



Reception – Medium Term Planning

Aspirations – Collaboration – Connections – Creativity – Expression

Learning Unit 6 - Under the Sea (6 weeks)			
Experience / Visits	Seaside day with ice cream van, sand and water play		Sports Day
Area of Learning	KNOWLEDGE, SKILLS AND UNDERSTANDING	SUGGESTED FOCUSED LEARNING ACTIVITIES	CONTINUOUS PROVISION IDEAS
Communication and Language	<p><u>Listening and attention</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p><u>Speaking</u> Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>Daily circle time for children to talk about emotions</p> <p>Show and tell – Encourage children to ask questions and answer descriptively- Teacher to show and tell children to ask questions and talk about teacher's artefact.</p> <p>Talk partners to be used daily in all lessons – children to know how to talk to talk partners.</p> <p>Daily story time – discussion encouraged about each book.</p> <p>Children to be given regular opportunities to share and talk about their independent work with the class or in small groups.</p> <p>Encourage questions about under the sea and coral reef.</p> <p>Continuous provision provide opportunity for talk and questioning about minibeast and their own interests.</p> <p>Children to be trained to asked for own recourse if not already supplied in the learning areas.</p> <p>Role play ice cream parlour to be modelled by adult and used by children</p> <p><u>Key language</u> Coral reef, sea, fish, past, present, map, healthy, unhealthy, prediction, experiment.</p>	<p>Coral, shells, drift wood and pebbles to be placed in investigation area.</p> <p>Key words to be present in classroom</p> <p>Books to be present in all areas for children to retell and discuss.</p> <p><u>Outdoor area</u> Planting station set up with magnifying glasses to encourage discussion about plants and minibeasts.</p>
Personal, Social and Emotional Development	<p>I can understand the importance of healthy food choices</p> <p>I can set and work towards simple goals.</p> <p>I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I can form positive attachments to new adults and friendships with peers.</p> <p>I can share my excitement and fears about moving into Year 1.</p>	<p>To focus on</p> <p>Weekly PSHE lessons with on relationships and feelings.</p> <p>Regular reminders of the focus in the PSHE lesson to encourage them to use these in the continuous provision and during lesson time. To ensure PSHE/ RE book is available to the children.</p> <p>Provide circle times in lesson where possible. To ensure there is a circle time within the class assembly. Ensure that time is provided to discuss any worry/ excitement for next year in circle times.</p> <p>To have 'show and tell' time to support children in understanding how to listen, ask questions and consider the feelings of their friends.</p> <p>To have a time in the day to share children's work with the rest of the children to celebrate all their hard work and instil confidence in others to try new activities e.g. writing sentences. Reward perseverance in phonics, maths and guided writing with thumbs up points and celebration time. To encourage the use of the worry monster and being able to access this independently.</p>	<p>To provide board games to promote teamwork.</p> <p>Resources such as bronze words, sound mats and toolboxes to encourage independence and challenge.</p> <p>Emotion cards.</p> <p>Worry monster – being able to use this independently if they have a worry and knowing where it is.</p> <p>To ensure the PSHE/RE book is available to children in the reading corner.</p>



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Physical Development	<p>PE: To run skilfully & negotiating space successfully, adjusting speed or direction to avoid obstacles. To throw under arm to a peer using a bean bag (1-2 metre distance). To throw a bean bag to a stationary area.</p> <p>Fine motor: To zip up their own coats. To hold a pencil correctly. To correctly form letters. To cut up their own food using cutlery. To use scissors with increasing control.</p>	<p style="text-align: center;">Power of PE: Sports day practise</p> <table border="1" data-bbox="783 231 1535 744"> <thead> <tr> <th>Week</th> <th>Under the sea and sports day practise</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Lesson 1 – dancing movement Running race practise</td> </tr> <tr> <td>Week 2</td> <td>Lesson 2 – Movement agility Obstacle race practise</td> </tr> <tr> <td>Week 3</td> <td>Lesson 3 - Jumping Obstacle & relay practise</td> </tr> <tr> <td>Week 4</td> <td>Lesson 4 – Movement agility Relay race practise</td> </tr> <tr> <td>Week 5</td> <td>Lesson on practise all races Sports day practise this week</td> </tr> <tr> <td>Week 6</td> <td>Lesson 5 – Balance and co-ordination Sports day</td> </tr> <tr> <td>Week 7</td> <td>Lesson 6 – Throwing and catching</td> </tr> </tbody> </table> <p>Running race practise</p> <ul style="list-style-type: none"> Sprint as fast as they can from one side of the sports court to the other. Repeat 2 or 3 times. Introduce arm movements to increase speed and balance when sprinting, model this to the children. They then practise from one end of the sports court to the other. <p>Obstacle course practise</p> <ol style="list-style-type: none"> Put the hoop over them 3 spots two-foot jump from one to the next Throw a bean bag into the hoop <p>Relay practise</p> <p>Split the class into 4 groups. Each group have equal people at one side of the court and at the other. Give each team member a number. Number ones have the baton first, they pass to number 2 at the other side, repeat until everyone has had a go. Sit down once they have had their go. First team to have everyone finished and sitting is the winner.</p> <p>Other PD related activities: Daily imoves active blast Dance/ yoga/ outdoor play for Wellbeing Wednesday in classroom Playground toys (lunch times & golden time) Forest school - trim trail, space to run and for different movements Daily access to the playground climbing frame Bikes in the outdoor area</p> <p>Fine motor Daily fine motor carousel activities – cutting and sticking, sentence writing, colouring, construction, play dough, tracing, CVC writing, CCVC writing 3x weekly guided writing lesson Encourage getting dressed independently for PE Encourage, model and teach using cutlery at dinner time</p>	Week	Under the sea and sports day practise	Week 1	Lesson 1 – dancing movement Running race practise	Week 2	Lesson 2 – Movement agility Obstacle race practise	Week 3	Lesson 3 - Jumping Obstacle & relay practise	Week 4	Lesson 4 – Movement agility Relay race practise	Week 5	Lesson on practise all races Sports day practise this week	Week 6	Lesson 5 – Balance and co-ordination Sports day	Week 7	Lesson 6 – Throwing and catching	<p>Gross motor: Bikes Scooters Outdoor sand Outdoor construction Water pump station Climbing frame</p> <p>Fine motor: Playdough Cutting and sticking Threading Tap a shape Peg boards Lego Tracing Straws and connectors Popoids Stickle bricks Name writing on all pieces of paper Painting Junk box modelling Colouring</p>
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Literacy	<p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Most children should begin to extend these sentences further.</p> <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Week 1-6 Daily reading (AM)– children to be given the opportunity to choose which story. they read every day - (British values – democracy). Children to predict next steps, talk about the characters and their feelings ... Small group stories provided. Home Reading – Children to have RWI books sent home to read with parents (books will be based on children ability) Phonics – Phonics ability groups to be taught daily ranging from assistant blending to Ditty/Green/pink/orange books. Handwriting- Daily handwriting sessions.</p> <table border="1" data-bbox="783 498 1598 715"> <tr> <td>Week 1</td> <td>Sharing a shell - Sentence about coral reef</td> </tr> <tr> <td>Week 2</td> <td>Pirate post - Design own pirate and write sentence about it.</td> </tr> <tr> <td>Week 3</td> <td>Lighthouse keepers lunch - Design own lunch and write sentence about it.</td> </tr> <tr> <td>Week 4</td> <td>Commotion in the ocean - Make science prediction (sentence)</td> </tr> <tr> <td>Week 5</td> <td>Seaside past and present- Write a sentence about seaside day.</td> </tr> </table> <p>Guided Writing Writing on WB- Modelled by teacher 1st, we do on second day, I do on 3rd day. I do to be completed in books. LA on whiteboards. Cusp/focus children – To be taken out to write sentences within books. LA writing – LA children to be taken out during 1 group sessions to work on CVC word/name.</p>	Week 1	Sharing a shell - Sentence about coral reef	Week 2	Pirate post - Design own pirate and write sentence about it.	Week 3	Lighthouse keepers lunch - Design own lunch and write sentence about it.	Week 4	Commotion in the ocean - Make science prediction (sentence)	Week 5	Seaside past and present- Write a sentence about seaside day.	<p>Weekly provision – Phonics CVC, ditty, green, pink and orange books to be present in reading corner. CVC/ccvc/cvcc/ simple sentence read and draw sheets to be accessible. Weekly story puppets / animals to be placed in puppet show. Children to be encouraged to label pictures and write a sentence about their drawings during child choice activities based on their interests. To design and label all construction creations. Book read in class available in the reading corner for children to retell. Children to vote on class story. Bronze words, sound mats and toolboxes available on all tables. Guided writing sentence starters to be present in classroom for children to use. Writing class prize? Writing badge on Marvellous Me? Seaside books to be placed in investigation area. Rhyming games to be placed in reading corner.</p>
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Maths	<p>To count objects. To count beyond 20. To explore the composition of numbers beyond 10. To automatically recall number bonds for numbers 0–10. To have a deep understanding of number to 10, including the composition of each number and to begin to use this to build on with numbers to 20. To compare quantities beyond 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. To understand that shapes can be combined and separated to make new shapes. To share and group items. To notice odd and even structures on number shapes.</p>	<table border="1"> <thead> <tr> <th>Week</th> <th>White rose lesson focus</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Number bonds to 5 and 10</td> </tr> <tr> <td>Week 2</td> <td>Even and odd</td> </tr> <tr> <td>Week 3</td> <td>Number recognition</td> </tr> <tr> <td>Week 4</td> <td>Add and takeaway</td> </tr> <tr> <td>Week 5</td> <td>3 lessons 2D and 3D shapes</td> </tr> <tr> <td>Week 6</td> <td>3 lessons Spatial reasoning</td> </tr> </tbody> </table>	Week	White rose lesson focus	Week 1	Number bonds to 5 and 10	Week 2	Even and odd	Week 3	Number recognition	Week 4	Add and takeaway	Week 5	3 lessons 2D and 3D shapes	Week 6	3 lessons Spatial reasoning	<p>All resources used in lessons to go onto the maths table to use in the continuous provision. After each lesson, each resource to be available to children.</p>
		Week	White rose lesson focus														
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<p>Consolidating previously taught skills by a daily flash back 4. Continue to recap – counting, subitising, composition, sorting, matching, comparing, ordering, odds and evens and doubling. Number bonds to 5 and 10 to also be a regular starter and flash back 4 activity.</p>																	
<p><u>Week 1 – Number bonds</u> Children should now be able to automatically recall all number bonds to 5 in different contexts and some number bonds to 10. Provide opportunities and games to support this automatic recall. For children who are not at recall stage, remind them of how to work out on their fingers for these activities.</p>																	
<p><u>Week 2 – Even and odd</u> The children begin to understand that some quantities will share equally into 2 groups and some won't. They may also notice that some quantities can be grouped into pairs and some will have one left over. Provide opportunities for them to explore these ideas in different contexts as they play and to talk about what they notice. Encourage the children to notice the odd and even structure on the number shapes and by building pair-wise patterns on the 10 frames.</p>																	
<p><u>Week 3 – Number recognition</u> Recognising numerals 1-20 and matching them to amounts.</p>																	
<p><u>Week 4 – Add and takeaway</u> To be able to recognise the addition and subtraction symbols and what these mean. Find the answer to a variety of these number sentences.</p>																	
<p><u>Week 5 – 2D and 3D shapes</u> Sorting shapes based on similar properties. Identifying these shapes on real life objects.</p>																	
<p><u>Week 6 – Spatial reasoning</u> Children understand that places and models can be replicated and need to experience looking at these from different positions. Provide opportunities for children to replicate simple constructions, models, real places and places in stories. Prompt them to use positional language to describe where objects are in relation to other items. The use of gesture to accompany the positional language can also support understanding. Encourage children to visualise simple models by playing barrier games and providing verbal instructions for them to follow as they build.</p>																	



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Understanding the World	<p>ELG</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	Week 1 - 5-9 June - 2 lessons	Learn about coral reef - Watercolour of coral reef	<p>Shells, drift wood, coral and beach pebbles to be places in the small world and investigation area.</p> <p>Pictures of old and new seaside to be placed in investigation area.</p> <p>Simple science experiment of white flowers in coloured water in investigation.</p> <p>Cut and stick healthy and unhealthy.</p> <p>Ice cream café set up.</p> <p>Sort real and unhealthy food in ice cream shop.</p> <p><u>Outdoor area</u></p> <p>Planting station to be set up</p> <p>Magnifying glasses available to observe minibeast on bank and gardening area.</p> <p>Real food in the outdoor area for children to buy and sell.</p>
		Week 2 12-16 th June - 1 lesson	Pirate Maps (oil pastels)	
		Week 3 - 19-23 rd June 2 lessons	About a real famous Pirate - Pirate Picnic	
		Week 4 - 26-30 th June 1 lesson	Seaside Day (Seaside from past)	
		Week 5 - 3-7 th June 2 lessons	Science Week (Changing state) - Observation drawing	
		Week 6 – Sports week	Sport week	
		Week 7 -	All about me – Transitions	
		<p>Week 1</p> <ul style="list-style-type: none"> - Look at video of coral reef look at the coral and fish that live under the sea. - (See EAD planning for water colours) 		
		<p>Week 2</p> <ul style="list-style-type: none"> - Children to be left a map from Pirate – Look at the map and identify some familiar features i.e trim trail, middle area, tree and chickens. - Children to create own map using oil pastels (See EAD planning) 		
		<p>Week 3</p> <ul style="list-style-type: none"> - Children learn about real pirates (Read book Meet the pirates) - Children to sort healthy and unhealthy food and plan their own picnic. - Children make their own sandwich and pack their own picnic bag. 		
<p>Week 4</p> <ul style="list-style-type: none"> - Children to participate in seaside day where they will experience a punch and Judy Show. - Look at past and present pictures of seaside and compare. Read Seaside Holidays Then and Now (Beside the Seaside) 				
<p>Week 5</p> <ul style="list-style-type: none"> - Each class to have a science experiment to complete – Children make predictions and complete experiment – Discuss what happened (How did the matter change?) – Children to go around each classroom to complete three experiments throughout the day. 				
Week 5 – Sports day				
Week 7 – Transition for next teacher				



Expressive Arts and Design	<p>Begin to use a variety of drawing tools.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Investigate and explore with different lines.</p> <p>To be able to create a drawing using different tones and shades.</p> <p>Share their creations, explaining the process they have used.</p> <p>To complete a drawing using the skills required for observational drawing. E.g. to observe and draw accurately Join different materials and explore different textures.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p><u>Water colour of the coral reef</u></p> <p>Children are to make a water colour painting of the coral reef, they will need to know how much water to add and how to blend the colours.</p> <p><u>Observational drawing of plants under the sea</u></p> <ul style="list-style-type: none"> Investigate and explore with different lines. Discuss tones, and shades. Choose thick and thin drawing materials for different purposes. Create drawings of different under water plants and the natural world. <p><u>Pirate maps with oil pastels</u></p> <p>Children to learn features of a map (see UTW) and create their own map using oil pastels. Keep the oil pastels out during the continuous provision for children to explore with independent ideas.</p> <p><u>Rock it music lessons:</u></p> <p>During the rock it music lessons all children will participate using the keyboards. They will also have access to other musical instruments. The children will sing a song and learn actions for these songs during each session.</p> <p>Rockit music concert for parents</p> <p><u>Daily nursery rhymes:</u></p> <p>Nursery rhymes will be sung daily – when lining up, at the end of the day, whilst getting ready for lunch time, etc. Regular use of the nursery rhyme box for the children to be able to choose a nursery rhyme to perform.</p> <p><u>Daily story times:</u></p> <p>To have story times every day, preferably twice a day. The children are to have access to the purple story box in order to become familiar with stories.</p> <p><u>Wellbeing Wednesdays:</u></p> <p>Provide expressive arts and design activities that relate to these skills.</p>	<p>Creative area Junk modelling- provide different materials and containers.</p> <p>Provide different equipment to continue to practise joining.</p> <p>Small world area – Access to a wide range of different building materials. Include toys relating to their current interests.</p> <p>Under the sea masks.</p> <p>Seaside clothes for the role play area.</p> <p>Construction – designing and creating with a purpose.</p> <p>Encourage them to use their creations in their play.</p> <p>Ensure they design and also label their creations.</p> <p>Outdoor performance area – instruments and a microphone in the performance area. Encourage performing nursery rhymes and creating their own songs and performances.</p>
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SPECIFIC SUBJECT AREAS – RE and PSHE					
SUBJECT	PRIOR KNOWLEDGE	KNOWLEDGE, SKILLS AND UNDERSTANDING	POSSIBLE MISCONCEPTIONS	CONTINUOUS PROVISION IDEAS	
RE KSU Special Places <i>(Discovery RE)</i>	Have looked at Christianity	Theme: Stories Key Question: <i>What can we learn from stories?</i> Religions: <i>Christianity, Islam, Hinduism, Sikhism</i> British Values: <i>Individual Liberty, Mutual Respect, Tolerance</i> My learning is to: <ul style="list-style-type: none"> Compare different homes around the world. Understand that different places are special to different people. Share about a place that is special to me. Understand that a church is a special place of worship to Christians. Understand that a mosque is a special place of worship to Muslims. Understand that a synagogue is a special place of worship to Jews. 	Children might think..... <ul style="list-style-type: none"> That all religions are the same. That Jesus in is all religions. That everyone worships the same God. That everyone celebrates a religion. That all festivals are the same in each religion. 	Week 1	Junk box modelling/ Lego/ blocks to make a home. Pictures of different homes. Home corner.
	Discussions of Bible stories.			Week 2	Junk box modelling/ Lego/ blocks to make a home. Pictures of different homes. Home corner.
				Week 3	Role play to support going on holidays.
				Week 4	Build a church from Lego/wooden bricks/junk modelling. Observational drawings using photographs of churches. Role play weddings and christenings.
				Week 5	Playdoh, clay models of mosque using pictures for guidance. Design your own prayer mat: what would you have on it? Paint or collage a prayer mat.
				Week 6	Outlines of prayer shawls/clothes worn in a synagogue for children to colour and make up own designs.
	Week 1	Homes around the world (Lesson 1)			
	Week 2	Homes around the world (Lesson 2)			
	Week 3	Our World			
	Week 4	Churches			
	Week 5	Mosques			
	Week 6	Synagogues			



<p>PSHE KSU</p> <p>Changing Me</p> <p><i>(Jigsaw PSHE)</i></p>	<p>Previous discussion of eating healthy / moving body</p>	<p>Theme: <i>Changing me</i></p> <p>British Values: <i>Individual Liberty, Mutual Respect, Tolerance</i></p> <p>SMSC: <i>Social, Moral, Spiritual, Cultural</i></p> <p>My learning is to:</p>	<p>Children might think.....</p> <ul style="list-style-type: none"> • That a healthy diet means equal amounts of all food groups. • That there is healthy and unhealthy (things just need to be in moderation) • That Y1 is completely different • That they will have the same teacher • That they will never see their Reception teacher again 	<p>Week 1</p> <p>Outlines of a body for children to colour/decorate. Non-fiction books available to gather information about the body.</p>
	<p>Emotions introduced in being me in my world. Previously looked at worries and who to talk to.</p>	<p>Week 1</p> <p>Know and show what makes a good relationship Being the best friends we can be I know how to be a good friend (From last half term)</p>		<p>Week 2</p> <p>Provide opportunities for physical play. Magazines to cut/draw and create plates of healthy food.</p>
	<p>Previously looked at setting simple goals.</p>	<p>Week 2</p> <p>Understand that everyone is unique and special My Body – My learning is to... Name parts of the body</p>		<p>Week 3</p> <p>Plant seeds and watch them develop and change as they grow.</p>
		<p>Week 3</p> <p>Can express how they feel when change happens Respecting my body – My learning is to... Tell you some things I can do and foods I can eat to be healthy.</p>		<p>Week 4</p> <p>Bring down some resources/toys, photos from the children's next class for children to explore.</p>
		<p>Week 4</p> <p>Understand and respect the changes that they see in themselves My learning is to... Understand that we all grow from babies to adults</p>		<p>Week 5</p> <p>Have pictures, uniform of Year 1/ Year 1 classroom available for children to explore, set the role-play area up as a school.</p>
		<p>Week 5</p> <p>Understand and respect the changes that they see in other people Fun and Fears Part 1 - - My learning is to... Express how I feel about moving to Year 1.</p>		<p>Week 6</p> <p>Put the memory box somewhere in the room and allow children to draw, write about favourite things/happy memories that they can put in the box.</p>
		<p>Week 6</p> <p>Know who to ask for help if they are worried about change Fun and Fears Part 2 - - My learning is to... Talk about my worries and/or the things I am looking forward to about being in Year 1.</p>		
	<p>Are looking forward to change Celebration – My learning is to... Share my memories of the best moments of this year in Reception.</p>			