

Gulval School Reception Long Term Plan 2025-2026

The children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an Reception team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

At Gulval, we recognise the vital role the outdoor environment plays in children's development. It is an extension of our indoor learning space and is used whenever possible to enrich the children's experiences. Our outdoor provision supports the development of gross motor skills, sparks imagination, and nurtures a natural sense of curiosity.

We are incredibly proud of our outdoor area, which offers a rich and stimulating environment for exploration and play. Designed to inspire creativity, problem-solving, and physical development, it includes a range of natural features and resources that encourage children to take risks, collaborate, and engage deeply with the world around them. Whether they're climbing, building, digging, or discovering wildlife, our children are constantly learning through hands-on experiences in a space that truly brings learning to life.

We place great value on communication and building strong, positive relationships with parents throughout this important year in a child's learning journey. Our long-term planning provides a broad overview of how the curriculum is structured and sequenced over the year. When certain skills or experiences are not naturally explored during continuous provision, they are intentionally introduced through our planned curriculum. Themes are used to provide meaningful contexts for learning across all curriculum areas. Carefully selected core texts, songs, and nursery rhymes are woven throughout the year to engage children and act as exciting 'hooks' into learning.

These plans are flexible and regularly adapted to reflect the evolving needs and interests of the children in our care.

General Themes	Autumn 1 All about me!	Autumn 2 Celebrations!	Spring 1 Come outside!	Spring 2 Amazing animals!	Summer 1 Terrific tales!	Summer 2 Explorers!
COEL	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. They are proud of their own 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 develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: *At Gulval, 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, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. 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.'*

General Themes	Autumn 1 All about me!	Autumn 2 Celebrations!	Spring 1 Come outside!	Spring 2 Amazing animals!	Summer 1 Terrific tales!	Summer 2 Explorers!
NB: These themes will be adapted at various points to allow children's interests to flow through the provision.	Starting school My new class People who help us Police/fire visit/vets Staying healthy My family What am I good at? Being kind/sharing How do I make others feel? Taking turns.	Shadows & Shiny Seasons/weather Baking Diwali The nativity Christmas letters	Plants & Flowers Weather/seasons Planting seeds Vegetables/fruit Mini Beasts Keeping healthy Reduce, Reuse, Recycle	Life cycles Animals around the world Dinosaurs Down on the Farm Animal Arts and crafts Night and day animals Animal patterns David Attenborough	Traditional Tales Old favourites Familiar tales Library visit Journeys Baking Letter writing	Around the Town The world Where do we live? Vehicles past and Present Space Going on a bear hunt. Learning all about Amelia Earhart and Tim Peake.

Nursery rhymes and songs	I'm a little tea pot/Row, row your boat/Baa baa black sheep Sailor went to sea, sea, sea/Happy and you know it/Teddy bear, Teddy bear/The wheels on the bus/Days of the week song/Brush your teeth/Heads, shoulders, knees and toes/Finger family	Five Little Men in a Flying Saucer/ Five Little Monkeys/Five current buns Five speckled frogs/Five little ducks/Once I caught a fish alive! /When Santa got stuck up the chimney/I'm a little snowman/Jingle bells/The 12 days of Christmas/Twinkle, twinkle little star/It was on a starry night/ Nativity songs	Wiggly Woo/Ten in a bed/Dingle Dangle Scarecrow/Incy Wincy Spider/Ten green bottles/This old man/Old Mother Hubbard/ Weather song/The ants came marching/I hear thunder/One, Two, buckle my shoe/Ten fat sausages sizzling in a pan/ Petter Rabbit	Months of the year song/I like to eat apples and bananas/There's a hole in the bottom of the sea/Animals went in two by two/The animal fair/Down in the jungle/The farmers in his den/BINGO/There was an old lady who swallowed a fly/Old McDonald had a farm	Goldilocks and the three bears/She'll be coming round the mountain/Three little bears/Little red riding hood/Humpty Dumpty/Hickory dickory dock/Hey diddle diddle/Little Bo Peep/Jack and Jill/Miss Polly had a dolly/Mary had a little lamb	Do your ears hang low/Dinosaur Stomp/Dinosaur song/Walking In The Jungle/Hokey Pokey/Teddy bears picnic/Little Rabbit Foo Foo/Alice the camel/Baby shark/The muffin man/Wind the bobbin up/This is the way
Core texts	Each peach pear plum Oi Frog Dear Zoo Aliens love under pants The cat in the hat The Colour Monster	Supertato Three Billy Goats Gruff – traditional tale Stickman Owl babies The night before Christmas The nativity story	Rosie's Walk The little red hen – traditional tale The Very Hungry Caterpillar Jasper's Beanstalk The tiny seed Oliver's vegetables	Farmer duck What the ladybird heard The dinosaur who pooped a planet Sharing a shell A squash and a squeeze Poo in the zoo Elmer	The Gruffalo Goldilocks's and the Three Bears – traditional tale The Jolly Postman The Tiger Who came to Tea Here we are You choose The lorax	Lost and Found We're Going On a Bear Hunt Whatever Next! Journey Man on the moon Little red riding hood – traditional tale

	How to catch a star The dot Funny Bones Shark in the park The gingerbread man – traditional tale All join in	The story of Rama and Sita Peace at last Room on the broom	Jack and the beanstalk – traditional tale The enormous turnip – traditional tale The secret sky garden	Handa's surprise The three little pigs – traditional tale The lion inside	The ugly duckling – traditional tale Three little pigs	Where the wild things are The snail and the whale The day the crayons quit. The Gingerbread man
Enrichment opportunities	Autumn Trail Police / Firefighter visit Harvest Time – visiting a farm. Birthdays Favourite Songs Poetry day What do I want to be when I grow up? Harvest Festival	Bonfire Night Christmas Time Nativity Diwali Remembrance Day Road Safety Children in Need World Kindness Day	Chinese New Year Valentine's Day Picnic Planting seeds Vegetable soup Weather experiments Nature Scavenger Hunt Red Nose Day Safer Internet Day Pancake Day/ Strove Tuesday Fairy Tale Day	Mother's Day Saint Piran's Day Queen's Birthday Science Week Easter time Easter Egg Hunt Vet visit World book Day	Post a letter Write a letter Gruffalo crumble Food tasting – different cultures Conservation area Create a map Invite people in to read stories World Bee Day Father's Day Walk to school week	Under the Sea – singing songs and sea shanties RNLI visit Father's Day Pirate Day Ice-cream at the park
General Themes	Autumn 1 All about me!	Autumn 2 Celebrations!	Spring 1 Come outside!	Spring 2 Amazing animals!	Summer 1 Terrific tales!	Summer 2 Explorers!
Communication and Language	Spoken language development is fundamental to all seven areas of learning and development in the early years. From the earliest stages, children's back-and-forth interactions with adults and peers lay the foundation for both language acquisition					

	and cognitive growth. The frequency and quality of these conversations, within a language-rich environment, are key to nurturing effective communication skills. Practitioners play a vital role by tuning into children’s interests and activities—commenting, modelling language, and extending their speech by introducing new vocabulary. Regular, meaningful exposure to stories, non-fiction texts, rhymes, and poems—combined with opportunities to actively engage with language—enables children to absorb and apply new words across different contexts. Through rich dialogue, storytelling, role play, and carefully guided questioning, children are encouraged to share ideas, express themselves confidently, and explore increasingly sophisticated vocabulary and sentence structures. With thoughtful support and consistent modelling, they become articulate, expressive communicators who are ready to thrive across all areas of learning.					
Whole EYFS Focus: Communication and Language (C&L) is carefully nurtured throughout the year through high-quality interactions, daily group discussions, sharing circles, PSHE sessions, storytelling, and singing. Children benefit from targeted speech and language interventions alongside a rich	Welcome to EYFS! Making friends Children talking about experiences that are familiar to them This is me! Rhyming and alliteration Familiar Print Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Tell me a story! Develop vocabulary Retelling stories Story language 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.	Tell me why! Using language well Ask how and why questions... Retell a story with story language 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.	Talk it through! Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story. Learn new stories and retell using actions and props.	What happened? Re-read favourite and traditional books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make predictions of what might/could happen next. Talk about characters and settings.	Time to share! Show and tell Read aloud books to children that will extend their knowledge of the world. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Children to develop their own preferences to books and stories.

language environment that includes daily poems, nursery rhymes, and the sharing of five stories each day.	Learn nursery rhymes	Books chosen to develop vocabulary. Reread favourite stories	Learn rhymes, poems and songs.		Learn new stories and retell.	
Personal, Social and Emotional Development	Personal, social and emotional development (PSED) is essential for children's overall well-being and lays the foundation for lifelong learning and success. It supports children in leading healthy, happy lives and is deeply interconnected with their cognitive development. At the heart of personal development are the secure attachments and relationships that shape a child's understanding of themselves and their social world. Warm, trusting relationships with adults help children to recognise and manage their emotions, understand the feelings of others, and develop empathy. With consistent support, children build a positive sense of self, learn to set simple goals, persevere through challenges, and develop confidence in their own abilities. They also begin to manage their impulses, wait their turn, and sustain attention when needed. Through thoughtful adult modelling and guidance, children gain an understanding of how to care for their bodies—practising healthy habits, including making good food choices—and begin to manage their personal needs with increasing independence. Supported interactions with peers offer rich opportunities for children to form friendships, collaborate, and resolve conflicts in positive, respectful ways. Together, these experiences provide a strong and stable platform from which children can thrive—both within the early years setting and as they move forward into school and beyond.					
Managing Self and Self - Regulation	New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships	Getting on and falling out. How to deal with emotions Build constructive and respectful relationships. Ask children to explain to others how they thought	Good to be me Feelings Celebrating differences Identify and moderate their own feelings socially and emotionally.	Relationships What makes a good friend? Healthy me Looking after pets Looking After our Planet Give children strategies for staying calm in the face of	Show resilience and perseverance in the face of challenge. Naming different fruits and vegetables and talk about why they are good for me.	Sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of



		about a problem or an emotion and how they dealt with it. I can talk about my feelings and emotions. Taking turns. To begin to repair with my friends if we fall out. Discuss what makes a good friend.	Discuss how children can keep their body healthy. Take care of my own hygiene. Discuss why brushing teeth is important. Learn how to be safe when walking near roads. I can say how hygiene and keeping safe help me and keep me happy.	frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Self - Confidence Dreams and Goals	Sort foods into healthy and less healthy groups. Choose healthy foods to put on my plate. Explain why some foods are treats. Taste new fruits and vegetables. Discuss why healthy eating helps my body grow strong and gives me energy.	children in class, narrating what was kind and considerate about the behaviour.
Literacy Comprehension - Developing a passion for reading Each classroom features a thoughtfully designed reading area, filled with a wide selection of high-quality books that are carefully	Joining in with rhymes and showing an interest in stories with repeated refrains. Favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling of stories. Non-Fiction Focus 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–	Information leaflets about animals/plants and growing. 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	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day	Stories from other cultures. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Explain the main events of a story - Can draw pictures of characters/ event / setting in	Draw pictures of characters/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 book



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chosen and beautifully presented to inspire curiosity, foster a love of reading, and engage every child. At Gulval, our outdoor environment also includes a dedicated 'Reading in Nature' space—an inviting, well-resourced area that allows children to enjoy books in a calm, natural setting, helping to make reading a joyful and meaningful part of their everyday experience	from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories with pictures to tell the story. Recognise initial sounds. Name writing. Engage in extended conversations about stories, learning new vocabulary.	sound correspondences. Enjoys an increasing range of books.	matched to RWI. Make the books available for children to share at school and at home.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	a story. May include labels, sentences or captions.	gives information. Fiction means story. Can point to front cover, back cover, spine, author and title.
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Writing Drawing Club in Reception is a creative and language-rich approach that uses storytelling, drawing, and mark-making to develop children's imagination, vocabulary, early writing skills, and a love of narrative through playful, meaningful experiences.	Dominant hand, tripod grip, 'nip, flip and grip' mark making, giving meaning to marks and labelling. Name writing. Formation of letters using RWI rhymes.	Name writing, labelling using initial sounds. Write CVC words or simple caption linked to 'fingers and thumbs. RWI Magnetic letters	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Guided writing based around developing short sentences in a meaningful context	Writing captions and labels, writing simple sentences. Writing short sentences to accompany story pictures. Order the Easter story. Character descriptions. Write 2 sentences	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.	Story writing, writing sentences using a range of tricky words spelt correctly. Begin to use full stops and finger spaces. Recount Write 3 sentences.
Maths Mastering Number is a daily maths programme developed by the NCETM to help Reception children build a strong foundation in number sense.	Early Mathematical Experiences Matching and sorting Comparing amounts Comparing size, mass and capacity	Representing numbers to 3. Recognising numbers in the environment and Subitising. 1:1 correspondence Composition of numbers 1, 2, 3	Introducing zero Comparing numbers to 5 Composition of numbers to 5 One more and one fewer Combining two groups	Count, represent and order numbers to 10 One more and fewer within 10 Comparing numbers and quantities Number bonds to 10	Deepening understanding of numbers to 15 and then 20 Count, represent, and order numbers to 15 and 20 Grouping and sharing in equal groups	Explore number patterns and strategies Continue to deepen understanding of numbers within and beyond 20 Estimate and count accurately

It focuses on developing fluency in subitising, number composition, and number bonds through short, engaging sessions using visual resources like rekenreks and dot patterns. The aim is to ensure children develop a deep understanding of numbers to 10, preparing them for future maths learning in Key Stage 1.	Subitising and number recognition introduced Pattern and early number. Recognise numbers in the environment. Days of the week Exploring pattern Counting rhymes and songs Introducing the days of the week Mastery number – Recognising small quantities without counting (subitising 1–3) Developing stable order in counting (1:1 correspondence,	One more/one fewer within 3. Recognise, describe, copy and extend colour and size patterns Mastery Number – Conservation of number—recognising quantity stays the same when rearranged Subitising sets up to 5 (instantly recognising without counting) Representing numbers to 5 in different ways (fingers, tens frames, objects) Beginning to explore part–whole relationships within 5 Introducing zero and understanding	Count, represent, and order numbers within 6 Number bonds to 5 Compare mass and capacity Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer Mastery Number - Exploring number bonds to 5 (e.g. 4 and 1 make 5)	2D and 3D shape recognition and sorting Positional language Calendar and time: seasons, sequencing daily events Mastery Number – Combining two groups (beginning addition) using objects and images Partitioning sets (beginning subtraction) with concrete support Understanding doubles to 5 (e.g. double 2 is 4) Using real-world contexts to solve simple addition/subtraction problems Using fingers, manipulatives, and pictorials to represent problems	Introduction to doubling and halving Explore addition and subtraction within 20 Explore commutativity and comparison of amounts Relationship between doubling and halving Mastery Number- Counting beyond 10 using structured resources (e.g. tens frames, bead strings) Recognising patterns in the teen numbers (e.g. 13 is 10 and 3) Understanding place value	Grouping and sharing using 5s and 10s Shape and pattern: continue describing and creating patterns Money: coin recognition and values Measures: estimate, order, and compare length, weight, volume and capacity Consolidate application of number, shape, and measure knowledge. Mastery Number- Solving real-life problems using number knowledge (e.g. sharing, adding, comparing)
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	count each object once) Understanding that the last number in the count tells us 'how many' (cardinality) Comparing quantities using language: more, fewer, same Exploring the composition of numbers to 3 (e.g. 2 is 1 and 1) Linking numerals to quantities (numeral recognition 1–3)	its value as 'nothing' Counting forwards and backwards within 5	Counting and representing numbers 6–10 using objects, fingers, tens frames Understanding the composition of numbers 6–10 (e.g. 6 is 5 and 1) Comparing numbers within 10 using more, less, equal Using the 5-frame and 10-frame to support visual number understanding Counting on and counting back from a given number	Continuing to deepen subitising and part-whole awareness	foundations (ten and some more) Grouping into 2s, 5s, and 10s (early multiplication structure) Exploring odd and even numbers practically Continuing with doubling and halving using visual representations	Exploring number patterns and sequences (e.g. skip counting, odd/even) Representing and explaining number stories with part-whole models and images Using positional language and shape understanding alongside number Using estimation and checking strategies Building fluency in subitising and number bonds to 10.
Physical development - Fine motor Continuously check the process	Dough disco/Finger gym activities. Threading, cutting, weaving,	Fine Motor activities. Develop muscle tone to put pencil pressure on paper	Fine Motor activities. Begin to form letters correctly Handle tools,	Fine Motor activities. Hold pencil effectively with comfortable grip.	Fine Motor activities. Develop pencil grip and letter	Fine Motor activities. Form letters correctly Copy a square



of children's handwriting (pencil grip and letter formation) Provide extra help and guidance when needed.	playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp. Pencil Grip	Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Build things with larger linking blocks, such as Duplo.	objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / use tweezers Button Clothing / Cutting with Scissors	Forms recognisable letters most correctly formed. Accurate cutting. Build things with smaller linking blocks, such as Lego	formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross etc.	Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable.
Physical development - Gross motor Weekly Real PE lessons Weekly Sport lesson. Daily access to climbing frame.	Negotiating space – outdoor equipment Different ways of moving. – Inside and outside areas. Balancing equipment. Provide regular reminders about thorough handwashing and toileting.	Crates and planks- climbing & balancing. Dance – nativity. Tangle frame for climbing Parachute games	Ball skills- throwing and catching. Provide a wide range of activities to support a broad range of abilities. Dance-moving to music Use picture books and other resources to explain the	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Balance- children moving with confidence <u>Real PE -</u>	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day.	Races / team games involving gross motor movements. How can we stay healthy? Gymnastics – Balancing <u>Real PE -</u> I am aware of why I exercise is



	<u>Real PE -</u> I can follow instructions, practice safely and work on simple tasks by myself. I can enjoy working on simple tasks with help.	<u>Real PE -</u> I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help.	importance of the different aspects of a healthy lifestyle. <u>Real PE -</u> I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions.	I can explore and describe different movements. I can observe and copy others.	Dance-moving to music <u>Real PE -</u> I can perform a single skill or movement with control. I can perform a small range of skills and link two movements together. I can move confidently in a different way.	important for good health. I am aware of the changes to the way I feel when I exercise.
	Autumn 1 All about me!	Autumn 2 Celebrations!	Spring 1 Come outside!	Spring 2 Amazing animals!	Summer 1 Terrific tales!	Summer 2 Explorers!
Understanding the world Children will be supported to develop a sense of curiosity and wonder about the world around them through hands-on experiences, exploration, and discussion. They will	Identifying their family. Talk about what they do with their family and places they have been with their family Can draw similarities and make comparisons between other	Introduce children to different occupations and how they use transport to help them in their jobs. Can talk about what they have done with their families during	Explore outside (to link with seasons); discuss what we will see. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the	Listening to stories and placing events in chronological order. What can we do here to take care of animals? Compare animals from a jungle to those on a farm. Explore a range of animals. Learn their	Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of	Materials: Floating / Sinking – boat building Metallic / non-metallic objects - Titanic Share non-fiction texts that offer an insight into contrasting environments.

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investigate natural materials, observe seasonal changes, explore life cycles, and learn about animals, plants, and habitats through first-hand experiences and outdoor learning. Children will be encouraged to ask questions, make observations, and talk about what they see, using a growing vocabulary to describe and compare features of their environment. They will use a range of tools and technology to explore, experiment, and record their findings. Through stories, celebrations, food, music, and discussion, children will learn about different cultures,	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. Discussing how have I changed as a baby.	Christmas' in the past. Use world maps to show children where some stories are based. Use the Little Red Hen to draw information from a map and begin to understand why maps are so important and needed. Explain why we give and receive presents. Retell the Christmas story. Describe how Christians celebrate Christmas. Discuss why Jesus is important to Christians.	weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Describe how they celebrate special times with their family. Learn about Chinese New Year. Discuss about how celebrations make people feel and talk about food,	names and label their body parts. Nocturnal Animals 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 After close observation, draw pictures of the natural world, including animals and plants. Discussing how have I changed while in school. Describe signs of spring and new life. Retell the easter story and say how people felt.	transport, old and new. Encourage children to use navigational language. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Retell a story with a message or a moral and explain what the story teaches us. Compare stories from different religions and discuss what a character did and why.	Introducing the children to NASA and space. Who was the greatest explorer? Learn about Amelia Earhart and Tim Peake. People who help us- Explain how people in the community help us. Talk about what doctor, police officer and teacher does. Use new vocabulary to describe people's jobs. Compare people who help us and say what is different and the same.
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traditions, and communities. They will begin to understand that people have different beliefs, customs, and ways of life, and develop respect for others. Opportunities will be provided for children to explore the past and present, including looking at photographs, artefacts, and simple timelines. They will learn to talk about significant events in their own lives and those of others, helping them to make connections and develop a sense of time and place.	Name people who are special to me and say why. Describe how people show kindness. Talk about how the rules help us be kind. Discuss what makes a good role model. Retell different parts of a story about someone who helped others.	Discuss about the gifts given to Jesus. Why do people celebrate Christmas in different ways.	decorations, music. Retell a story form a celebration I've learn about.	Understand the symbols of easter and what they mean. Explain why Easter is important to Christians and why it is celebrated today.	Make links between a story and my own experiences.	Create pictures, cards or stories to say thank you to someone who helps us. What makes our homes special. Name special places of worship like a church and talk about a prayer. Compare special places for different religions.
Expressive Arts and Design	Join in with songs; beginning to mix colours, join in	Use different textures and materials to make	Making lanterns, Chinese writing, puppet making,	Rousseau's Tiger / animal prints /	Puppet shows: Provide a wide range of props for	Design and make rockets. Design and make objects

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Children will have regular opportunities to explore a wide range of creative activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay work, and movement to music. They will also engage in musical experiences such as singing topic-linked songs, exploring percussion, making their own instruments, and following rhythmic patterns using tuned and untuned instruments.	with role play games and use resources available for props; build models using construction equipment. Self-portraits and junk modelling. Exploring sounds and how they can be changed, tapping out simple rhythms. Fingers and thumbs crafts linked to letter sounds and nursery rhymes. I can understand the drawing techniques of Hundertwasser and say what I see and like. I can draw lines and marks from observation.	bridges for the Three Billy Goats Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. The Nativity – singing and dancing Fingers and thumbs crafts linked to letter sounds, nursery rhymes and stories.	Chinese music and composition Shadow Puppets Children will explore ways to protect the growing of plants by designing scarecrows. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Artwork themed around Eric Carle / The Seasons – Art I can understand the key features of Picasso's style of painting. I can use a variety of painting tools.	Collage owls / symmetrical butterflies College and paint-farm animals/jungle animals Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	play which encourage imagination. Make puppets of characters. Salt dough Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. I can understand and explore the meaning and design of Diya Lamps. I can form simple shapes.	they may need in space, thinking about form and function. Junk modelling, houses, bridges, boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Create space pictures
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Each half term, children will create at least one completed piece of art, allowing them to express their ideas and develop their creative skills. These activities are carefully planned to support the development of fine motor control, imagination, and self-expression. Children will be encouraged to talk about and reflect on their creative work, helping to build confidence and communication skills. Throughout the year, they will have many opportunities to	I can make marks and patterns with a variety of drawing tools (wavy, straight, spiral, thick, thin, long short) (crayons, felt tips, chalk) I can create shapes (circles, triangles, spirals and squares) Create I can create a picture in the style of Hundertwasser. I can share my creations and explain the process.		I can recognise and name the three primary colours. I can explore colour-mixing. I can create a painting in the style of Pablo Picasso, which uses the three primary colours. I can share my creations and explain the process I have used.		I can build a construction / sculpture. I can experiment with malleable media. I can create a clay diya lamp, in the style of Hindu Diya Lamp artists. I can share my creations and explain the process I have used.	
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learn and perform songs, nursery rhymes, and poetry, often linked to their interests and current themes in the classroom.						
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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
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and	ELG: Self-Regulation 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	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	ELG: Number 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	ELG: Past and Present 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	ELG: Creating with Materials 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; -

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 ELG: Speaking 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-	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. ELG: Managing Self 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,	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills 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.	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. ELG: Word Reading 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.	or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns 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.	experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities 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.	Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive 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.
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ADVENTURES

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.	including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships 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.		ELG: Writing 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.		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. ELG: The Natural World 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.	
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					Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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