

















Dimensions		Brackenhill Long Term Plan - (Cycle B) Reception																																																			
Term	Autumn 1							Autumn 2							Spring 1						Spring 2					Summer 1						Summer 2																					
No. of Weeks	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7														
Theme	Communication			Additional Theme				Culture			Christmas Celebration Week				Additional Theme			Conflict			Additional Theme		Mother's Day/ Easter	Additional Themes						Conservation																							
Transit on Week	 Happy to Be Me <i>All About Me</i>			 Blast Off!				 Halloween/ Bonfire Night			 Come Fly with Me! <i>Asia</i>				 Christmas Week				 Food, Glorious Food!			 Help is at Hand <i>Who Helps Us</i>			 Animal Crackers		 Mother's Day/ Easter	 Animal Crackers			 Ticket to Ride			 What on Earth...?							 End of Year Activities												
Key Texts for Teaching in bold (Book Lists to support each topic separate)	<ul style="list-style-type: none"> Starting School – Janet & Allan Ahlberg (First week text ONLY) The Very Hungry Worry Monster – Lara Ede The Colour Monster – Anna Llenas & The Colour Monster Goes to School – Anna Llenas But Why Can't I? – A book about rules – Sue Graves & Desideria Guicciardini Funny Bones – Janet & Allan Ahlberg (2 weeks) Spork – Kyo Maclear & Isabelle Arsenault (2 weeks) What I Like About Me! – Allia Zobel-Nolan 							<ul style="list-style-type: none"> Aliens Love Underpants – Claire Freedman (2 weeks) Spider Sandwiches – Claire Freedman and Sue Hendra (1 week) Pete the Cat: Trick or Pete – James Dean Firework Poem 							<ul style="list-style-type: none"> Me on the Map – Joan Sweeney & Annette Cable (2 weeks) The Queen's Hat – Steve Antony (1 week) Binny's Diwali – Thrity Umrigar (1 week) Chelsea's Chinese New Year – Lisa Bullard (1 week) 							<ul style="list-style-type: none"> Christmas Magic – Melanie Joyce (Christmas week text ONLY) The Nativity Story – Juliet David We're Going on a Present Hunt – Goldie Hawk & Angie Rozelaar 							<ul style="list-style-type: none"> Supertato – Paul Linnet & Sue Hendra (2 weeks) Emergency! – Margaret Mayo (3 weeks) Real Superheroes – Julie Seal (3 weeks) 						Nursery Rhymes tp be linked to key piece of text being explored in sessions with a focus on key vocabulary and comprehension					 Mother's Day/ Easter	Nursery Rhymes tp be linked to key piece of text being explored in sessions with a focus on key vocabulary and comprehension						<ul style="list-style-type: none"> Someone Swallowed Stanley - Sarah Roberts (2 weeks) Great and the Giants – Zoe Tucker & Zoe Persico (3 weeks) 						
Literacy: Writing	Starting School – Janet & Allan Ahlberg (First week text ONLY) <ul style="list-style-type: none"> Working on developing pencil grasp/control and enjoying the mark making process – paper, on screen, technology etc. Designing our own monsters using different writing tools – chalk, wax crayons, felt tips etc. Work around oral segmenting and recognising initial sounds as we work to create our own set of classroom rules 							Aliens Love Underpants – Claire Freedman <ul style="list-style-type: none"> Designing our own underpants to capture an alien - enjoying the mark making process Creating our own aliens and naming them, focusing on initial sounds Spider Sandwiches – Claire Freedman and Sue Hendra (1 week) <ul style="list-style-type: none"> Making our own list of ingredients for Spider Sandwiches Me on the Map – Joan Sweeney & Annette Cable							Supertato – Paul Linnet & Sue Hendra <ul style="list-style-type: none"> Creating our own super vegetable and writing about its super powers Writing a list of ingredients needed to make vegetable soup Looking at how to compose a set of instructions Emergency! – Margaret Mayo & Hansel & Gretel and Real Superheroes – Julie Seal							Cock-a-doodle-do! Farmyard Hullabaloo – Giles Andreae <ul style="list-style-type: none"> Writing our own farm animal riddles in the style of 'What am I?' Writing about our favourite farm animal following our trip to Thornton Hall Farm Park Spring 1 All Birth to 5 Matters objectives from Range 5 & 6 plus: ELG: Writing						 Mother's Day/ Easter	Mad About Minibeasts! - Giles Andreae & David Wojtowycz <ul style="list-style-type: none"> Labelling a minibeast Writing facts about our favourite minibeast The Great Explorer – Chris Judge <ul style="list-style-type: none"> Writing facts about the North Pole Writing a list of things to take with us on an adventure 						Someone Swallowed Stanley – Sarah Roberts <ul style="list-style-type: none"> Drawing and describing the under the sea setting Researching different sea animals and writing facts about them for a fact file Great and the Giants – Zoe Tucker & Zoe Persico <ul style="list-style-type: none"> Drawing and describing the forest/wood setting 																		

	<p>Funny Bones – Janet & Allan Ahlberg and Spork – Kyo Maclear & Isabelle Arsenault</p> <ul style="list-style-type: none"> Mark making with meaning/purpose - Self-portraits with information about self (Autobiography) Drawing skeletons on a large and smaller scale to develop gross & fine motor control Imitating adults' writing in play – labelling pictures using word mats etc. Making a card/writing a note for family member/friend that we care about <p>Autumn 1 All Birth to 5 Matters objectives from Range 4 & 5</p>	<ul style="list-style-type: none"> Designing our own maps and using initial sounds to communicate meaning <p>The Queen's Hat – Steve Antony</p> <ul style="list-style-type: none"> Drawing a famous landmark in Bradford and labelling it Drawing a famous landmark in London and labelling it <p>Binny's Diwali – Thrity Umrigar</p> <ul style="list-style-type: none"> Recording what we know about India/Diwali <p>Chelsea's Chinese New Year – Lisa Bullard</p> <ul style="list-style-type: none"> Recording what we know about China/Chinese New Year <p>Christmas Magic – Melanie Joyce</p> <ul style="list-style-type: none"> Christmas Wish Lists Writing letters to Santa Writing a Christmas Card to family member/friend <p>Autumn 2 All Birth to 5 Matters objectives from Range 4 & 5</p>	<ul style="list-style-type: none"> Creating pictures of what we want to be when we grow up and writing about this Drawing our favourite emergency vehicles and writing about them Writing thank you letters to people who help us <p>Spring 1 All Birth to 5 Matters objectives from Range 5 & 6</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; 	<ul style="list-style-type: none"> Writing about how to build a camp fire Writing about arctic animals <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Writing placards and designing posters for the outdoor environment <p>Other</p> <ul style="list-style-type: none"> Writing about what we are looking forward to next year (Year 1) Creating an All About Me poster with a self-portrait for the children's new Class Teacher in Year 1 <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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.
RWI Phonics	Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
Communication & Language	<p>Set 1 (20 mins)</p> <p>Identifying Set 1 phonemes & High Frequency Words in texts, familiarisation with fiction and non-fiction types of text.</p>		<p>Set 1 & 2 (30 mins)</p> <p>Identifying Set 1 & 2 phonemes/graphemes & High Frequency Words in texts, segmenting and blending to read CVC, CVCC & CCVC words, recognising taught Red Words on sight, responding to basic inference questioning and sound knowledge of features of fiction and non-fiction texts.</p>		<p>Set 2 & 3 (40 mins)</p> <p>Identifying Set 1, 2 & 3 phonemes/graphemes & High Frequency Words in texts, segmenting and blending to read CVC, CVCC & CCVC words, reading taught Red Words on the go, improved fluency and use of expression, responding confidently to inference questioning and sound knowledge of features of fiction and non-fiction texts.</p>	
	<p>Autumn 1 & 2 All Birth to 5 Matters objectives from Range 4 plus the following from Range 5:</p> <p>Listening and attention</p> <ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Is able to follow directions (if not intently focused) <p>Understanding</p> <ul style="list-style-type: none"> Understands use of objects (e.g. Which one do we cut with?) Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box <p>Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because) Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. went down slide, hurt finger) 		<p>Spring 1 & 2 All Birth to 5 Matters objectives from Range 5 plus the following from Range 6:</p> <p>Listening and attention</p> <ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span <p>Understanding</p> <ul style="list-style-type: none"> Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how <p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play 		<p>Summer 1 & 2 All Birth to 5 Matters objectives from Range 6 (Listening and attention, Understanding and Speaking) plus:</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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 	

- Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle

- stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Reading

- Autumn 1 & 2**
All Birth to 5 Matters objectives from Range 4 plus the following from Range 5:
- Listens to and joins in with stories and poems, when reading one-to-one and in small groups
 - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
 - Begins to be aware of the way stories are structured, and to tell own stories
 - Shows interest in illustrations and words in print and digital books and words in the environment
 - Recognises familiar words and signs such as own name, advertising logos and screen icons
 - Looks at and enjoys print and digital books independently
 - Knows that print carries meaning
 - Handles books and touch screen technology carefully and the correct way up with growing competence
 - Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
- Plus, Range 6:**
- Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example
 - Begins to develop phonological and phonemic awareness
 - Hears and says the initial sound in words
 - Starts to link sounds to letters, naming and sounding the letters of the alphabet

- Autumn 1 & 2**
All Birth to 5 Matters objectives from Range 5 plus the following from Range 6:
- Enjoys an increasing range of print and digital books, both fiction and non-fiction
 - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
 - Describes main story settings, events and principal characters in increasing detail
 - Re-enacts and reinvents stories they have heard in their play
 - Knows that information can be retrieved from books, computers and mobile digital devices
 - Is able to recall and discuss stories or information that has been read to them, or they have read themselves
 - Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example
 - Begins to develop phonological and phonemic awareness
 - Continues a rhyming string and identifies alliteration
 - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them
 - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee
 - Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences

- Summer 1 & 2**
All Birth to 5 Matters objectives from Range 6 (Literacy: Reading) plus:
- ELG: Comprehension**
 Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
 - Anticipate – where appropriate – key events in stories;
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ELG: Word Reading**
 Children at the expected level of development will:
- 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.

Maths
White Rose Maths

Autumn 1 & 2

Autumn													
Week 1	Week 2	Week 3	Phase	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Getting to Know You			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark			
Opportunities for settling in, introducing the areas of provision and getting to know the children.				Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5 One More and Less.		
Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.					Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time	

Spring 1 & 2

Spring									
Phase	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10		
Number									
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Patterns		

Summer 1 & 2

Summer												
Phase	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships		
Number												
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

Personal, Social and Emotional Development

Birth to 5 to be covered on an ongoing basis as part of daily practice.

Physical Development

Birth to 5 Matters objectives to be covered on an ongoing basis as part of daily practice.

Netball	Athletics	Tennis	Gymnastics	Cricket	Football
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	<p>Autumn 1 & 2 All Birth to 5 Matters objectives from Range 4 & 5 (Physical Development: Moving and handling and Health and self-care)</p> <p>Development Matters objectives</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> Rolling Crawling Walking Jumping Running Hopping Skipping Climbing Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes 		<p>Spring 1 & 2 All Birth to 5 Matters objectives from Range 5 & 6 (Physical Development: Moving and handling and Health and self-care) plus:</p> <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Children at the expected level of development will: <ul style="list-style-type: none"> 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 <p>Development Matters objectives</p> <ul style="list-style-type: none"> 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. 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>Summer 1 & 2 All Birth to 5 Matters objectives from Range 6 (Physical Development: Moving and handling and Health and self-care) plus:</p> <p>Development Matters objectives</p> <ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Children at the expected level of development will: <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Children at the expected level of development will: <ul style="list-style-type: none"> 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 <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Children at the expected level of development will: <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	
<p>Understanding the World</p>	<p>All Birth to 5 Matters objectives from Range 4 (Understanding the world: People and communities) plus the following from Range 5:</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>EYFS Unit – F.5 What makes a good helper?</p> <p>Objectives to deepen learning from ‘Believing and Belonging’ RE syllabus 2021</p>	<p>All Birth to 5 Matters objectives from Range 4 (Understanding the world: People and communities) plus the following from Range 5:</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends <p>Past and present</p> <ul style="list-style-type: none"> Compare and contrast characters from stories including from the past. <p>EYFS Unit – F.2 How are special times celebrated? (Autumn Festivals)</p> <p>Objectives to deepen learning from ‘Believing and Belonging’ RE syllabus 2021</p>	<p>All Birth to 5 Matters objectives from Range 5 (Understanding the world: People and communities) plus the following from Range 6:</p> <ul style="list-style-type: none"> Talks about past and present events in their own life and in the lives of family members Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>EYFS Unit – F.3 Which places are special and why?</p> <p>Objectives to deepen learning from ‘Believing and Belonging’ RE syllabus 2021</p> <ul style="list-style-type: none"> Talk about special places in the community. Recall which special places belong to different people. Name parts of a church or mosque Describe why places are special to people. 	<p>All Birth to 5 Matters objectives from Range 5 & 6 (Understanding the world: People and communities and The World)</p> <p>EYFS Unit – F.4 How are special times celebrated? (Spring/Summer Festivals)</p> <p>Objectives to deepen learning from ‘Believing and Belonging’ RE syllabus 2021</p> <ul style="list-style-type: none"> Notice the meaning behind different religious festivals and why they are important to believers. Recall how and why different religions celebrate different festivals. Begin to make connections between how religious beliefs are expressed through worship in festivals. 	<p>All Birth to 5 Matters objectives from Range 5 & 6 (Understanding the world: People and communities and The World)</p> <p>EYFS Unit – F.1 Where do we live and why is it special?</p> <p>Objectives to deepen learning from ‘Believing and Belonging’ RE syllabus 2021</p> <ul style="list-style-type: none"> Talk about special places in the community. Recall which special places belong to different people. Name parts of a church or mosque Describe why places are special to people. 	<p>All Birth to 5 Matters objectives from Range 5 & 6 (Understanding the world: People and communities and The World)</p> <p>EYFS Unit – F.6 What do believers believe about creation?</p> <p>Objectives to deepen learning from ‘Believing and Belonging’ RE syllabus 2021</p> <ul style="list-style-type: none"> Find out about similarities and differences between different religious accounts of creation. Notice details about religious stories of creation. Begin to make connections between how religious beliefs about creation and made with

	<ul style="list-style-type: none"> • Talk about special people in the community who help • Recall some stories about Jesus and Prophet Mohammed • Name some special rules that people follow 	<ul style="list-style-type: none"> • Notice the meaning behind different religious festivals and why they are important to believers. • Recall how and why different religions celebrate different festivals. • Begin to make connections between how religious beliefs are expressed through worship in festivals. 				<p>how believers care for the world.</p>
<p>Autumn 1 & 2 plus Spring 1 Development Matters objectives: People, Culture and Communities</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. <p>The Natural World</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			<p>Spring 2 plus Summer 1 & 2 Development Matters objectives: Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. <p>The Natural World</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			
<p>Expressive Arts & Design</p>	<ul style="list-style-type: none"> • Home Corner Role-play Area – birthday, wedding, general celebration enhancements. • Mirrors, frame silhouettes for children to create own portraits. 	<ul style="list-style-type: none"> • Story puppets and props to support play • Autumn inspired pictures – colour mixing etc. <p>Development Matters objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly</p>	<ul style="list-style-type: none"> • Vets Role-play Area • Small World Hospital • Junkyard Outdoors <p>Development Matters objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and through noting children’s interests.</p>	<ul style="list-style-type: none"> • Farm Shop • Small World Farm <p>Development Matters objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous</p>	<ul style="list-style-type: none"> • Florists/Garden Centre <p>Development Matters objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and</p>	<ul style="list-style-type: none"> • Small World Castles & Knights plus King, Queen, Princess etc. • Post Office Writing Station <p>Development Matters objectives for Expressive Arts & Design to be covered</p>

	Development Matters objectives for Expressive Arts & Design to be covered on an ongoing basis through fortnightly enhancement of continuous provision and through noting children's interests.	enhancement of continuous provision and through noting children's interests.		provision and through noting children's interests.	through noting children's interests.	on an ongoing basis through fortnightly enhancement of continuous provision and through noting children's interests.
Visits/Experiences to Support Learning	Brackenhill Meadows Wonder Dome (Mobile Planetarium Shows)	Walk around local area to Brackenhill Park Visit to Centenary Square and Bradford Town Hall Experiences involving making and enjoying Chinese food Christmas Party Visit to Santa's Grotto for presents	Visit to Tesco to buy vegetables Making vegetable soup Visit from WYFS	Visit to Thornton Hall Farm Park	Minibeast hunt outdoors	Hardcastle Craggs
Special Dates	Thursday 6 th October – National Poetry Day Friday 7 th October – World Smile Day Monday 10 th October – World Mental Health Day	Monday 31 st October – Halloween Friday 4 th November – Diwali Saturday 5 th November – Guy Fawkes Day/Bonfire Night Friday 11 th November – Remembrance Day Sunday 13 th November – World Kindness Day Monday 14 th November – Start of Anti-Bullying Week Saturday 24 th December – Christmas Eve Sunday 25 th December – Christmas Day Saturday 31 st December – New Year's Eve	Sunday 1 st January – New Year's Day Sunday 22 nd January – Chinese New Year (Year of the Rabbit) Monday 6 th February – Sunday 12 th February – Children's Mental Health Week Tuesday 14 th February – Safer Internet Day & Valentine's Day Tuesday 21 st February – Shrove Tuesday Wednesday 22 nd February - Ash Wednesday	Sunday 19 th March – Mother's Day	Sunday 2 nd April - World Autism Awareness Day Friday 7 th April – Good Friday Sunday 9 th April – Easter Sunday Monday 10 th April – Easter Monday Wednesday 22 nd March – Start of Ramadan (<i>Date may vary</i>) Monday 1 st May – Early May Bank Holiday	Friday 21 st April – Eid-ul-Fitr (<i>Date may vary</i>) Saturday 10 th June – Queen's Birthday Sunday 18 th June – Father's Day
Enterprise						