAZING ANIMALS!	COME OUTSIDE!	SUPERHEROES	FUN AT THE SEASIDE!
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)					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters Pajamarama Day	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
WORD READING	Vocab using the Seec model Topic, bond, challenge, concentrate, involve	Vocab using the Seec model Globe, communicate, option, select, expert	Vocab using the Seec model Survive, similar, focus, achieve, prime	Vocab using the Seec model Mature, Reverse, sequence, reveal	Vocab using the Seec model Team, community, section, role, illustrate	Vocab using the Seec model Create, design, draft
	Phonic Sounds: Floppy's phonics Level 1+ Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: Floppy's phonics Level 1 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Children to identify taught tricky words in books.	Phonic Sounds: Floppy's phonics Level 2 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with digraphs and trigraphs, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Phonic Sounds: Floppy's phonics Level 2 Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Phonic Sounds: Floppy's phonics Level 3 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Phonic Sounds: Floppy's phonics Level 3 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TICKET TO RIDE!	AMAZING ANIMALS!	COME OUTSIDE!	SUPERHEROES	FUN AT THE SEASIDE!
WRITING	<p>Texts as a Stimulus and main activity:</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus and main activity:</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p>Texts as a Stimulus and main activity:</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Texts as a Stimulus and main activity:</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.</p> <p>Labels and captions – life cycles Recount Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus and main activity:</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p>	<p>Texts as a Stimulus and main activity:</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish</p> <p>Write three sentences – B, M & E.</p>
TEXTS MAY DUE T CHILDREN'S INTERESTS	<p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>					

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TICKET TO RIDE	ANIMALS	TERRIFIC TALES	SUPERHEROES	SEASIDE
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i> <i>ActiveLearn Abacus</i>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Seasons, days and months daily and relevant to the time.</p> <p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p>Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. <i>A number a week.</i></p>	<p>Seasons, days and months daily and relevant to the time.</p> <p>Numbers within 20 Count up to 20 objects. •One more or one fewer •Order numbers 1 – 10 •Conservation of numbers within 20 Explore zero •Explore addition and subtraction</p> <p>Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately</p> <p>Money Coin recognition and values •Combinations to total 10p •Change from 10p</p>	<p>Seasons, days and months daily and relevant to the time.</p> <p>Numbers within 20 Count up to ten objects •Represent, order and explore numbers to ten Estimate amounts •One more or fewer, one greater or less • Odds and even numbers to 10.</p> <p>Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away</p> <p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns - Symmetry</p>	<p>Seasons, days and months daily and relevant to the time.</p> <p>Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p>Numbers within 20 Count up to 20 objects •Represent, order and explore numbers to 10 •One more or fewer</p> <p>Money Coin recognition and values •Combinations to total 20p •Change from 10p</p> <p>Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away</p>	<p>Seasons, days and months daily and relevant to the time.</p> <p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p>Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p>Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p> <p>Number and Place Value • Count in 2s, 5s and 10s</p>	<p>Seasons, days and months daily and relevant to the time.</p> <p>Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p>Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p> <p>Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>



RECEPTION LONG TERM PLAN 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A TICKET TO RIDE!	AMAZING ANIMALS!	COME OUTSIDE!	SUPERHEROES	FUN AT THE SEASIDE!
UNDERSTANDING THE WORLD RE / FESTIVALS	<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>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. 	<p>Link with Barnaby bear CBeebies - Barnaby Bear - Clips (bbc.co.uk)</p> <ul style="list-style-type: none"> Can talk about what they have done with their families during Christmas' in the past. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> What is a superhero? Link our values to those of superheroes. People who help us Who lives in our community 	<ul style="list-style-type: none"> Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	<p>Our RE Curriculum Come and See and PSHE scheme Jigsaw enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Which stories are special and why?</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why?</p> <p>Diwali Hannukah Christmas</p>	<p>What places are special and why?</p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day</p>	<p>What times are special and why?</p> <p>Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong?</p> <p>Eid Shavuot</p>

Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	A TICKET TO RIDE!	AMAZING ANIMALS!	COME OUTSIDE!	SUPERHEROES!	FUN AT THE SEASIDE!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Salt dough fossils</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Super potato crafts</p> <p>Superhero cuffs</p> <p>Superhero shields</p> <p>Exploration of other countries – dressing up in different outfits.</p> <p>Retelling familiar stories.</p> <p>Superhero masks.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.








Children to produce a sketch each half term in their sketch book to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.



At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.

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

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

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