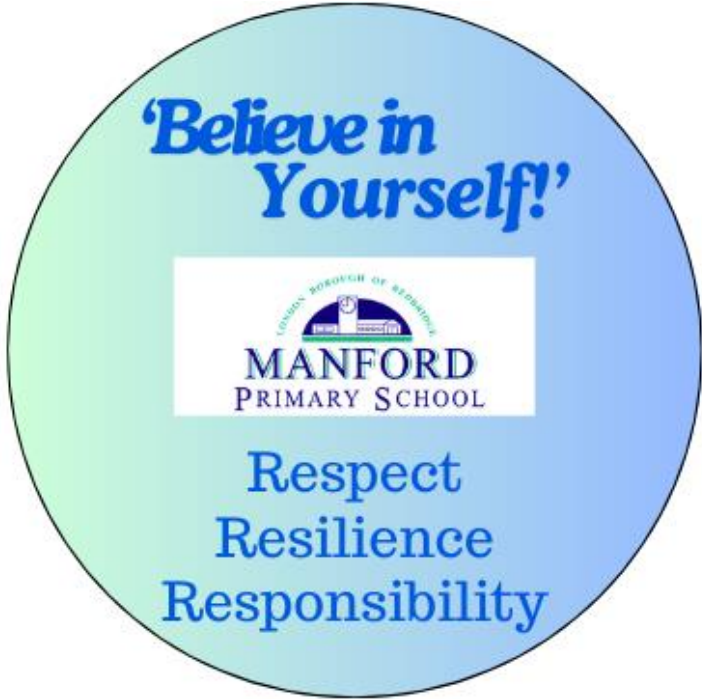


Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
Core Texts	Starting School So much Smeds and Smoos House for mouse Pumpkin soup Zog and the flying doctors	Misha makes friends Rama and Sita Look up Funnybones Little glow The miracle of Hannukah Stickman/Nativity	Little red riding hood Goldilocks and Three Bears Biscuit bear Hansel and Gretel Little Red Hen Jack and beanstalk	Somebody crunched Colin Dougal's Deep Sea Diary Don't worry little crab Rainbow fish Dear Greenpeace What ladybird heard at the seaside	Gruffalo Mr Big Supertato What the ladybird heard Aaarrgghhh spider	Emma Jane's Aeroplane Katie in London Handa's surprise The koala who could The way home for wolf Bodhi sees the world The dot
Enrichment Opportunities	Local walk in the community Harvest Time Cooking- Making soup, linked to our book, Pumpkin Soup	Bonfire Night Christmas Time Diwali Hannukah Remembrance Day Road Safety Anti- Bullying Week	Chinese New Year Story Telling Week Valentine's Day Internet Safety Day Planting Beans- Linked to our book, Jack and the Beanstalk	Heathy Eating Week World Environment Day Shove Tuesday International Woman's Day Science Week Easter time Easter Egg Hunt Mother's Day Start of Ramadan World Book Day	Map work - make a map of our way to school/to the park Mental Health Week Eid Visit to a farm St Georges Day Planting Superhero Day Caterpillar growing	King's Birthday Father's Day Transition Visits to Year 1 Sports Week
Characteristics of Effective Learning	<p style="text-align: center;">Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p style="text-align: center;">Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p style="text-align: center;">Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
Principles	<p style="text-align: center;">Unique Child <i>Every child is unique and has the potential to be resilient, capable, confident and self-assured.</i></p> <p style="text-align: center;">Positive Relationships <i>Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</i></p> <p style="text-align: center;">Enabling environments <i>Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</i></p> <p style="text-align: center;">Learning and Development <i>Children develop and learn at different rates. We must be aware of children who need greater support than others.</i></p> <p style="text-align: center;">Play <i>At Manford Primary School we understand that play is an integral part of learning and this is at the heart of our early years' curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</i></p> <p style="text-align: center;"><i>We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</i></p>					
Curriculum Motivators <i>Our 'Curriculum Motivators' enable us to provide our children with knowledge and skills to develop into responsible, successful citizens. These will be reviewed as the school cohort changes to ensure they are relevant to children in school.</i>	<p style="text-align: center;">Global Identity Children will learn to understand their place in the world.</p> <p style="text-align: center;">Global Possibilities Children will have a love for learning and be curious: A curriculum that is exciting and engaging, which challenges children to think, question, problem solve and reason and that offers hands on experiences so children begin to see themselves as creators, scientists, designers and so much more. We will nurture inquisitive problem solvers who aspire to great things in their futures.</p> <p style="text-align: center;">Global Citizens A curriculum which celebrates difference, develops an understanding of right and wrong, and which ensures pupils develop a strong moral compass. The children learn to understand their place in the world and will be inspired by various role models from all walks of life.</p>					
School Motto						
School Values						

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
<p>Communication and Language</p> <p><i>Whole EYFS Focus – C&L is developed and embedded throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</i></p>	<p>Welcome to EYFS</p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them through the use of news from home books.</p> <p>Phase 1 Phonics</p> <p>Rhyming and alliteration</p> <p>Shared stories</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Settling in activities</p> <p>Develop vocabulary</p> <p>Discovering Passions</p> <p>Modelling reciprocal conversations</p> <p>Retelling stories</p> <p>Story language</p> <p>Word hunts</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understands how to listen carefully and why listening is important – introducing talking partners.</p> <p>Use new vocabulary through the day.</p> <p>Carefully chosen stories to develop the children's vocabulary.</p>	<p>Using language well.</p> <p>Encourage and model the use of how and why questions during new time.</p> <p>Discovering Passions</p> <p>Retelling a story with story language – provide puppets and props in CP.</p> <p>Encourage and model describing events in some detail during new time and in the puppet area.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>Encourage and model the use of time connectives when children are sharing their news from home or retelling stories.</p> <p>Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during Everywhere Bear time.</p> <p>Sustained focus when listening to a story</p>	<p>Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events – making our learning sticky!</p> <p>Use of well-known stories to expand their familiarity and understanding through sequencing the story, improving comprehension and recall. We discuss life cycles, mini-beasts, and farming. Use of new vocabulary like "metamorphosis," "pollination," or "habitat" to deepen their understanding</p>	<p>Show and tell</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places with different weather types, or landmarks. Compare destinations. Model using the features of non-fiction books.</p>

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
Personal, Social and Emotional Development PSHE- Jigsaw Scheme	Being Me in My World 'Who am I and how do I fit?' <i>Self-identity</i> <i>Understanding feelings</i> <i>Being in a classroom</i> <i>Being gentle</i> <i>Rights and responsibilities</i>	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique <i>Identifying talents</i> <i>Being special</i> <i>Families Where we live</i> <i>Making friends</i> <i>Standing up for yourself</i>	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this <i>Challenges</i> <i>Perseverance</i> <i>Goal-setting</i> <i>Overcoming obstacles</i> <i>Seeking help</i> <i>Jobs</i> <i>Achieving goals</i>	Healthy Me Being and keeping safe and healthy <i>Exercising bodies</i> <i>Physical activity</i> <i>Healthy food</i> <i>Sleep</i> <i>Keeping clean</i> <i>Safety</i>	Relationships Building positive, healthy relationships <i>Family life</i> <i>Friendships</i> <i>Breaking friendships</i> <i>Falling out</i> <i>Dealing with bullying</i> <i>Being a good friend</i>	Changing Me Coping positively with change <i>Bodies</i> <i>Respecting my body</i> <i>Growing up</i> <i>Growth and change</i> <i>Fun and fears</i> <i>Celebrations</i>
	<u>Linked stories</u> Colour Monster - Emotions Colour Monster Starts School- <i>Transitions</i> (School Values - Resilience)	<u>Linked stories</u> Misha makes friends- Friendships Little glow- respect for others' beliefs, traditions and understanding others' feelings (School Values - Respect)	<u>Linked stories</u> Little red riding hood- Never talk to strangers Goldilocks and Three Bears- consequence of your actions, right and wrong (School Values - Respect)	<u>Linked stories</u> Don't worry Little Crab - <i>gaining courage, overcoming fears, and trying new experiences</i> (School Values - Resilience) Somebody crunched Colin – <i>environment and recycling</i> (School Values - Responsibility)	<u>Linked stories</u> Mr Big - loneliness, kindness, and inclusion (School Values - Resilience) Supertato- teamwork, helping others (School Values – Resilience and Responsibility)	<u>Linked stories</u> Handa's Surprise- Sharing and cultural awareness (School Values – Respect and Responsibility) The Koala Who Could - Resilience and adaptability. (School Values - Resilience)
Self-Regulation	Controlling own feelings and behaviours Applying personalised strategies to return to a state of calm Being able to curb impulsive behaviours Being able to concentrate on a task Being able to ignore distractions Behaving in ways that are pro-social Planning Thinking before acting Delaying gratification Persisting in the face of difficulty.					

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
Physical development	Cooperation games including parachute games Climbing using the outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting	Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers Dance related activities	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	PE lesson- Gymnastics- body movements and whole body movements on the spot and travelling. Short movement phrases – repeat the same body movements and link different body movements to positions of stillness. Performance – show clear start and finish positions. <i>Use Jigsaw lesson, picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</i>	PE lesson- Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	PE lesson- Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate. Races and team games involving gross motor movements and activities
Gross Motor <i>Daily opportunities for Gross Motor Development</i>						
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego

Reception Long Term Plan

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Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
<p>Literacy</p> <p>Comprehension</p> <p><i>Throughout the year, we focus on developing vocabulary, encouraging extended conversations about stories, and engaging in active listening. Use picture books to support sequencing activities and story retelling.</i></p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Discussing a favourite story or rhyme</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Sequencing events to understand the school day routine.</p> <p>Discussing family relationships and diversity.</p> <p>Comparing and contrasting characters to explore differences and similarities.</p> <p>Predicting outcomes based on story events</p> <p>Exploring friendship and cooperation.</p> <p>Identifying different community helpers</p>	<p>Retell stories related to events through acting/role play</p> <p>Discussing stories from other cultures and traditions</p> <p>Sequence stories</p> <p>Enjoys an increasing range of books</p> <p>Discussing emotions and new experiences</p> <p>Retelling stories using picture prompts</p> <p>Exploring space and aspirations</p> <p>Sequencing events to understand story structure</p> <p>Discussing different celebrations and traditions</p> <p>Predicting outcomes based on story events</p> <p>Retelling stories using role-play and puppets</p>	<p>Retelling stories using images, story maps and Talk 4 Writing actions</p> <p>Beginning to orally retelling new stories. Sequence stories, using vocabulary of beginning, middle and end</p> <p>Making up stories with themselves as the main character.</p> <p>Comparing different versions of traditional tales</p> <p>Creating alternative endings for stories</p> <p>Discussing moral lessons in fairy tales</p> <p>Sequencing events to understand story structure</p> <p>Predicting outcomes based on story events</p>	<p>Discussing emotions and problem-solving</p> <p>Exploring sea creatures and habitats</p> <p>Exploring nonfiction texts</p> <p>Identifying and discussing fears</p> <p>Exploring friendship and sharing</p> <p>Discussing environmental issues</p> <p>Sequencing events in seaside stories</p>	<p>Retell a story with actions and / or picture prompts as part of a group</p> <p>Use story language when acting out a narrative</p> <p>Sequencing events in stories</p> <p>Rhyming words</p> <p>Can explain the main events of a story</p> <p>Comparing and contrasting characters</p> <p>Discussing emotions and self-expression</p> <p>Exploring healthy eating and superfoods</p> <p>Discussing fears and misconceptions about creatures</p>	<p>Exploring stories from different countries and cultures</p> <p>Identifying landmarks and discussing local area</p> <p>Comparing and discussing cultural differences and traditions</p> <p>Discussing change and adaptability</p> <p>Exploring different habitats and animals</p> <p>Discussing diversity and cultural experiences</p> <p>Exploring self-expression and creativity</p> <p>Discussing transitions, fears and aspirations</p>

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
<p>Word Reading</p> <p><i>Throughout the year, children will take home reading books matched to their ability and re-read these to build fluency and confidence in word reading.</i></p>	<p>Begin with Phase 1 Phonics</p> <p>Introduce Phase 2 Phonics sounds</p> <p>Focus on initial sound recognition in names and familiar words</p> <p>Practice oral blending of CVC words</p> <p>Begin to read simple CVC words using sound-blending</p> <p>Explore environmental print related to school and community</p> <p>Develop print awareness and left-to-right reading</p>	<p>Continue Phase 2 Phonics, introducing digraphs</p> <p>Begin to read words consistently with phonic knowledge</p> <p>Introduce common exception words (tricky words)</p> <p>Practice blending CVC sounds in words from</p> <p>Use core books to identify characters and settings</p> <p>Teach phase 2 tricky words- to, the, no, go, I and into</p>	<p>Introduce Phase 3 Phonics sounds</p> <p>Focus on reading simple phrases and sentences</p> <p>Use traditional tales to practice retelling with story language</p> <p>Introduce letter groups such as 'th', 'sh', 'ch' in words from fairy tales</p> <p>Begin to read longer words</p> <p>Encourage children to read aloud</p> <p>Teach tricky words- he she we me be was you they all are my her</p> <p>Revisit phase 2 tricky words</p>	<p>Continue Phase 3 Phonics, introducing more digraphs</p> <p>For more advanced readers, practice reading words with adjacent consonants (CVCC, CCVC)</p> <p>Use sea-themed books to expand vocabulary and practice new sound combinations</p> <p>Encourage children to read simple sentences independently</p> <p>Focus on fluency by re-reading familiar books</p> <p>Encourage children to read aloud</p> <p>Revisit phase 2 and 3 tricky words</p>	<p>Recap Phase 3 Phonics sounds</p> <p>For more advanced readers, practice reading polysyllabic words from nature-themed books</p> <p>Identify rhyme and alliteration in text</p> <p>Encourage children to read aloud with appropriate intonation</p> <p>Focus on comprehension skills while reading stories about growth and change</p> <p>Revisit phase 2 and 3 tricky words</p>	<p>Consolidate all phonics learning, ensuring children can say sounds for each letter and at least 10 digraphs</p> <p>Introduce reading words with adjacent consonants (CVCC, CCVC) and polysyllabic words to whole class</p> <p>Practice reading words with suffixes (-ing, -ed, -er)</p> <p>Use books about different countries to read longer texts independently</p> <p>Encourage children to self-correct when reading doesn't make sense</p> <p>Prepare children for transition to Year 1 by ensuring they can read aloud simple sentences and books consistent with their phonic knowledge</p>
	<p>Texts as a Stimulus:</p> <p><i>Starting School, So much, Smeds and Smoos, House for mouse, Pumpkin soup, Zog and the flying doctors</i></p>	<p>Texts as a Stimulus:</p> <p><i>Misha makes friends, Rama and Sita, Look up, Funnybones, Little glow, The miracle of Hannukah, Stickman, The Christmas story</i></p>	<p>Texts as a Stimulus:</p> <p><i>Little red riding hood, Goldilocks and Three Bears, Biscuit bear, Hansel and Gretel, Little Red Hen, Jack and beanstalk</i></p>	<p>Texts as a Stimulus:</p> <p><i>Somebody crunched Colin, Dougal's Deep Sea Diary, Don't worry little crab, Rainbow fish, Dear Greenpeace, What</i></p>	<p>Texts as a Stimulus:</p> <p><i>Gruffalo, Mr Big, Supertato, What the ladybird heard, Aaarrgghhh spider</i></p>	<p>Texts as a Stimulus:</p> <p><i>Emma Jane's Aeroplane, Katie in London, Handa's surprise, The koala who could, The way home for wolf,</i></p>

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Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
<p style="text-align: center;">Writing</p> <p><i>Throughout the year, we will focus on: Progressing from using initial sounds to writing simple words and sentences Introducing and using an increasing number of tricky words and high-frequency words Developing finger spaces, capital letters, and full stops Encouraging children to read back their own writing Gradually increasing the length and complexity of written pieces</i></p>	<p>Children will be experimenting with mark-making and writing patterns in a range of mediums.</p> <p>They will begin to develop a dominant hand and work towards a tripod grip.</p> <p>Children will start to give meaning to marks and labels.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Children will begin to write letters from their names.</p> <p>Focus on correct letter formation and writing first name independently</p> <p>Label drawings of themselves and family members using initial sounds</p> <p>Write instruction for making in Pumpkin Soup</p>	<p>Labelling using initial sounds/CVC words.</p> <p>Write own name independently</p> <p>Writing simple captions about pictures</p> <p>Hear phonemes in words and begin to spell them</p> <p>Sequence stories such as The Stick Man</p> <p>Write about their favourite festival</p> <p>Write friends names for invitations to a birthday party</p> <p>Retell key events from Rama and Sita using captions</p>	<p>Writing some of our tricky words</p> <p>Writing more CVC/CVCC words</p> <p>Guided writing based around developing short sentences</p> <p>Create instructions for making biscuits</p> <p>Write character descriptions</p> <p>Writing simple sentences from our talk 4 writing sentences</p> <p>Letter writing.</p>	<p><i>ladybird heard at the seaside</i></p> <p>Creating a poster about recycling</p> <p>Drawing and labelling our own story maps, writing captions and labels, writing simple sentences</p> <p>Writing short sentences to accompany story maps.</p> <p>Letter writing</p> <p>Description sentences</p> <p>Extending sentences</p>	<p>Applying our Phonics knowledge to write short sentences to retell parts of a story</p> <p>Write an invitation letter in character, in role of a character</p> <p>Write sentences to describe a scene from the book, Supertato</p> <p>Write instructions for following directions on a map. Persuasive writing in the form of a list of sentence writing</p> <p>Children will now be beginning to use full stops, capital letters and finger spaces</p>	<p><i>Bodhi sees the world, The dot</i></p> <p>Innovation of familiar texts for writing own stories</p> <p>Create a fact file about different landmarks. Write a diary entry</p> <p>Writing in full sentences to retell parts of a story</p> <p>Write our own adventure story</p> <p>Writing sentences using a range of tricky words that are spelt correctly</p> <p>Beginning to use full stops, capital letters and finger spaces.</p>

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Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
Mathematics	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>					
	<p>NCETM Subitising -Subitising within 3 Counting, ordinality and cardinality -Focus on counting skills Composition-Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitising-Subitise objects and sounds Comparison-Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than White Rose Maths Match, sort and compare Talk about measure and pattern It's me 1, 2, 3</p>	<p>NCETM Counting, ordinality and cardinality -Focus on counting skills Focus on the 'five-ness' of 5 using one hand and the die pattern for 5 Comparison- Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Composition-Exploring 'whole' and 'part' Composition of 3,4 and 5 Counting, ordinality and cardinality-Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 White Rose Maths It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides Alive in 5</p>	<p>NCETM Subitising Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting, ordinality and cardinality - Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Composition-Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal White Rose Maths Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time</p>	<p>NCETM Counting, ordinality and cardinality - Focus on the 'staircase' pattern and ordering numbers Comparison- Ordering numbers within 8 Use language of less than Composition- Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers White Rose Maths Building 9 and 10 Explore 3-D shape</p>	<p>NCETM Counting, ordinality and cardinality - Counting – larger sets and things that cannot be seen Subitising- Subitising – to 6, including in structured arrangements Composition- Composition – '5 and a bit' Composition - of 10 Comparison- Comparison – linked to ordinality Play track games White Rose Maths To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping</p>	<p>NCETM Subitise to 5 Introduce the rekenrek Review and assess- Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting White Rose Maths Visualise, build and map Consolidation- Number bonds to 10 Consolidation- Doubling Consolidation- Part whole Consolidation- Sharing</p>

Reception Long Term Plan

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Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
Understanding the World	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</i></p> <p><i>In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</i></p> <p><i>Enriching and widening children's vocabulary will support later reading comprehension.</i></p>					
<p>Science</p> <p>History</p> <p>Geography</p> <p>RE / Festivals</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Explore photos of family members; identify relations and share stories about their families</p> <p>Comment on photos, drawing on similarities and differences between families (e.g., appearance, family arrangements)</p> <p>Draw or paint family portraits and homes; construct models of homes and compare them</p> <p>Use books like All Are Welcome and My Skin, Your Skin to celebrate diversity</p> <p>Learn about body parts and senses through interactive activities</p> <p>Discuss healthy lifestyles: food (Harvest), exercise, sleep, hygiene (washing hands, brushing teeth), and eating healthily</p> <p>Observe changes over time by comparing photos of themselves as babies versus now</p> <p>Create timelines to show growth and discuss daily/weekly routines</p>	<p>Explore different cultural celebrations, including Diwali, Hanukkah, and Christmas</p> <p>Compare family traditions during festivals and discuss similarities and differences</p> <p>Use world maps to locate countries where these festivals are celebrated</p> <p>Share our key texts to explore stories behind these celebrations</p> <p>Investigate light and dark by exploring day/night cycles, nocturnal animals, and the sun, moon, and stars</p> <p>Conduct shadow experiments and observe how shadows change throughout the day</p> <p>Learn about light sources such as candles, lamps, and electricity, linking them to celebrations like Diwali and Hanukkah</p> <p>Discuss the history of light, including the use of candles and lanterns in different cultures</p> <p>Investigate electricity by exploring simple circuits,</p>	<p>Conduct ice experiments to explore changing states of matter</p> <p>Investigate animal habitats</p> <p>Observe seasonal changes in weather</p> <p>Explore healthy living practices like washing hands, brushing teeth, eating healthily, and exercising</p> <p>Discuss how time has changed in their lifetime (e.g., past celebrations)</p> <p>Listen to stories set in the past to understand historical contexts</p> <p>Explore traditional jobs and occupations from fairy tales</p> <p>Use storybooks to draw information from maps and understand their importance</p> <p>Observe the immediate environment and introduce new vocabulary related to local features</p> <p>Compare life in different countries during Chinese New Year celebrations</p>	<p>Explore sea animals</p> <p>Investigate marine habitats</p> <p>Find out about ponds, rivers, seas, and oceans ecosystems</p> <p>Conduct water experiments to understand properties and states of water</p> <p>Explore world oceans and seas using maps and globes</p> <p>Investigate underwater landscapes</p> <p>Science Week</p> <p>Examine seaside's from the past, comparing to present-day beaches</p> <p>Explore the history of sea exploration and famous marine explorer</p> <p>Discuss the evolution of sea transport (from ancient boats to modern ships)</p> <p>Learn about Ramadan and how people prepare for Eid</p> <p>Discuss special festivals like Eid, Holi, and Easter</p>	<p>Explore changes in weather and environment as summer approaches</p> <p>Daily weather observations and recording</p> <p>Investigation station with natural materials (e.g., leaves, flowers).</p> <p>Study the transformation of caterpillars into butterflies</p> <p>Care for caterpillars and observe their metamorphosis</p> <p>Discuss terms like "metamorphosis" and "pollination."</p> <p>Observe beans growing and plant a range of flowers and plants</p> <p>Discuss plant needs: sunlight, water, soil</p> <p>Learn about spiders, ladybirds, snails, worms, and ants</p> <p>Observe minibeasts in their habitats</p> <p>Draw and label diagrams of their features</p>	<p>Harvest strawberries, cucumbers and tomatoes planted in spring</p> <p>Discuss farming cycles and food production</p> <p>Explore different modes of transport globally and compare them to local transport</p> <p>Identify continents and their unique features (e.g., Arctic vs. Africa)</p> <p>Use maps to locate places and plan routes with programmable toys</p> <p>Understand contrasting environments through non-fiction texts, videos, and artefacts</p> <p>Observe daily weather changes and seasonal transitions</p> <p>Explore natural materials and conduct sensory experiments</p> <p>Discuss environmental care through activities like gardening</p>

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
	<p>Explore maps to locate homes and local landmarks (e.g., Hainault Forest, Manford Shops).</p> <p>Navigate classroom and outdoor areas; discuss what their homes are like and activities nearby</p> <p>Observe seasonal changes in the environment (e.g., leaves changing colour).</p> <p>Engage in daily weather observations to learn about seasonal patterns.</p> <p>Discuss roles of community helpers (firefighters, doctors, teachers) using books like Zog and the Flying Doctors</p> <p>Role-play occupations with costumes and props; explore how they use transport in their jobs</p> <p>Introduce religious celebrations tied to community helpers (e.g., Harvest festivals)</p> <p>Read fictional stories about families (e.g., Peace at Last) and begin to distinguish between real-life events and fiction.</p> <p>Learn about Harvest time and its significance around the world</p>	<p>switches, plugs, wires, and electrical safety</p> <p>Talk about the importance of switching off devices for wellbeing and the environment.</p> <p>Conduct experiments with freezing, melting, floating, and sinking to understand changes in states of matter</p> <p>Explore natural materials at an investigation station to encourage curiosity about the world</p> <p>Learn about nocturnal animals and hibernation through books</p> <p>Create scientific invitations to play with dark dens, light sources, magnets, and ice melting activities</p> <p>Discuss Remembrance Day by introducing its significance through stories or images</p> <p>Recount personal memories of past celebrations like birthdays or family gatherings</p> <p>Share nonfiction books about the world to expand children's understanding of their environment</p> <p>Use maps and globes to explore geography while discussing different habitats and environments</p>	<p>Learn about Chinese New Year traditions and their significance</p> <p>Discuss Valentine's Day as a celebration of love and kindness.</p> <p>Introduce concepts of stranger danger and helping strangers in need (linked to Little Red Riding Hood)</p> <p>Explore materials used for building houses (science experiment on floating/sinking) and discuss job roles like architects or builders</p> <p>Introduce baking through cooking biscuits</p> <p>Discuss what children can do to care for animals in their community</p> <p>Plants beans for growing indoors</p> <p>Explore winter themes through ice experiments</p>	<p>Discuss St. David's Day and St. Patrick's Day traditions</p> <p>Explore water symbolism in different religions</p> <p>Focus on plastic pollution and its impact on marine life</p> <p>Organise clean-up activities and create awareness posters</p> <p>Introduce recycling concepts and practices</p> <p>Discuss ocean damage and conservation efforts</p> <p>Observe and record weather patterns daily</p> <p>Study seasonal changes in plants and animals</p> <p>Investigate the school's "Bug Hotel" and local insects</p> <p>Compare animals from different habitats (land vs. water)</p> <p>Explore the school grounds and local environment</p> <p>Discuss how weather affects different parts of the world</p> <p>Talk about personal histories (what children did yesterday, last week, last year)</p> <p>Discuss caring for our planet and local environment</p>	<p>Use maps to explore local environments (e.g., school grounds)</p> <p>Introduce navigational language with Bee-Bots on simple maps</p> <p>Discuss personal growth: baby to child (height, shoe size).</p> <p>Recount personal memories to understand family history</p> <p>Explore themes of belonging: "Who am I?"</p> <p>Discuss family roles (parents, grandparents) and their past experiences</p> <p>Exploring Change: Transition to summer</p> <p>Observe how the environment changes in summer</p> <p>Life Cycles Study Butterflies, frogs and chicks</p> <p>Compare life cycles of different species</p> <p>Discuss appropriate clothing for seasonal conditions</p> <p>Focus on rebirth of nature after winter</p> <p>Observe signs of spring (budding trees, blooming flowers)</p>	<p>Compare local environments with those in Handa's Surprise using Google Earth</p> <p>Introduce historical modes of transport (e.g., the first aeroplane flight)</p> <p>Compare past lifestyles with present-day experiences through storytelling</p> <p>Explore cultural diversity by listening to how children communicate in different countries</p> <p>Discuss similarities and differences in religious practices worldwide</p> <p>Foster a sense of belonging through activities that explore identity, Who am I?</p>

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
	<p>Develop a sense of belonging through discussions about "Who am I?"</p> <p>Discuss job roles and how people contribute to the community</p> <p>Children to name and describe familiar people in their lives</p>	<p>Provide opportunities for children to explore their immediate environment and introduce new vocabulary related to it</p> <p>Create lanterns or stained glass inspired by cultural celebrations like Diwali or Christmas</p> <p>Discuss nativity stories</p> <p>Encourage children to talk about what they have done with their families during special festivals in the past</p>		<p>Explore concepts of pollution, environmental issues, and climate change</p> <p>Implement recycling practices in the classroom</p>		
	<p>Special celebrations Harvest festival</p>	<p>Special celebrations Guy Fawkes Remembrance Day Diwali Hannukah Christmas</p>	<p>Special celebrations Chinese New Year</p>	<p>Special celebrations Shrove Tuesday World Book Day Holi Easter Start of Ramadan Eid Mother's Day</p>	<p>Special celebrations St Georges Day</p>	<p>Special celebrations Father's Day Cultural Day</p>

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
Expressive Art and Design	<p>Artist 1: Keith Haring (America) (Painting with lines) Create pop art by exploring bold, simple shapes and energetic lines, using bright colours to communicate ideas and emotions Painting within lines using different brush sizes</p>	<p>Artist 2: Yayoi Kusama – 3D pumpkins (Asia - Japan) (Sculpture; Modroc) Create a 3D pumpkin by building a 3D shape from two-dimensional materials. Understanding how to shape and cover the pumpkin form.</p>	<p>Artist 3: Lubaina Himid (African British) (painting) Create a character (Bear) from our story in her style using bold, bright colours and simple facial features.</p>	<p>Artist 4; Katsushika Hokusai (Foam printing) Foam printing to create wave patterns with shaving foam, PVA glue and food colouring</p>	<p>Artist 5: Georgia O'Keefe (Painting, Drawing) Create a flower picture Exploring bold colours and colour mixing. Identify and replicate shapes in nature. Practicing different lines thicknesses.</p>	<p>Artist 6: Aboriginal Artwork (Australia) (Printing/ Painting) Explore and create patterns and symbols using printing and painting inspired by Aboriginal artwork, developing colour recognition and an appreciation of different cultures and storytelling through art</p>
Creating with Materials	<p>Create leaf prints and collages, encouraging imaginative storytelling</p> <p>Explore textures in sensory bins, imagining a forest or garden</p>	<p>Create Rangoli patterns using coloured rice, sand, or paper to celebrate Diwali</p> <p>Make clay Diva lamps for Diwali, decorating them with paint, glitter, and sequins</p>	<p>Use different textures and materials to build houses for the Three Little Pigs and bridges for the Three Billy Goats Gruff</p> <p>Experiment with printing using various objects</p> <p>Create repeating patterns</p>	<p>Construct art using recycled materials, encouraging sustainability awareness</p> <p>Create sea creatures using different art techniques</p> <p>Experiment with different materials to represent various textures of sea animals and their habitats</p> <p>Make paper plate sea creatures</p>	<p>Children to paint portraits of each other, matching colours to skin, eyes, and hair</p> <p>Create rubbings of outdoor textures using wax crayons on plain paper</p> <p>Collect materials during outdoor walks to create seasonal artwork</p>	<p>Create models of transport from using recycled materials (e.g., planes, cars)</p> <p>Paint a cityscape focusing on well-known landmarks</p> <p>Design a transport-themed collage using magazine cut-outs or drawings</p>
Being imaginative	<p>Draw family portraits</p> <p>Create nature-inspired art with leaves and sticks</p> <p>Draw autumn shapes</p> <p>Use playdough for sensory exploration, imagining baking</p> <p>Join in with autumn-themed songs</p> <p>Mix primary colours to make secondary colours</p> <p>Engage in role play with props and construction equipment</p> <p>Sing call-and-response songs to develop musical skills</p>	<p>Design and decorate Hanukkah candles or dreidels using cardboard, paint, and glitter</p> <p>Make paper lanterns or stained glass inspired by light-themed festivals like Diwali and Christmas</p> <p>Paint firework pictures using splatter techniques with paint and glitter on dark paper</p> <p>Create Christmas cards and decorations using a variety of craft materials</p> <p>Role-play birthday parties using props like hats, pretend cakes, and balloons to explore celebrations</p>	<p>Encourage children to match colours they see in storybook illustrations or festive decorations</p> <p>Create textured collages based on story settings or seasonal landscapes</p> <p>Encourage children to draw scenes from their favourite stories, representing movement and emotions</p> <p>Use small world play to recreate story settings, incorporating handmade props (e.g., making a forest for Little Red Riding Hood)</p> <p>Design and make decorations for Chinese New Year and Valentine's Day</p>	<p>Children can choose materials and explore joining techniques</p> <p>Create ocean-themed playdough sculptures using shells and plastic sea life figures for added texture and imagination</p> <p>Develop tinfoil art by drawing underwater scenes on tinfoil-wrapped cardboard using markers for a shimmering effect</p> <p>Learn and perform ocean-themed nursery rhymes and songs</p> <p>Act out stories creating actions to accompany the narrative</p>	<p>Use natural resources to make "perfumes" and "potions," encouraging children to consider colours, smells, and purposes</p> <p>Practice colour mixing using powder paint and watercolours</p> <p>Make "Pebble People" by painting smooth stones and adding googly eyes and felt accessories</p> <p>Set up a "Treasure Island" scenario in the outdoor area, using a simple map for children to find hidden treasure</p>	<p>Explore Aboriginal dot painting</p> <p>Make models of African animals</p> <p>Create icy landscapes for Arctic/Antarctic scenes</p> <p>Use The Dot to inspire children to create their own "dot" artwork as a metaphor for starting something new</p> <p>Act out transition stories using costumes and props to build confidence in moving to Year 1</p>

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
	<p>Create self-portraits and record explanations</p> <p>Explore sounds with body percussion and instruments.</p> <p>Work together on creative projects</p> <p>Create models from recycled materials, fostering imagination</p>	<p>Role-play scenes from The Nativity story using costumes and props to retell the Christmas story</p> <p>Use story maps, props, puppets, and story bags to encourage children to retell, invent, and adapt</p> <p>Explore shadow art by tracing shadows of objects or creating shadow puppets</p> <p>Paint night sky scenes with stars, moons, and planets using dark tones and glitter</p> <p>Listen to music related to festivals (e.g., Christmas carols) and create dances in response to the rhythms and themes.</p> <p>Collaboratively work on large-scale art</p> <p>Experiment with mixing primary colours to create secondary colours</p> <p>Use percussion instruments to create sounds representing fireworks</p> <p>Provide opportunities for children to explain their creations, such as describing their decorated Diva lamps or salt dough ornaments.</p> <p>Yves Klein's work</p>	<p>Create story-inspired crafts, such as witches' hats or bear masks</p>	<p>Use percussion instruments to create a musical backdrop exploring how music can change throughout the story</p> <p>Organise puppet shows where children use sea-themed puppets to perform stories for their peers</p> <p>Engage in under-the-sea dance activities, encouraging children to move like various sea creatures</p> <p>Listen to whale songs and reef sounds, discussing how they make children feel and inspiring artwork or movement</p> <p>Create a small world beach and under the water scene, allowing children to engage in imaginative play with toy figures</p> <p>Create cards for Mother's Day and Easter</p> <p>Create EID artwork</p> <p>Create Easter crafts using a range of resources</p> <p>Make pancakes</p>	<p>Encourage children to watch and discuss dance performances, expressing their feelings and responses</p> <p>Practice singing in groups or individually, focusing on matching pitch</p> <p>Use props to help children retell stories from core texts</p> <p>Create "Summer Bugs" using various materials like pipe cleaners, netting, and pompoms</p> <p>Create fingerprint flowers using various coloured fingerpaints</p>	<p>Create a large collaborative world map with painted continents and landmarks from each book</p> <p>Use fabrics to design clothing inspired by different cultures (e.g., African patterns or Arctic fur)</p> <p>Compose simple rhythms or dances inspired by cultural music from the continents explored in the books</p> <p>Perform songs or rhymes related to travel or change</p>

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
Music	<u>Exploring sound</u> Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	<u>Celebration music</u> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	<u>Valentine's Show</u> Learn songs and actions for Valentine show.	<u>Music and movement</u> Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<u>Big band</u> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.	<u>Transport</u> Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.
Online Safety	Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Health, Wellbeing and Lifestyle	Privacy and Security
Managing Online Information and Copyright and Ownership embedded throughout the year						
Computing	<u>Exploring Technology & Getting Started</u> Introduction to classroom technology and basic computer parts; Turning devices on/off, logging in with support. Recognising technology at home and school. Early mouse/trackpad control.	<u>Creative Control & Fine Motor Skills</u> Developing fine motor control (click, drag, drop); Using creative tools purposefully to represent festivals. Beginning to undo/erase mistakes.	<u>Sequencing and Early Typing</u> Early sequencing: understanding first, next, last. Giving simple instructions. Basic keyboard skills (typing name, simple words)	<u>Data Handling and Digital Storytelling</u> Early data handling: sorting, categorising, matching. Storytelling through digital tools.	<u>Multimedia & Early Coding</u> Combining text and images for creative projects; Exploring sound and images with digital tools. Introduction to early coding concepts (sequencing, cause-effect).	<u>Independence & Year 1 Readiness</u> Independent use of digital tools; Consolidating and revisiting all skills. Preparing for Year 1 computing.
Chromebooks, Purple Mash, Mini Mash and programmable toys offer a rich, engaging platform for EYFS, supporting: Cross-curricular links to themes, Early digital literacy in a safe environment, Creativity, problem-solving, and differentiation, Progression towards Year 1 computing expectations						
Now Press Play	People who help us	Christmas Story	Little Red Riding Hood Goldilocks and the Three Bears	Under the Sea/Seaside	Mini beasts	Transport

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
<p>PANTS campaign Teach body autonomy and safety in an age-appropriate way. Encourage open conversations about feelings and boundaries. Reinforce learning gently and consistently throughout the year.</p>	<p>Introduction to Pantosaurus Introduce Pantosaurus character Sing the PANTS song Discuss what “PANTS” stands for Talk PANTS with Pantosaurus and his PANTS song [The Pantosaurus Song!] Use the PANTS slides NSPCC PANTS Early Years Activity Plan (ages 4–5)</p>	<p>My Body Belongs to Me Focus: Your body belongs to you & No means no Starter: Revisit Pantosaurus song with call-and-response. Activity: Role-play with puppets — practice saying “No” in different voices and ways. Discussion: Explore boundaries (e.g., holding hands). Is it okay to say no? Outcome: Children learn they are in charge of their bodies, practise saying no, and respect others’ choices.</p>	<p>Secrets and Feelings Focus: Talk about secrets that upset you Starter: Revisit Pantosaurus song Story scenario — Pantosaurus’ sister asks him to keep a secret that makes him feel worried. Activity: Sorting game: happy secrets (birthday surprise) vs sad secrets (something that worries you). Discussion: How do we feel when we keep secrets that upset us? Who can we tell? Outcome: Children recognise the difference between safe and unsafe secrets and know they should share worries with trusted adults.</p>	<p>Speaking Up & Consolidation Focus: Speak up — someone can help & recap all rules Starter: Revisit Pantosaurus song Helping hand activity — draw 5 trusted adults. Activity: Role-play: telling a teacher or parent about a worry. Discussion: How can we get an adult’s attention if they’re busy? (tap, say “It’s important”). Plenary: Class poster of PANTS rules + sing Pantosaurus song. Outcome: Children consolidate all 5 rules, know who to go to for help, and feel confident speaking up.</p>		
Parental Involvement	Stay and Play setting sessions Autumn Parents Evening	Maths Workshop Phonics Workshop Stay and Read session	Spring Parents Evening sessions Valentine Performance	Stay and Read session Phonics Parents Class	Farm Visit (volunteers)	Summer report Parents drop ins Welcome to Reception Transition meeting
Our British Values	<p>Mutual respect 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 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.</p> <p>Rule of law 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>					

Reception Long Term Plan

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Themes	Me and my community	Festivals and celebrations	Tell me a story	Under the sea	Growing and Changing	Around the World
	<p style="text-align: center;">Individual liberty</p> <p style="text-align: center;">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 style="text-align: center;">Democracy</p> <p style="text-align: center;">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. We have the right to a voice, we vote for our end of day book, giving everyone a daily story choice.</p> <p style="text-align: center;">Recap all British Values</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>					