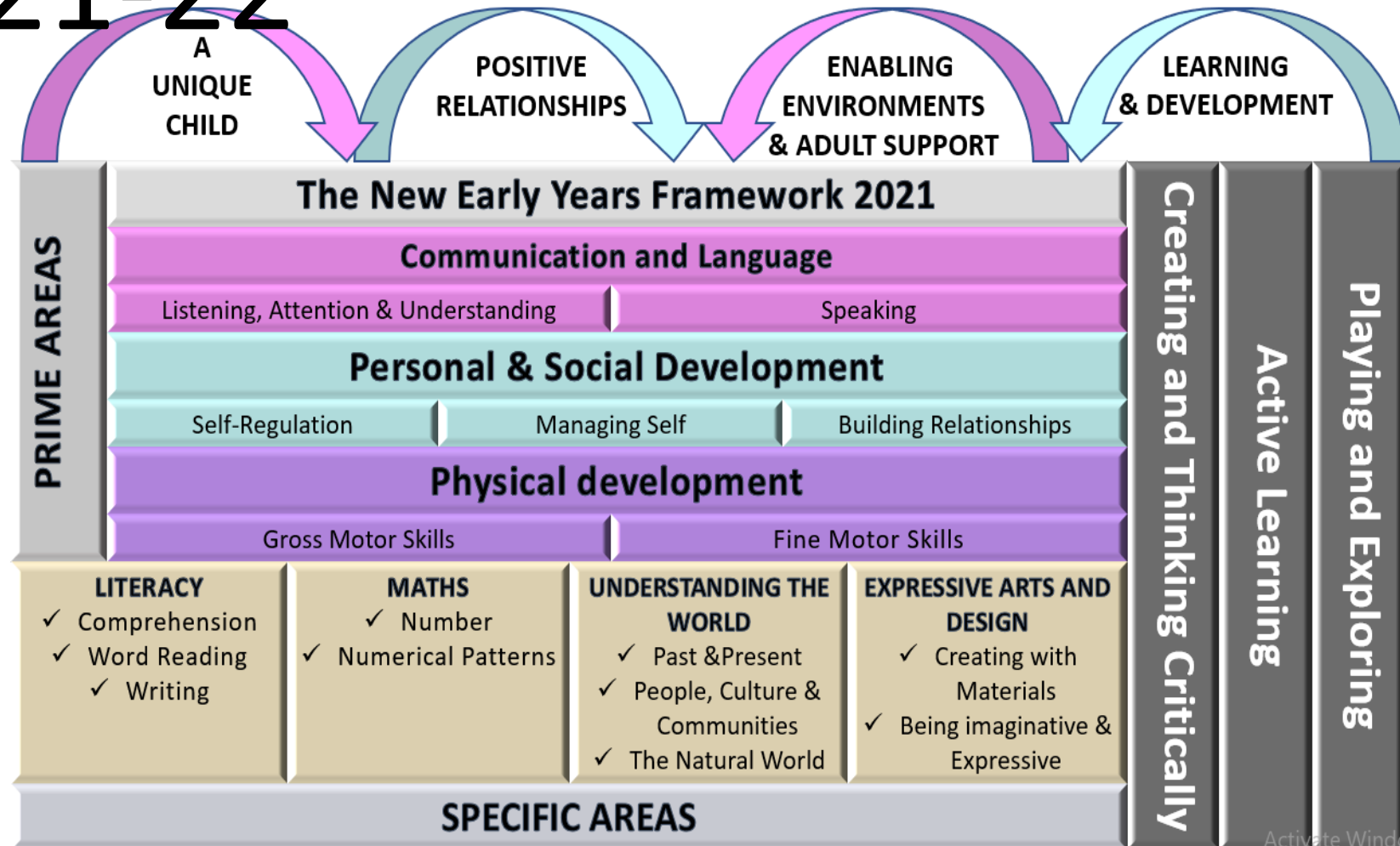


RECEPTION LONG Term Plan

2021-22

“Children in Butterflies will experience a wide range of opportunities to learn through play both outdoors and out. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities and language. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”



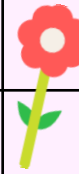
BUTTERFLIES - RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!	STARS AND SPARKLES!	TELL ME A STORY!	GROWING	WHERE WOULD YOU FIND?	OUT AND ABOUT
OVER ARCHING PRINCIPLES	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>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</p> <p>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.</p> <p>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.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>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.</p>					

Butterflies - Long Term Plan 21-22

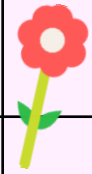
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SUPER ME!	STARS AND SPARKLES!	TELL ME A STORY	GROWING!	WHERE WOULD YOU FIND?	OUT AND ABOUT
<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive 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.</p>					
<p>New to Butterflies a new beginning</p> <p>See themselves as a valuable individual.</p> <p>Being me in my world</p> <p>Class Rule Rules and Routines</p> <p>Supporting children to build relationships</p> <p>Recognising feelings</p> <p>Dreams and Goals</p>	<p>How to deal with emotions</p> <p>Self - Confidence</p> <p>Build constructive and respectful relationships.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Feelings</p> <p>Learning about qualities and differences</p> <p>Celebrating differences</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships</p> <p>What makes a good friend?</p> <p>Healthy me</p> <p>Random acts of Kindness</p> <p>Looking after pets</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others</p> <p>Friendships</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Looking After our Planet</p>	<p>Taking part in sports day -</p> <p>Winning and losing</p> <p>Changing me</p> <p>Look how far I've come!</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Hopes for Year 1</p>

RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p> <p><i>WELL-BEING & BEHAVIOUR FOR LEARNING</i></p>	<p>SUPER ME!</p> <p>Me/ My new class / My friends / New Beginnings Superheroes</p> <p>People who help us / Careers Staying healthy / Food (apple picking)/ Harvest / Human body</p> <p>How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p>Stars and sparkles!</p> <p>Bonfire Night Traditional tales The Christmas story Christmas Lists Letters to Father Christmas Who was Neil Armstrong</p>	<p>Tell me a story!</p> <p>Signs of Spring Traditional tales</p>	<p>Growing</p> <p>Compare seeds Grow sunflowers to take home Grow beans in see through containers</p>	<p>Where would you find?</p> <p>Look at polar bears, brown bears, panda bears Farm animals Bugs Dinosaurs - Mary Anning</p>	<p>Out and about!</p> <p>Fruit grown in hot places v fruit grown in UK Transport - then and now Send me a postcard! At the seaside Marine life Seasides in the past Compare: Now and then! Seaside art</p>
<p>POSSIBLE TEXTS AND 'OLD FAVOURITES'</p>	<p>Little Red Hen (Harvest) You choose Once there were Giants Peepo The Colour Monster All are welcome here! Funny Bones Super tato</p>	<p>Owl babies The Owl who was afraid of the dark Day monkey, Night monkey Whatever Next! Aliens love underpants How to catch a star</p> <p>Christmas Story / Nativity Rama and Sita</p>	<p>3 Little Pigs Goldilocks Jack and the Beanstalk Little red riding hood Gingerbread man Beware of the Bears Mr Wolf's Pancakes</p>	<p>The Tiny Seed Oliver's Vegetables One Plastic Bag Jasper's Beanstalk</p>	<p>We are going on a bear hunt What the ladybird heard How to grow a dinosaur Make a bug non fiction class book</p>	<p>Oi get off my train The naughty bus Little Red and the very hungry lion Handa's surprise The night time pirates The fish who could wish The rainbow fish</p>
<p>'WOW' MOMENTS / ENRICHMENT WEEKS</p>	<p>Autumn Trail / crowns Remembrance Day Harvest Time Favourite Songs What do I want to be when I grow up? Video for parents. Birthdays</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day Children in Need</p>	<p>Big Bird watch week Chinese New Year LENT Valentine's Day</p>	<p>Planting seeds - sunflower seeds to take home/ beans to watch the roots and stem grow Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day</p>	<p>Map work - Start of Ramadan Eid Fossil hunting World Earth Day</p>	<p>Under the Sea – singing songs and sea shanties Father's Day Trip to the park</p> <p>Transition</p>

RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	SUPER ME!	Stars and sparkles!	Tell me a story!	Growing	Where would you find?	Out and about
White Rose Maths	Getting to know you - 3 weeks Just like me - 3 weeks	It's Me 123! - 3 weeks Light and Dark - 3 weeks Consolidation - 2 weeks	Alive in 5 - 3 weeks Growing 6 7 8 - 3 weeks	Building 9 and 10 - 3 weeks Consolidation - 3 weeks	To 20 and beyond - 3 weeks First then Now - 3 weeks	Find my Pattern - 3 weeks On the move - 3 weeks
	-Match and sort -compare amounts -Compare size, mass and capacity -Exploring pattern	-representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Inc circles and triangles -Representing numbers to 5 -1 more, 1 less -Shapes with 4 sides and positional language	-Introducing 0 -Representing, comparing, composition of 4 and 5 then 6,7,8 Making pairs -Comparing mass and capacity Length and height	-Combining 2 groups -Time -9 and 10 and comparing numbers Number bonds to 10 -3D shape -Pattern	-Counting beyond 10 -Comparing patterns beyond 10 -spatial reasoning, match, rotate, manipulate, compose and decompose	-Doubling -Sharing and grouping -Even and odd -Deepening understanding, patterns and relationships -Spatial reasoning

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!	STARS AND SPARKLES	TELL ME A STORY	GROWING	WHERE WOULD YOU FIND?	OUT AND ABOUT
COMMUNICATION AND LANGUAGE	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, NELI interventions, Music interventions, Pie Corbett T4W</p> <p>DAILY STORY TIMES!</p>	<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?” Learn rhymes, poems and songs</p>	<p>Tell me a story! Develop vocabulary Tell me a story - retelling stories 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. Learn rhymes, poems and songs</p>	<p>Tell me why! Using language well Ask’s 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. Learn rhymes, poems and songs.</p>	<p>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 rhymes, poems and songs</p>	<p>What happened? Show and tell Weekend news Discuss non-fiction books Sustained focus when listening to a story Relevant discussions regarding story material using appropriate vocabulary Learn rhymes, poems and songs.</p>	<p>Time to share! Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world Relevant discussions regarding story material using appropriate vocabulary Learn rhymes, poems and songs.</p>

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GENERAL THEMES

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SUPER ME!	STARS AND SPARKLES!	TELL ME A STORY!	GROWING!	WHERE WOULD YOU FIND?	OUT AND ABOUT!

UNDERSTANDING THE WORLD RE / FESTIVALS

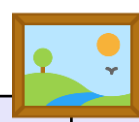
Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Understanding the world involves guiding children to **make sense of their physical world and their community**. Possible activities– visiting the park, library, important members of society such as police officers, nurses , vets and firefighters. 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. Building important knowledge, this extends their familiarity with words that support understanding. Enriching and widening children’s vocabulary will support later reading comprehension.

<ul style="list-style-type: none"> Look in a mirror and describe what they see - do the same with a friend - we are all the same but different Identifying their family.(who lives in their house/ houses and extended family) Commenting on photos of their family; naming who they can see and of what relation they are to them. Families come in different shapes and sizes 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. Look for signs of Autumn - what can we see, hear, feel - collect natural Autumnal items - discuss the trees, weather, clothing needed 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 	<ul style="list-style-type: none"> Investigate and name Nocturnal Animals -Making sense of different environments and habitats Investigate our world, The planet Earth, the Universe, stars -Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Talk about bonfire safety, fireworks, Guy Fawkes Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. is Christmas celebrated around the world? 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. Share different cultures versions of famous fairy tales To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. <p>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> <p>Go outside and look for signs of winter - look at the trees, weather, clothing - describe what they hear, feel, see outside</p>	<p>Look at a range of seeds - do they all look the same? How are they different?</p> <p>Plant individual sunflowers to take home</p> <p>Grow beans in see through containers so we can see the shoots growing up and the roots growing down</p> <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. Look at the plastic bottle and cardboard box stoties. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Go outside and look for signs of Spring - trees, weather, sounds, clothes 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. 	<ul style="list-style-type: none"> Using the book ‘We’re Going on a bear Hunt’ Look at different countries you would find bears Take photos and discuss where we live - draw our homes - make a map of your bedroom Look at homes around the world and discuss and compare Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water. <p>Look at farms and farming in the local community</p> <p>Hunt for bugs and name and describe - make a bug non fiction class book</p> <p>Look at dinosaurs - Mary Anning - fossil</p>	<p>trip to our local park - discuss what we will see on our journey to the park and how we will get there. Can we make follow a map?</p> <p>Use Handa’s Surprise to explore a different country. adn fruits that the children maynot know about</p> <p>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.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <ul style="list-style-type: none"> Who has visited the seaside - what would you find there? Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Share non-fiction texts that offer an insight into contrasting environments.
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RECEPTION LONG TERM PLAN 21-22










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SUPER ME!	STARS AND SPARKLES!	TELL ME A STORY!	GROWING!	WHERE WOULD YOU FIND?	OUT AND ABOUT!
EXPRESSIVE ARTS AND DESIGN	Possible ideas but these may change depending on children's interests					
	<p>mixing colours, Butterflies Self portraits Suover hero masks Conker rolling Autumn crowns Transitional art Leaf printing sand rubbing</p> <p>Assess cutting skills</p> <p>role play house – A new home / moving in/daily life cooking/ technology/ babies/ birthdays</p> <p>build models using construction equipment.</p> <p>Sing action songs call-and-response songs Exploring sounds and how they can be changed, tapping out of simple rhythms</p> <p>junk modelling, take pictures of children's</p>	<p>Design homes for hibernating animals Collage owls</p> <p>Firework pictures</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function</p> <p>Role play – fire safety/ diwali/ cleaning/ shopping/ illness/ preparing for Christmas</p> <p>Christmas decorations, Christmas cards, calenders Christmas songs/poems</p> <p>The use of story maps, props, puppets & small world will encourage children to retell, invent and adapt stories.</p>	<p>Listen to music and make their own dances in response.</p> <p>Role play –/ valentines /Chinese New year Goldilocks/ Little red riding hood/ Spring Cleaning</p> <p>use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to</p>	<p>designing scarecrows.</p> <p>Role –play – pancake day/ self care/ exercise/ hygiene/ taking care of others/ /taking care of pets / Easter/Plant shop</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers, bark rubbings</p> <p>Obervational drawing inside and out</p> <p>Mother's Day crafts</p> <p>Easter crafts</p>	<p>Role play - cafe</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Collage farm animals/ insects</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Paper plate Earth</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Role play – ice cream parlour</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,</p> <p>Father's Day Crafts</p> <p>Provide children with a range of materials for children to construct with</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.

RECEPTION LONG TERM PLAN 21-22

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.