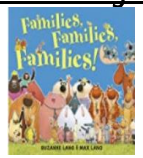
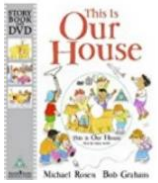
LEARN, GROW, ACHIEVE

<table>
<tr><td>Year Reception
Cultural Capital:
Longmoor Value: Kindness

Library books available weekly
Introduce our class bear
Introduce trekking Thursdays
WOW day introducing Autumn
Autumn walk
Baking autumn goods
Harvest festival</td><td colspan="3">Medium term planning Autumn 1 2026 Foundation Stage 2

Topic Title: What is a family?

Driver Subject: UW – Past and present
Enhancer subject: UW – People, places and communities</td></tr>
<tr><td><u>Texts:</u>
• <u>Families, families, families</u>
• <u>This is our house</u>
• <u>Too big or too small?</u></td><td><u>Week 1-2</u>
<u>(7th,14th 21st Sept)</u>
<u>Who lives in my house?</u>
</td><td><u>Week 3-4</u>
<u>(28th Sept and 5th Oct)</u>
<u>Why is my family so special?</u>
</td><td><u>Week 5-7</u>
<u>(12th, 19th Oct)</u>
<u>How has my family changed?</u>
</td></tr>
</table>

Characteristics of Effective Teaching and Learning	Playing and Exploring • Finding out and exploring • Using what they know in their play • Being willing to have a go	Active Learning • Being involved and concentrating • Keep on trying • Enjoying achieving what they set out to do	Creating and Thinking critically • Having own ideas • Using what they already know to learn new things • Choosing ways to do things and finding new ways
PSED You may want a fortnightly focus for your PRIME areas	Building Relationships Initiates conversations with familiar peers and adults	Managing Self Selects/uses activities and resources with help	Self-Regulation Begins to accept the need of others, taking turns and shares resources sometime with support
PHYSICAL DEVELOPMENT GROSS MOTOR	Moves freely and with pleasure and confidence in a range of ways	Mounts stairs, steps or climbing equipment using alternate feet	Draws large lines and circles using gross motor movement
FINE MOTOR	Uses one handed tools and equipment eg makes snips in paper with scissors	Holds pencils between thumb and two fingers, no longer whole hand grasp(static tripod grip)	Can copy some letters eg from own name
COMMUNICATION AND LANGUAGE	Listens to stories with increasing attention and recall (LAU)	Uses vocabulary focused on objects, and people that are of particular importance (S)	Begins to use more complex sentences to link thoughts (e.g. and because) (S)

READING	Shows an interest in illustrations and print in books and print in the environment (WR)		Looks at books independently and handles carefully (WR)		Listens and joins in with rhymes and stories **(COMP)**		
WRITING	Sometimes gives meaning to marks as they draw and paint		Gives meaning to the marks they draw, write and paint		Writes some or all of own name Begins to hear/say initial sounds		
MATHS **1 week number and 1 week numerical pattern (RBA)**	Uses some number names accurately in play (NP)	Knows that numbers identify how many objects are in a set (N)	Recites numbers in order to 10 (NP)	Accurately counts objects to 5 (N)	Shows an interest in numerals in the environment (NP)	Begins to subitise to 3 (N)	Compares two groups of objects (up to 4)saying when they are the same (NP)
UNDERSTANDING OF THE WORLD DRIVER: <u>Past and present</u>	Shows and interest in the lives of people who are familiar to them.		Remembers and talks about significant events in their own experiences		Begin to draw on own experiences to talk about past and present		

UNDERSTANDING OF THE WORLD Enhancer: People, culture and communities		Talks about the lives of people and places that are familiar to them	Talks about significant places based on own experiences
UNDERSTANDING OF THE WORLD (Natural world)	Comments and asks questions about aspects of their familiar world eg new school	• Talks about some things that they have observed using their senses such as animals, plants and natural found objects	Understands the need to respect and care for their new environment
EXPRESSIVE ART AND DESIGN CREATING WITH MATERIALS	Realises tools can be used for a purpose	Uses various construction materials	Explores how colour and how colours can be changed
EXPRESSIVE ART AND DESIGN BEING IMAGINATIVE AND EXPRESSIVE	Engages in imaginative play based on own first hand experiences	Notices what adults do, imitating what is observed and then doing this spontaneously when adult is absent	Sings a few familiar songs

NON-STATUTORY TECHNOLOGY Non-statutory should be in your weekly provision	Can you show curiosity in digital devices?	Can you operate simple equipment?	[redacted]
NON-STATUTORY SSM	Explores and talks about 2D and 3D shapes using informal and mathematical language	Selects shapes appropriately in a task	

- Just grey out about the educational programme you will not be teaching in a given week For example you may not teach both EAD strands in a week