

**Culcheth Primary School**  
**Reception Long Term Plan 2022-2023**

**Children to be taught using a combination of Power Maths and White Rose with additional challenges**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Suggested Topics/Themes</b>	<b>Incredible Me, my Family and Homes Bonfire Night</b>	<b>Autumn Christmas</b>	<b>It's All an Adventure</b>	<b>It's Alive! Growing and Caring</b>	<b>Around the World (including Ocean Creatures as a prelude to Summer 2)</b>	<b>Oh I Do Like to be Beside the Seaside</b>
<b>Educational Visits/ Culture Capital/Enrichment/Stay &amp; Play Opportunities</b>	<p><b>Meet The Teacher</b></p> <p><b>Visit: A Visit to Church</b></p> <p><b>A Charity Class Welly Sale for McMillan.</b></p> <p><b>A School Disco at the Sports Club.</b></p> <p><b>Visitor: Author Sean Perkins, Assembly and Workshop</b></p> <p><b>A 'Spooky Day' in Reception.</b></p> <p><b>Visit: An Autumn Local Welly Walk.</b></p>	<p><b>Stay and Play by Invitation.</b></p> <p><b>Decoration Day – A Community/Across School Event.</b></p> <p><b>Visit: Newchurch Church: The Christmas Tree Service.</b></p> <p><b>KS1: Christmas Production</b></p>	<p><b>Stay and Play by invitation.</b></p> <p><b>Muddy Puddles Adventures</b></p> <p><b>Pond Life Watch (Our School Pond)</b></p> <p><b>Changes in Weather</b></p>	<p><b>Stay and Play by invitation.</b></p> <p><b>Muddy Puddles Adventures</b></p> <p><b>Visit: Smithill's Farm</b></p> <p><b>Hatching Chicks</b></p> <p><b>Hatching Caterpillars</b></p>	<p><b>Stay and Play by invitation.</b></p> <p><b>Share a 'Summer Read' with a grown up at school (by invitation) All KS1</b></p> <p><b>Visit: The Sealife Centre</b></p>	<p><b>Stay and Play by invitation.</b></p> <p><b>Share a 'Summer Read' with a grown up at school (by invitation) All KS1</b></p> <p><b>Visit: A Day at the Park, Walton Gardens</b></p> <p><b>The Summer Fair</b></p> <p><b>Transition Time in Y1</b></p>

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<p><b>Personal, Social and Emotional Development</b></p>	<p>Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p>	<p>Self-awareness – know what they like/do not like, talk about what they are doing and why, talk about their interests, share their ideas and interest with others, take pride in themselves and their work/ achievements, share their achievements with others</p>	<p>Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.</p>	<p>Communication – make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate</p>	<p>Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p>	<p>Communication – listen, speak, reflect, explain, respond, recall, review</p>
<p><b>Self Regulation</b></p>	<p>Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.</p>	<p>Responsibility – take care of their own belongings, take care of the belongings of others and class resource.</p>	<p>Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.</p>	<p>Use language – to negotiate, co-operate, plan and organise play, resolve conflict</p>	<p>Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p>	<p>Understand feelings – talk about how they feel, explain why they are experiencing particular feelings.</p>
<p><b>Managing Self</b></p>	<p>Explaining Feelings: To begin to develop their ability to express their feelings and to manage situations/behaviours appropriately.</p>	<p>Relationships: To begin to have the confidence to explore learning with new groups of their peers.</p>	<p>Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems.</p>	<p>Understand how others feel – show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>		<p>Communication – use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.</p>
<p><b>Building Relationships</b></p>						

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<b>Physical Development</b>	Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.	Pencil grip – holds writing tools and implements with a mature pencil grip.	Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, basic letter shapes in accordance with the ‘Little Wandle’ Letters and Sounds Revised Scheme.	Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, basic letter shapes in accordance with the ‘Little Wandle’ Letters and Sounds Revised Scheme.	Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.	Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.
<b>Fine Motor Skills</b>		Spatial Awareness – awareness of own space, negotiates space, finds a space, change direction, stop.				
<b>Gross Motor Skills</b>	Fine motor skills, manipulation and hand-eye co-ordination; dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment  Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy		Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions		Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick.  Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, oral health, road safety, safety including using and transporting tools and equipment.	Language of movement – linked to body parts, and how they move; dynamics and how movements are formed; where in space they move, and whom they move with.  Consolidate and use prior learning.

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<b>Comm and Language</b>  <b>Listening, Attention and U'standing</b>  <b>Speaking</b>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"><li>• Listen – listen to others 1:1/in groups/whole class, in familiar and new situations or activities, listen to stories with enjoyment.</li><li>• Attention – maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.</li><li>• Respond – to others questions, when listening to stories, to instructions, responding with relevant comments.</li><li>• Communication – engage in conversations with others giving attention, respond and communicate appropriately, talk about familiar events or characters in stories</li></ul> <ul style="list-style-type: none"><li>• Respond to – interact with other people in a range of situations in conversations, in their play, in response to stories or questions.</li><li>• Follow – instructions, requests, and ideas in a range of contexts and situations.</li><li>• Respond to and answer questions – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations.</li></ul> <ul style="list-style-type: none"><li>• Speaking – speak clearly, speak in sentences, use sentences that give many details.</li><li>• Questioning – ask and answer questions when talking to familiar/unfamiliar people in different contexts.</li><li>• Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words.</li><li>• Communication – communicate freely with different people, engage in conversations, taking into account, the listener, and take turns to listen and to speak in different contexts.</li></ul> <ul style="list-style-type: none"><li>• Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events.</li><li>• Reasoning – talk about and explain reasons for actions, events, activities; explain their ideas giving reasons in different contexts.</li><li>• Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.</li><li>• Narrative – use language of stories to imagine and recreate ideas in different contexts.</li></ul>
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<b>Literacy</b>  <b>Comprehension</b>  <b>Word Reading</b>	<p>Hold a book correctly and turn pages from front to back and recognise front and back cover.</p> <p>Respond to questions about who, what, where, when linked to text and illustrations.</p> <p>Differentiate between text and illustrations.</p> <p>Understand that print conveys meaning.</p> <p>Know that in English print is read from left to right and top to bottom.</p>	<p>Sequence a simple story or event.</p> <p>Use gestures and actions including 'Talk for Writing' to act out a story, event or rhyme from text or illustrations.</p> <p>Read decodable HFWs sight words in accordance with the 'Little Wandle' Letters and Sounds Revised Scheme.</p> <p>Read Common Exception Words in accordance with the 'Little Wandle' Letters and Sounds Revised Scheme.</p>	<p>Distinguish between a word, a letter and a space.</p> <p>Talk about events, settings and characters.</p> <p>Retell narratives in the correct sequence, drawing on the language patterns of stories.</p> <p>Say what a character might be thinking, saying or feeling.</p> <p>Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.)</p>	<p>Read Common Exception Words in accordance with the 'Little Wandle' Letters and Sounds Revised Scheme.</p> <p>Predict storyline (e.g. the ending and some vocabulary, aided by illustrations).</p> <p>Respond to questions about how and why something is happening.</p>	<p>Read decodable HFWs sight words in accordance with the 'Little Wandle' Letters and Sounds Revised Scheme.</p> <p>Make predictions based on illustrations, story content and title.</p> <p>Say how they feel about stories and poems.</p>	<p>Read Common Exception Words in accordance with the 'Little Wandle' Letters and Sounds Revised Scheme.</p> <p>Read simple sentences</p> <p>Recognise most capital and all lower case letters.</p> <p>Recall the main points in text in the correct sequence.</p> <p>Use the structure of a simple story when re-enacting and re-telling.</p> <p>Talk about the themes of simple texts, (e.g. good over evil).</p>
	<b>Key Texts</b>	<p>The Three Little Pigs The Tiger Who Came To Tea.</p>	<p>The Jolly Christmas Postman Penguins Can't Fly</p>	<p><b>Billy and the Beast</b> <b>Rocket Mole</b></p>	<p>Christopher's Caterpillars Who am I?</p>	<p>Someone Swallowed Stanley</p>

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	<b>Phonics</b>	Little Wandle : Revised Letters and Sounds Scheme
	<b>Practise Reading</b>	Big Cat : Books linked directly to Little Wandle

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<b>Literacy</b>	<p>Develop language skills (listening and talking) in a range of contexts.</p> <p>Show awareness that writing communicates meaning.</p> <p>Know there is a sound/symbol relationship.</p>	<p>Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).</p> <p>Make marks and drawings using increasing control.</p> <p>Use some recognisable letters and own symbols.</p>	<p>Write letters and strings, sometimes in cluster like words.</p> <p>Understands that thoughts and stories can be written down.</p> <p>Use talk to organize, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Beginning to build words using letter sounds in their writing.</p> <p>Use writing in their play</p> <p>Have their own ideas and reasons for writing.</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p>	<p>Use familiar words in their writing.</p> <p>Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).</p>	<p>Show awareness of the different audience for writing.</p> <p>Can talk about the features of their own writing.</p> <p>Write a simple narrative.</p>
<b>Writing</b>	<p>Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics taught and other letters which children have been taught to form correctly).</p> <p>Write left to right and top to bottom.</p>	<p>Beginning to use appropriate letters for initial sounds in accordance with 'Little Wandle' Letters and Sounds revised scheme</p> <p>Understand that thoughts can be written down.</p> <p>Spell some irregular common words.</p> <p>Segment sounds in simple words.</p>	<p>Segment to write VC and CVC words independently using phonics taught during 'Little Wandle' sessions.</p> <p>Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Begin to use simple sentence forms.</p> <p>Begin to recognise and know there needs to be spaces between words in a simple sentence.</p> <p>Know how to form clear ascenders ('tall letters') and descenders ('tails').</p>	<p>Write a simple phrase with finger spaces that can be read back by themselves.</p> <p>Form some capital letters correctly, including the initial letter of their name.</p>	<p>Recognise and know that full stops are at the end of a sentence.</p> <p>Recognise and know that a sentence starts with a capital letter.</p> <p>Write simple sentences using finger spaces that can be read by themselves and others.</p> <p>Make phonetically plausible attempts when writing more complex words.</p>

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<b>Maths</b>	Use one to one correspondence when counting.	Identify one more and one less than a given number.	Identify two more and two less than a given number.	Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities.	Say a number between two given numbers.	Count in 10s, 5s, 2s.
<b>Numbers</b>	Understand the last number said is the number in the set. Make a group of 10 objects. Understand and use conservation of number. Use the word 'zero' to represent 'none'.	Understand and use ordinal numbers. Can share a whole item into two equal parts. Understand that halving means sharing into two equal parts.	Recognise numerals 1-5, 6-10, 0, 11-15, 16-20. Match numerals to sets of objects. Understand more, less, fewer. Compare two sets of different items saying which set is more, less, fewer. Arrange a group of items between 10 and 20 into 1 group of 10 plus another group.	Understand the concept of addition by practically combining sets of objects. Add two single digit numbers totalling up to 10 using practical equipment.	Add two single digit numbers totalling more than 10 using practical equipment. Can state without counting (subitise) quantities within 5.	Relate subtraction to addition in practical situations. Understand the relationship between doubling and halving
<b>Numerical Patterns</b>	Use everyday language to talk about shapes in the environment.  Build and make models with 3D shapes.  Create patterns and pictures with 2D shapes.  Name common 2D (circle, triangle, square, rectangle, oblong).  Talk about significant times of the day, (e.g. home time, lunch time, snack time, bed time, etc).	Rote count back from a given number between 1 and 20.  Know what number comes before, or after a given number  Name common 3D shapes (sphere, cube, cuboid, cone).  Talk about using mathematical language (straight, curved, sides, flat, solid).  Sort shapes according to their own criteria. Know that shapes can appear in different ways and be different sizes.	Compare two sets of different items saying which set is more, less, fewer. Arrange a group of items between 10 and 20 into 1 group of 10 plus another group. Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19. Sequence two or three familiar events and describe the sequence Know the names of the days of the week. Say names of days of the week in order Understand the measurement of volume/capacity (empty/nearly full) Compare two of the same containers holding different amounts. Understand and use language of comparison, (e.g. empty/full, more/less, most/least). Order three of the same container holding different amounts. Understand and use the	Understand the concept of subtraction by practically removing one amount from within another  Subtract a single digit number from a number up to 10, using practical equipment.  Compare and order three or more sets of objects.  Understand the measurement of weight (heavy/light).  Compare two objects of different weights.  Understand and use language of comparison, (e.g. heavier/lighter). Understand the concept of conservation of weight.  Use uniform non-standard units to measure weight.	Make a sensible guess of quantities within 10.  Partition a set of objects in different ways using the terminology part/part-whole.  Understand that 'teen' numbers are a group of 10 plus another number.  Understand 20 is the same as two groups of 10. Understand that measures of distance can have different names including length, width, height. Compare two objects of different length. Compare two objects of different width. Compare two objects of different height.  Understand and use language of comparison,	Know doubles of numbers and corresponding halves.  Subtract a single digit number from a number greater than 10, using practical equipment  Understand that we need to pay for goods.  Talk about things they want to spend their money on.  Talk about different ways we can pay for things.  Recognise that there are different coins.  Recognise 1p coin.  Use 1p coins to pay for items



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Understanding the world						
<b>Past and Present</b>	Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, and culture. Use their developing language skills to share experiences, ideas, give explanations, and make suggestions, choices and decisions, either verbally or nonverbally.					
	Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.					
<b>People, Culture and Communities</b>	Describe – themselves, friends, family, other people, significant places, events, objects or artefacts.					
	Research – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.					
<b>The Natural World</b>	Observe – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.					
	Vocabulary – language of tolerance, respect and co-operation					
	Thankfulness	Caring and Sharing	Trying Our Best	Persevering	Being Thoughtful	Striving for Success Looking Ahead
	Celebrations	Celebrations Around the World	Celebrations Around the World	Celebrations Close to Home	Celebrating Differences	Celebrating our Achievements Throughout the Year
<b>Festivals &amp; Celebrations</b>	Harvest, Bonfire Night	Diwali, Christmas	Chinese New Year, Shrove Tuesday, Valentine’s day,	Lent, Easter. St David’s day, Special Person Day, St. Patricks day	Special Person Day	Dragon Boat Festival (China)

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<b>Knowledge and U'standing</b>	Communication – talk about key events, in own lives, about family, friends, other people including significant people.	Observe – show an interest in significant events and experiences in the lives of others, including friends and family members.  Remembrance Day	Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.	Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers.	Vocabulary – language of time when talking about past/present events in their own lives.	Describe – features of objects, people, places at different times, make comparisons.
<b>Past and Present (Historical)</b>						
<b>Knowledge and U'standing</b>	Questioning: shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.	Compare/sort/group/identify/classify: notice similarities, notice differences; talk about similarities and/or differences.	Test: make suggestions, show resilience, work with others.	Equipment and measures: use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).  Vocabulary: use simple vocabulary to name and describe objects, materials, living things and habitats.	Research: talk to people (visits/visitors/ family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).	Explore/Observe: look closely at/notice. Describe: talk about what they notice/observe; talk about changes they notice and changes over time.  Record: draw pictures, take photographs, make models or scrapbooks.
<b>The Natural World (Scientific)</b>	Explain: talk about why things happen/occur; talk about how things work.					

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<p><b>Knowledge and Understanding</b></p> <p><b>People, Cultures and Communities</b></p> <p><b>(Geographical)</b></p>				<p>Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</p>	<p>Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</p> <p>Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places</p> <p>Mapping: know about features of different places, recognise and talk about the features in familiar/other places.</p>	<p>Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people.</p>
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<b>Expressive Arts and Design</b>	Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments.	Physical skill – manipulate and control a range of tools and equipment for different purposes.	Make – make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.	Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.	Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.	Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.
<b>Creating with Materials</b>	Safety – handle and use equipment appropriately and safely.	Explore - experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.	Design – talk about ideas, choose resources, tools and techniques with a purpose in mind.	Tools and equipment – use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation.	Evaluate – talk about what they like/dislike about their models/constructions, say why, and how they would change them.	Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.
<b>Being Imaginative and Expressive</b>	Experiment - explore media and materials freely and in different ways.	Represent Ideas – initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props.	Respond – to different stimuli using gestures, actions, talk, movement and performance.  Recreate – familiar experiences, familiar activities and familiar stories.	Communication – communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.	Expression – of feelings, ideas, thoughts and emotions in response to different media and materials.	
<b>Artist</b>	Jackson Pollock Painting, colour, pattern , shape and space		Kandinsky Printing, collage, colour, texture, patter, shape		Andy Goldsworthy Sculpture, 3D shape,line, space, texture	
<b>Music</b>	Throughout the year children will:  Singing – familiar songs, chants, rhymes and activities which develop the voice as a sound maker. ☑ Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. KAPOW : Music Scheme					

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<p><b>Key Vocabulary</b></p>	<p>Senses: sight, hear, touch, hear, taste.          Families: baby, toddler, inspiring, child, adult, teenager, grandfather, grandmother, cousin, aunty, uncle, step-father, step-mother.          Feelings: happy, sad, anxious, lonely, angry, worried, pleased, excited, surprised, embarrassed. Empathy, tolerance, kindness, understanding.</p>	<p>Fungus, acorns, trees, leaves, autumnal, red, green, yellow, orange, chestnut, changing, crunchy, pumpkins, squirrels, hedgehogs, badgers, foxes, owls, birds, migration, deer, rabbits, moles, mice, habitats, Guy Fawkes, bonfire, pop, sparkle, bang, fizz, whiz flicker, zoom, houses of parliament, gunpowder, plot, loud, quiet, sun, rain, hail, wind, bluster, whirling, rainbows, cold, mild, whistling. Days of the week, months of the year, spring, summer, autumn, winter, God, Jesus, Mary, Joseph, stable, cattle, manger, shepherds, wise, wreath, crackers, stocking, bells, fairy lights, sleigh, reindeer, candle.</p>	<p>Once upon a time          Long ago          Faraway          Happily ever after          Castle, forest, palace, cottage, woods, Wish, curse, storytelling, moral, magic, promise, spell, marriage, cackled, Queen, king, princess, prince, villain, ogre, hero, wizard, witch, handsome, charming, wicked, giant, beautiful, grumpy, angry, gloomy.</p>	<p>Roots, stem, leaf, grow, soil, sunlight, seed, nutrients, fertilise, seedling, flower, fruit, bulb, trunk, branch, sprouting, bark, watering can, trowel, planters, spade, rake, daffodil, tulip, roses, daisy, dandelion, blossom, living things. Life cycle, butterfly, bees, caterpillars, sheep, pigs, horses, foals, piglets, duckling, duck, chicks, hens, cockerel, goat, kid, lambs, calf, frogs, frog spawn, tadpoles, baby, young, adult, hatch, birth, habitat, nest, burrow, alive, living things, Sun, rain, rainbow, crisp, flowers, cool, blooming, flowering, blossoming, bright, sunlit, greenery, fragrant, grassy, colourful, mild, fresh, changing. Red, yellow, blue, green, pink, purple, indigo, violet, pewter, grey, gold, silver, bronze, turquoise, lavender, fuchsia, lilac, ebony, scarlet, coral, mint, sage, lime, plum, amber, mustard navy, light, dark, bright, cool..</p>	<p>Map, globe, world, country, city, town, village, street, cul-de-sac, local, abroad, earth, Aeroplane, car, boat, travel, bus, train, tram, walk, distance, Hot, cold, dry, climate, humid, UK, Great Britain, island, England, Ireland, Scotland, Wales, France, Africa, China, America, Poland, House, flat, bungalow, caravan, language, weather, travel, transport, culture,</p>	<p>Water, waves, blue, vast, shallow, deep, tide, horizon, lifeguard, lagoon, spray, surfboard, ocean, coral, razor shell, plants, seaweed. Sand, sandcastle, sun, shell, bucket, spade, bay, coast, dune, hat, sun cream, pier, shore, sunbathe, sunburn, Seagull, crab, jellyfish, fish, shrimp, tadpole, starfish, shark, dolphin, whale, mussels, prawns, seal, puffin. Ice-cream, ice-lolly, deckchair, pony ride, sun lounger, Punch and Judy, beach ball, volley ball, amusements, flip flops, donkey rides, beach hut, Frisbee.</p>
<p><b>Role Play</b></p>	<p>Mother Pig's House           The Kitchen from 'The Tiger Who Came To Tea'</p>	<p>The Christmas Post Office           Santa's Workshop</p>	<p>The Beasts Cave</p>	<p>Garden centre          Potting shed          Science Lab</p>	<p>Travel Agents or tourist information          Aeroplane</p>	<p>Beach          Seaside shop          Aquarium</p>