

## Reception Long Term Plan

2024-2025

	Autumn Term		Spring Term		Summer Term	
	<b>What's Hiding Underground?</b> <b>4 Days 7 Weeks</b> <b>3<sup>rd</sup> September to 25<sup>th</sup> October 2024</b>	<b>Awesome Autumn</b> <b>7 Weeks</b> <b>4<sup>th</sup> November 2024 – 20<sup>th</sup> December 2024</b>	<b>Sparkle and Ice</b> <b>6 Weeks</b> <b>6<sup>th</sup> January 2025 – 14<sup>th</sup> February 2025</b>	<b>Tell me a tale</b> <b>6 Weeks</b> <b>24<sup>th</sup> February 2025 – 4<sup>th</sup> April 2025</b>	<b>What is this Creature?</b> <b>4 Days 4 Weeks</b> <b>22<sup>nd</sup> April 2025 – 22<sup>nd</sup> May 2025</b> May day 5/5/25 Training Day 23/5/25	<b>Commotion In the Ocean</b> <b>4 Days 6 Weeks</b> <b>3<sup>rd</sup> June 2025 – 18<sup>th</sup> July 2025</b> Training Day 2 <sup>nd</sup> June Training Day 21 <sup>st</sup> July Training Day 22 <sup>nd</sup> July
<b>Special Dates/ Events</b>	October – Black History Month  Harvest – first Sunday in October.  Diwali 31 <sup>st</sup> October	Bonfire Night 5 <sup>th</sup> November Remembrance Day 11 <sup>th</sup> November Anti-bullying week W/C 11 <sup>th</sup> November Reception Nativity 17/12/2024 – 9:30am Reception Nativity 18/12/24 - 2pm Christmas Carols in Church – 20 <sup>th</sup> December Christmas – 25 <sup>th</sup> December	Chinese New Year – 29 <sup>th</sup> January Safer Internet day 11 <sup>th</sup> February 2025	Shrove Tuesday (Pancake Day) 4 <sup>th</sup> March World Book Day 6 <sup>th</sup> March British Science Week 7 <sup>th</sup> – 16 <sup>th</sup> March Holi Festival 16 <sup>th</sup> March Mothers Day 30 <sup>th</sup> March Eid-Al-Fitr 30/31 <sup>st</sup> March	School Trip to Nell Bank 21 <sup>st</sup> May	Eid-UI-Adha 6 <sup>th</sup> June.  Father's Day 15 <sup>th</sup> June
<b>Role-Play/ Occasions</b>	<b>Role play-</b> Home corner	<b>Role play –</b> Percy's shed / Santa's Grotto	<b>Role play –</b> Camper/van/explorer.	<b>Role play –</b> Traditional tale cottage  Three pig's construction site/ house	<b>Role play-</b> Links the Nell Bank theme TBC	<b>Role play –</b> Pirate role play / under the sea
<b>English</b>	<b>Books:</b> Kissing Hand/Bug School (week 1)	<b>Books:</b> After the Storm	<b>Books:</b> Here comes Jack Frost  Iris and Isaac	<b>Books:</b> Three Little Pigs Wk 1  Mr Wolf's Pancakes Wk 2	<b>Books:</b> Bog Baby WK1+4 days	<b>Books:</b> The Night Pirates

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	<p>The Acorn WK 2 &amp; 3</p> <p>Pumpkin Soup Wk 4&amp; 5</p> <p>The Something Wk 6</p> <p>Non-fiction – Diwali 7</p> <p>Describes events in some detail.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>The Leaf Thief</p> <p>Non -fiction -Autumn</p> <p>The Nativity Story</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	<p>The Great Explorer</p> <p>Non-fiction texts – winter/Chinese New Year</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	<p>W/C 3<sup>rd</sup> March</p> <p>Goldilocks and the three bears Wk 3</p> <p>Jack &amp; the Beanstalk Wk 4</p> <p>The Gingerbread Man WK5</p> <p>Non-fiction texts – Spring/Easter Wk6</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Emily Brown and the Thing. WK2</p> <p>The Gruffalo WK 3/4 <b>The Gruffalo -Visit to Nell bank.</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p> <p><b>Anticipate (where appropriate) key events in stories.</b></p>	<p>The Commotion in the Ocean</p> <p>The Storm Whale</p> <p>Non – fiction texts about sea creatures.</p> <p>Famous Pirates / Black Beard</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p>
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<b>Maths</b>	<p><b>White Rose Maths</b></p> <p><b>Getting to know you</b> (2 weeks)</p> <p>Settling in, class routines, provision, where do things belong</p> <p><b>Match, sort and compare</b> (2 weeks)</p>	<p><b>White Rose Maths</b></p> <p><b>It's me 1,2,3</b> (1 week)</p> <p>1 more. 1 less, composition of 1,2 and 3</p> <p><b>Circles and Triangles</b> (1 week)</p> <p>Identify and name circles and triangles, compare circles and triangles, shapes</p>	<p><b>White Rose Maths</b></p> <p><b>Mass and capacity</b> (1 week)</p> <p><b>Growing 6,7,8</b> (2 weeks)</p> <p><b>Length, height and time</b> (2 weeks)</p>	<p><b>White Rose Maths</b></p> <p><b>Building 9 and 10</b> (3 weeks)</p> <p><b>Explore 3D shapes</b> (2 weeks)</p>	<p><b>White Rose Maths</b></p> <p><b>To 20 and beyond</b> (2 weeks)</p> <p><b>How many now?</b> (1 week)</p> <p><b>Manipulate and compose</b> (2 weeks)</p> <p><b>Consolidation</b></p>	<p><b>White Rose Maths</b></p> <p><b>Sharing and grouping</b> (2 weeks)</p> <p><b>Visualise, build and map</b> (3 weeks)</p> <p><b>Make connections</b> (1 week)</p>

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	<p>Match objects, match pictures and objects, identify a set, sort objects to a type, explore sorting techniques, create sorting rules, compare amounts</p> <p><b>Talk about measure and patterns</b> (2 weeks)</p> <p>Compare size, compare mass, compare capacity, explore simple patterns, copy and continue simple patterns</p> <p>Create simple patterns</p> <p><b>It's me 1,2,3</b> (1 week)</p> <p>Find 1,2 and 3, subitise 1,2 and 3, represent 1,2, and 3</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Recite numbers past 5.</p>	<p>in the environment, describe position</p> <p><b>1,2,3,4,5</b> (2 weeks)</p> <p>Find 4 and 5, subitise 4 and 5, represent 4 and 5, 1 more, 1 less, composition of 4 and 5, composition of 1-5</p> <p><b>Shapes with 4 sides</b> (1 week)</p> <p>Identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night</p> <p><b>Alive in 5</b> (2 weeks)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p>	<p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Compare quantities using language: 'more than', 'fewer than',</p>	<p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Subitise</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and</p>	<p>(1 week)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Recite numbers past 5. • Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Count beyond ten.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for</p>	<p>Count objects, actions and sounds.</p> <p>Compare numbers.</p> <p>Count beyond ten.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Continue, copy and create repeating patterns.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
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<p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Show 'finger numbers' up to 5</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Talk about and identify the patterns around them. For example:</p>	<p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Subitise</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Show 'finger numbers' up to 5</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p> <p>Compose and decompose shapes so that children recognise a shape can have</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Compare length, weight and capacity.</p>	<p>mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	<p>numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Compare length, weight and capacity.</p>
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	<p>stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Continue, copy and create repeating patterns.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>other shapes within it, just as numbers can.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language</p>				
<b>Provision/ project activities</b> <i>Topic Links &amp; Ideas</i>	<p>Friendship chains/ cutting skills. Developing routines/ expectations Exploring continuous provision. Learning how to use different areas. Emotions – matching emotions and feelings.</p> <p>Underground animals</p> <p>Making characters from the story – The Acorn / role playing, how an acorn grows.</p> <p>Harvest - growing wheat, making bread</p>	<p>Art/DT Autumn – tree rubbings in wax crayons. Observing changes in the seasons from summer to autumn.</p> <p>Autumn walk – observing changes in the environment. Using natural resources to make pictures.</p> <p>Creating models using tissue paper/ masks for different woodland creatures – cutting skills. Christmas decorations / cards. Remembrance Day- Sir Tom Moore</p>	<p>Frozen blocks. Can you predict what could be inside? Exploring melting/ changes in the environment. Observing changes in the seasons from Autumn to winter. Winter animals/ small world play. Use a range of materials to create a winter scene – a wash of paint/ wax candle as resistance. Making Chinese food / pancakes out of play-dough</p>	<p>Art/ DT - Constructing 3 pigs houses – testing which is the strongest material and why? Making food in clay/ painting – moulding and manipulating materials Exploring the traditions of Easter. Observing changes in the seasons from winter to spring. New life, baby animals, birds etc. Special religious places Belonging to a group</p> <p>Making props to retell stories in detail.</p>	<p>Maths Feeding the monsters – Cereal boxes as monsters children add pom poms using tweezers- counting above 10.</p> <p>Add features to a monster – Different coloured playdough – Coping the pictures to create a monster. Create a friend for the Gruffalo design and make. Build a house for the bog baby Rules for The Thing. How can you care for a creature?</p>	<p>Finding out about pirates – how they live, what they do etc. Famous Pirates – Black Beard Building pirate ships, making props to support pirate role play.</p> <p>Pirate dress-up day. Creating treasure maps / treasure hunts.</p> <p>Exploring maps - looking at land, sea, rivers, different countries.</p> <p>Exploring sea creatures – making 3D sea creatures. Creating sea collages.</p>

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	<p>Sunflowers - seeds, birds Exploring the festival of Diwali - story of Rama &amp; Sita</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past. 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> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining</p>	<p>Trying Chinese food, exploring how to use chopsticks. Creating Chinese money envelopes. Art- colour mixing and using a range of tools. Passover Holi Vaisakhi Robert Scott Matthew Henson 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> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>Jack and beanstalk – planting beans – observe growth &amp; change – how do we care for plants.</p> <p>Building bridges/boats for the gingerbread man to get across the river.</p> <p>Baking gingerbread men – explore ingredients/ observe changes.</p> <p>Waterproof materials/ what happens to the gingerbread man if he gets wet? Compare locations – country &amp; woods to town.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore, use and refine a variety of artistic effects to</p>	<p>Explore the different living areas for a monster.</p> <p>What makes a good helper?</p> <p>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,</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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Finding out about whales.</p> <p>Looking at sea pollution – how to care for our oceans</p> <p>The creation stories</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, Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live 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>Safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p>
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	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play.</p>	<p>ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>		<p>design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>
<p><b>Discreet Subjects</b> PE/ PSED</p>	<p><u>PSED /PSHE</u> <b>Me and My Relationships</b> All about me What makes me special Me and my special people</p>	<p><u>PSED / PSHE</u> <b>Valuing Differences</b> I'm special, you're special Same and different Same and different families Same and different homes I am caring</p>	<p><u>PSED / PSHE</u> <b>Keeping Safe</b> What's safe to go in my body? Keeping my self safe Safe indoors and outdoors Listening to my feelings</p>	<p><u>PSED / PSHE</u> <b>Rights and Respect</b> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom</p>	<p><u>PSED / PSHE</u> <b>Growing and Changing</b> Seasons Life stages – Plants, animals, humans Life Stages – Human Life stages – Who will I be?</p>	<p><u>PSED / PSHE</u> <b>Being my Best</b> Bouncing back when things go wrong Yes, I can! Healthy Eating My healthy mind</p>



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	<p>Who can help me? My feelings</p> <p><u>PE</u> Intro to PE - 2</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>I am a friend</p> <p><u>PE</u> Ball Skills</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Keeping safe online People who help to keep me safe</p> <p><u>PE</u> Dance</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>	<p>Caring for our world Looking after money</p> <p><u>PE</u> Fundamentals</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>	<p>Where do babies come from? Getting Bigger Me and my body – girls and boys.</p> <p><u>PE</u> Games</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>	<p>Move your body A good night's sleep</p> <p><u>PE</u> Gymnastics (Athletics for sports day practice in provision / extra session)</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>
R.E	<p>Which places are special to members of our community? E.1</p>	<p>Why are some objects special? E.2</p>	<p>Who cares for me and how do I help others? E.3</p>	<p>Who belongs in my family and community? E.4</p>	<p>How do people celebrate special times? E.5</p>	<p>How do we understand and care for the world? E.6</p>