

Reception Long-Term Plan 2024 - 2025



Christ Church School
Regents Park



Cycle C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me / Transport	If you go down to the woods today...	Food Glorious Food	Who is at the zoo?	Once upon a time...	Seaside
Texts	 Owl Babies  The Train Ride  Naughty Bus  All Aboard the LONDON BUS	 The Gruffalo  WHERE'S MY TEDDY?  STORY AND PICTURES BY MAURICE SENDAK Where the Wild Things Are <i>We're Going on a Bear Hunt</i>  We're going on a Bear Hunt	 I will not ever NEVER eat a tomato.  BISCUIT BEAR  The Runaway Chapati  The Runaway Chapati	 Elmer  Dear Zoo  GIRAFFES CAN'T DANCE  "Pardon?" said the Giraffe	 Robin Hood  CINDERELLA  The Trouble with Dragons  THE LIGHTHOUSE KEEPER'S LUNCH	 Sharing a Shell  Winnie and Wilbur AT THE SEASIDE  Billy's BUCKET  THE LIGHTHOUSE KEEPER'S LUNCH
Wow Moments / Enrichment / Key Dates / Parental Involvement	Trip - Transport Museum	Trip - Regents Park	Trip - Pizza Express	Trip - London Zoo	Trip - Tower of London	Trip - Sea-life Centre

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christ Church Early Values	<p>Values: Kindness & Self-belief</p> <p><u>Books - Kindness:</u> Dogger Room on the broom The Giving Tree Lost and Found</p> <p><u>Books - Self-belief:</u> Gruffalo How to Catch a Star</p>	<p>Values: Honesty & Independence</p> <p><u>Books - Honesty:</u> Do unto otters</p> <p><u>Books - Independence:</u> Iggy Peck architect Lost and found The missing Piece The Way back Home</p>	<p>Values: Respect & Resilience</p> <p><u>Books - Respect:</u> Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk</p> <p><u>Books - Resilience:</u> Peace at last After the Storm Peter and the wolf Up and Down Monkey Puzzle The Way Back Home</p>	<p>Values: Responsibility & Curiosity</p> <p><u>Books - Responsibility:</u> One world Bog baby The great kapok Tree</p> <p><u>Books - Curiosity:</u> The mole who knew it was non on his business</p>	Values: Re-cap on all 6	Values: Re-cap on all 6
Christian Values	<p>Reconciliation</p> <p>The children learn and understand that adversity, reconciliation and forgiveness are the first steps to putting things right.</p>	<p>Wisdom</p> <p>The children understand that they can grow and learn through their mistakes and in turn, they will acquire wisdom.</p>	<p>Endurance</p> <p>The children will learn that sustained effort with good grace will bring it's own reward.</p>	<p>Community</p> <p>The children will understand that if they contribute to their community then everyone is taken care of.</p>	<p>Creation</p> <p>The children can reflect that God created everything that they enjoy.</p>	<p>Thankfulness</p> <p>The children can reflect on what they are thankful for within their lives and within their learning.</p>
British Values	<p>Mutual respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening Skills YR	Children are beginning to listen to other children. They listen during story time and show an interest in the books being read.	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them.	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe - such as cars or Stanger danger.	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.	Children show good listening skills and can listen to one another, adults and new people with great skill.
Attention Skills YR	Children sit on the carpet and show some attention - this may only be for a short time. Children can pay attention to one thing at a time.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks - both guided and independent.	Children can maintain attention in different contexts. Children show attention to both peers and adults.	Children are developing their attention skills to both listen and continue with an activity.	Children attend to others in play. Children show good levels of attention during learning tasks.
Responding Skills YR	Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'.	Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the classroom.	Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends.	Children conversing with pupils and adults in the classroom during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses.	Children keep play going by conversing and extending conversation. Children ask and answer questions	Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood.
Understanding Skills YR	Children following simple 1 step instructions. Children understanding appropriate 'why' questions.	Children following clear instructions with 2 parts.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.

Speaking Skills YR	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.
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Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General yearly Physical Development progression	<ul style="list-style-type: none"> - Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. - Children will develop their fine motor skills to use a range of tools safely and confidently. - Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. - Children will develop a good posture when sitting at a table (classroom and dinner times) - Develop a good pencil grip ready for Year 1 writing expectations. 					
Gross Motor YR	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.
Fine Motor YR	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.	Developing an effective pencil grip. Developing skill when using tools including scissors.	Children forming recognisable letters with an effective pencil grip.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.

Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Self-Regulation YR</p> <ul style="list-style-type: none"> - Expressing Feelings - Managing Behaviour 	Children talk about their feelings to trusted adults or special friends.	Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as learning star.	Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school.	Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.	Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.
<p>Managing Self YR</p> <ul style="list-style-type: none"> - Self Awareness - Keeping Healthy - Independence - Collaboration 	Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.	Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.	Children are becoming much more independent - getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time.	Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.	Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves.	Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.
<p>Building Relationships YR</p> <ul style="list-style-type: none"> - Social Skills - Communication 	Children are building new positive relationships with pupils and staff in Reception. They may begin to play alongside other children if ready.	Children are building on the relationships started last term. They are talking to children and adults and beginning to ask for help if they need it.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy	Children are building relationships through play and talk and converse to many of their peers.	Children continue to build strong bonds with other children and care for their peers e.g. getting them tissues, asking them to join in with a game.	Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends.

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose Maths	<p>Weeks 1 & 2 - Baseline Weeks 3&4 - Match, Sort and Compare Match Objects, Match Pictures and Objects, Identify a Set, Sort Objects by Type. Weeks 5&6 - Talk about Measure and Patterns Compare Size, Compare Mass, Compare Capacity, Explore Simple Patterns. Week 7 - It's Me 1, 2, 3 Find 1, 2 and 3, Subitise 1, 2 and 3</p>	<p>Week 1 - It's Me 1, 2, 3 Represent 1, 2 and 3, Finding 1 More Week 2 - Circles and Triangles Identify and Name Circles and Triangles, Compare Circles and Triangles, Shapes in the Environment. Describe Position Weeks 3&4 - 1, 2, 3, 4, 5 Find 4 and 5, Subitise 4 and 5, Represent 4 and 5, 1 more than, 1 less than. Week 5 - Shapes with 4 Sides Identify and Name Shapes with 4 Sides, Combine Shapes with 4 Sides, Shapes in the Environment, My Day and Night Weeks 6, 7 & 8 - Consolidation</p>	<p>Weeks 1&2 - Alive in 5 Introduce Zero, Find 0 to 5, Subitise 0 to 5, Represent 0 to 5, 1 more than, 1 less than. Week 3 - Mass and Capacity Compare Mass, Find a Balance, Explore Capacity, Compare Capacity. Weeks 4&5 - Growing 6, 7, 8 Find 6, 7 and 8, Represent 6, 7 and 8 1 more, 1 less, Composition of 6, 7, and 8</p>	<p>Weeks 1&2 - Length, Height and Time Explore Length, Compare Length, Explore Height, Compare Height, Talk about Time, Order and Sequence Time Weeks 3, 4 & 5 - Building 9 and 10 Find 9 and 10, Compare Numbers to 10, Represent 9 and 10, Conceptual Subitising to 10, 1 more, 1 less, Composition of 10, Bonds to 10 (2 parts), Make Arrangements of 10, Bonds to 10 (3 parts), Doubles to 10 (find a double), Doubles to 10 (make a double), Explore Even and Odd Week 6 - Explore 3D Shapes Recognise and Name 3D shapes, Find 2D Shapes within 3D Shapes, Use 3D Shapes for Tasks, 3-D Shapes in the Environment.</p>	<p>Week 1 - Explore 3D Shapes Identify more complex patterns. Copy and Continue Patterns, Patterns in the Environment Weeks 2&3 - To 20 and beyond Build Numbers beyond 10 (10-13), Continue Patterns beyond 10 (10-14), Build Numbers beyond 10 (14-20), Continue Patterns beyond 10 (14-20), Verbal Counting beyond 20, Verbal Counting Patterns Week 4 - How Many Now? Adding More, How many did I add? Taking Away, How many did I take away? Weeks 5&6 - Manipulate, Compose and Decompose Select Shapes for a Purpose, Rotate Shapes, Manipulate Shapes, Explain Shape Arrangements, Compose Shapes, Decompose Shapes, Copy 2D Shape Pictures, Find 2D Shapes within 3D Shapes</p>	<p>Weeks 1&2 - Sharing and Grouping Explore Sharing, Sharing, Explore Grouping, Grouping, Even and Odd Sharing, Play with and build doubles. Weeks 4, 5 & 6 - Visualise, Build and Map Identify Units of Repeating Patterns, Create own pattern rules, Explore own pattern rules, Replicate and build scenes and constructions, Visualise from different positions, Describe positions, Give instructions to build, Explore mapping, Represent Maps with Models, Create own maps from familiar places, Create own maps and plans from story situations. Week 7 - Make Connections Deepen Understanding, Patterns and Relationships</p>

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension YR	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end. Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing.	Children being able to sequence two events from a familiar story - possibly with the use of prompts for support. Children discussing and hearing a range of books - non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions.	Children having favourite books and rhymes - they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.	When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.
Word Reading YR	Phonics lessons / First sound reading books introduced and children read graphemes s,a,t, p, i... Begin to blend some simple words	Continue to read individual graphemes. Blend simple sounds into VC or CVC words. Children read a few common exception words matched to Little Wandle phonic programme.	Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory.	Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense	Children able to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense

Writing YR

Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.


Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.

Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.


Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.

All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.

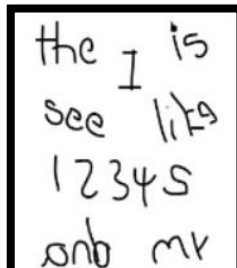
Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.



6. Letter Strings
(Progresses from left to right and top to bottom when the child "reads" his writing.)



7. Letter Groups
(The groups have spaces in between to resemble words.)



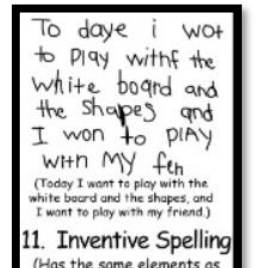
8. Environmental Print
(Child copies print found in the room, often without knowing what the words are.)



9. Beginning Sounds
(Child begins to write simple sentences using sight words and just the beginning sounds of words.)



10. Early Inventive Spelling
(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)



11. Inventive Spelling
(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present YR	Children talk about members of their family and the relationship to them e.g. Mum, Dad.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.	Children visually represent their own day on a simple timeline.	Children talk about and understand changes in their own lifetime and what happens when they get older.	Children recount an event that has happened.	Children can order experiences that have happened to them and in stories they have read.
People, Cultures and Communities YR	Children respect special things in their own lives.	Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter.	Children know that different places are special to different people.	
The Natural World YR	Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world.	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.	Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them.	Discussions around human lifecycles and how we grow and change - children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look - what is the same and what is different. Naming body parts and how to keep ourselves healthy.	Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.	Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)

Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Children's Mark Making and Drawing YR	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.	Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects.	Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.	Continue with the development with observational drawing e.g. linked to Spring.	Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.	Children discussing their work and the details used on their illustrations and showing lots of detail on these.
Development of use of Colour YR	(Knowledge) Know the names of many colours and uses these in their work.	(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing.	(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating.	(Skill) Exploring the colour work of Andy Goldsworthy - Nature.	(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.	(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.
Development of the use of Paint YR	Exploring the painting area within the classroom, using the area independently or with support and using techniques of Artists studied this term.	Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating.	Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand.	Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists.	Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this.	Children knowing what they want to paint and why using their imagination and feelings - they can explain why they've chosen their materials and how they may do it differently next time.
Development of Printing YR	Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this.	Children being introduced to larger printing tools to be used indoors and outdoors.	Children exploring printing tools - both natural and man made e.g. leaves and ear buds.	Children exploring how patterns can be printed.	Children printing using a range of media, independently printing patterns including symmetrical patterns.	Children printing pictures using the skills and knowledge learnt throughout the year.
Development of the use of Textiles and Materials YR	Children exploring a variety of materials	Children being shown how to use junk modelling materials to build and construct models.	Exploring different types of materials and what their properties and uses are.	Learning what a collage is and how we can collage using different materials and which ones work best and look most effective.	Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions.	Children continuing to learn to weave and exploring weaving.

Development of modelling and 3D work YR	Children being shown the loose parts in the class and being shown how they can be used.	Children being shown how to use simple joins when using different materials to create	Children making models and creations for their own pleasure and for events and celebrations.	Children exploring how natural resources can be manipulated to make 3d sculptures.	Children specifically using certain materials for their own ideas.	Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work.
Development of Cutting skills YR	Children being shown how to scissors to make snips safely.	Children building confidence and skill in using scissors.	Children building confidence and skill in using scissors.	Children building confidence and skill in using scissors	Children using scissors independently and safely.	Children using scissors to support them in their creations.
Development of Imagination and Roleplay YR	Children exploring the roleplaying area/s and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-play.		Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.		Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.	