

## RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Who lives in the Nursery Rhyme Village?	What's your favourite colour? What special things do you do to celebrate?	Who helps to keep us safe?	What could we find on the moon?	What is a minibeast?	How do we travel?
<b>GENERAL THEMES</b>	<p>Starting school/My new class</p> <p>Nursery Rhymes</p> <p>Autumn</p> <p>PSHE: Being Healthy</p> <p>RE: What stories are special and why?</p> <p>PE: Coordination and static balance</p> <p>Music: Me!</p> <p>Developing Experts</p> <p>Science: Our Body</p>	<p>Recognising colours</p> <p>Autumn/Winter</p> <p>Celebrations</p> <p>Christmas</p> <p>PSHE: Relationships</p> <p>RE: Which times are special and why?</p> <p>Nativity story</p> <p>PE: Dynamic balance to agility and static balance</p> <p>Music: My stories</p>	<p>People who help us</p> <p>Winter</p> <p>Weather</p> <p>Chinese New Year</p> <p>PSHE: Exploring Emotions</p> <p>RE: Which people are special and why?</p> <p>PE: Balance and static balance</p> <p>Music: Everyone!</p>	<p>Space</p> <p>Spring weather, flowers, animals</p> <p>Pancake Day</p> <p>Mother's Day</p> <p>World Book Day</p> <p>Easter</p> <p>PSHE: Difference and Diversity</p> <p>RE: What places are special and why?</p> <p>PE: Coordination and Counter balance</p> <p>Music: Our World</p>	<p>Minibeasts</p> <p>Gardens</p> <p>Plants and growth</p> <p>Lifecycles</p> <p>PSHE: Bullying Matters</p> <p>RE: Where do we belong?</p> <p>PE: Coordination (Sending and receiving)</p> <p>Agility (reaction/response)</p> <p>Music: Big Bear Funk</p>	<p>Forms of transport</p> <p>Summer</p> <p>Holidays</p> <p>Around the world</p> <p>Father's Day</p> <p>PSHE: Changes</p> <p>RE: What is special about our world?</p> <p>PE: Agility and Static balance</p> <p>Music: Reflect, rewind and replay</p>
<b>POSSIBLE TEXTS</b>	<p>Selection of Nursery Rhymes</p> <p>Little Lumpy by Miko Imai</p>	<p>Winnie the Witch stories by Valerie Thomas</p> <p>Room on the broom by Julia Donaldson</p>	<p>The Tiger who came to tea by Judith Kerr</p> <p>The Cat in the hat by Dr Seuss</p>	<p>How to catch a star by Oliver Jefferies</p> <p>What are stars? By Katie Daynes</p>	<p>Mad about Minibeasts by Giles Andreae</p> <p>Norman the slug with the silly shell by Sue Hendra</p>	<p>You can't take an elephant on the bus by Patricia Cleveland-Peck</p> <p>The 100 decker bus by Mick Smith</p>

	Hairy Maclary from Donaldson's Dairy By Lynlay Dodd Each Peach Pear Plum by Allan and Janet Ahlberg Incy Wincy Spider by Kate Toms Little Sunflower Pumpkin Soup by Helen Cooper Christopher Pumpkin by Paul Linnet and Sue Hendra	Elmer by David McKee After the Storm by Nick Butterworth Kipper's Birthday by Mick Inkpen The Blue Balloon by Mick Inkpen One Snowy Night by Nick Butterworth Penguin Small by Mick Inkpen The Jolly Christmas Postman by Allan and Janet Ahlberg Father Christmas needs a wee by Nicholas Allan	Fox in socks by Dr Seuss Burglar Bill by Allan and Janet Ahlberg The Selfish Crocodile by Faustin Charles Topsy and Tim visit the dentist by Jean and Gareth Adamson Funnybones by Allan and Janet Ahlberg	Katie's Starry night by James Mayhew Twinkle Twinkle little star Whatever Next! By Jill Murphy Man on the moon by Simon Bartram Aliens love underpants by Claire Freedman Aliens in underpants save the world by Claire Freedman Come to tea on Planet Zum Zee by Tony Mitton	The very busy spider by Eric Carle Ahh, Spider by Lydia Monks What the ladybird heard by Julia Donaldson The bad tempered ladybird by Eric Carle Superworm by Julia Donaldson Jasper's Beanstalk by Mick Inkpen Jack and the beanstalk The very hungry caterpillar by Eric Carle The Greedy Bee by Steve Smallman Mr Buzz the Beekeeper by Allan Ahlberg	Naughty Bus by Jan and Jerry Oke We're going on a bear hunt by Michael Rosen Mrs Armitage on wheels by Quentin Blake The Train Ride by June Crebbin Mr Gumpy's Outing by John Burningham The Lighthouse Keeper's lunch by Ronda Armitage Emma Jane's Aeroplane by Katie Haworth
<b>WOW moments</b>	Nursery Rhyme party Halloween	Bonfire night Remembrance Day Party for Percy the Park Keeper Christmas/Nativity	Chinese New Year Visits from the Police, nurse and fire service	Alien party on Planet Zum Zee	Visit from Beekeeper Watch caterpillars metamorphose into butterflies	Trip to Crich Tramway Village Sports Day
<b>Characteristics of Effective Learning</b>	<b>Characteristics of Effective Learning</b> <b>Playing and exploring:</b> -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 <b>Active learning:</b> -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. <b>Creating and thinking critically:</b> -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.					
<b>Over-arching principles</b>	<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <b>Positive Relationships:</b> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone –embrace each community. <b>Enabling environments:</b> 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.					

	<p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Shirland Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationship, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p> <p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					
<b>Assessment Opportunities</b>	National Baseline data submitted by end of term Teacher Baseline assessments on entry on O Track Draw a person (DAP) assessment during first week of term Set up Tapestry for each child Observations	DAP assessment first week of term Ongoing teacher assessments Pupil progress meetings Cluster moderation Phonic assessments End of term assessment Data on O Track	DAP assessment first week of term GLD projections for end of year Ongoing teacher assessment through observations/ quality interactions	DAP assessment first week of term Ongoing teacher assessments Cluster moderation Phonic assessments Pupil progress meetings Data on O Track	DAP assessment first week of term Ongoing teacher assessments	DAP assessment first week of term Ongoing teacher assessments End of year assessments submitted Pupil progress meeting Assessments shared with Y1 staff Data on O Track Phonic assessments
<b>Parental Involvement</b>	Staggered start Star of the week and medal winner Phonic Workshop Engagement with Tapestry Parents Evening	Weekly 'Book and Biscuit' Star of the week and medal winner Engagement in Tapestry Nativity Concert	Weekly 'Book and Biscuit' Celebration Assembly Engagement with Tapestry Parents Evening Maths Workshop	Weekly 'Book and Biscuit' Celebration Assembly Engagement with Tapestry	Weekly 'Book and Biscuit' Celebration Assembly Engagement with Tapestry	Weekly 'Book and Biscuit' Celebration Assembly Engagement with Tapestry Sports Day Reports to parents and Open evening
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>GENERAL THEMES</b>	<b>Who lives in the Nursery Rhyme Village?</b>	<b>What's your favourite colour? What special things do you do to celebrate?</b>	<b>Who helps to keep us safe?</b>	<b>What could we find on the moon?</b>	<b>Where do Minibeasts live?</b>	<b>How do we travel?</b>

<b>COMMUNICATION AND LANGUAGE</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>			
<b>Communication and Language Tracker</b>	<p><u>Listening, Attention and Understanding – ELG</u>  1 – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interventions  2 – Make comments about what they have heard and ask questions to clarify understanding  3 – Hold conversation when engaged in back and forth exchanges with their teachers and peers</p>			
<b>Listening, Attention and Understanding</b>	<p>I can follow a one or two-part instruction  I enjoy joining in at group times and story times  I can talk to others and take it in turns to speak</p>	<p>I can demonstrate good listening behaviours  I can follow simple instructions (with 2 or more parts) reliably  I engage in story times  I like to join in with familiar songs and rhymes  I can wait and take turns in conversation</p>	<p>I can respond to what I have heard by asking questions and saying what I think  I can say what I think  I can respond to what others say</p>	<p>I can listen carefully  I can respond with questions, comments and actions  I can make comments about what I heard  I can ask questions to help me understand  I can engage in conversations with my friends and teachers</p>
	<p><u>Speaking – ELG</u>  1 – Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary  2 – Offer Explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate  3 – Express their own 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 an adult</p>			
<b>Speaking</b>	<p>I can express a point of view  I can use talk to share what I think  I can use a sentence of 4-6 words</p>	<p>I am starting to share my ideas with familiar adults  I can talk to others (adults and children)  I use talk to organise my thoughts</p>	<p>I can share my ideas in small groups  I can share my ideas with familiar adults  I can explain events that have already happened in detail  I can engage in stories, rhymes and non-fiction sharing my ideas about them  I can start to use full sentences</p>	<p>I can take part in whole class and group discussions  I can explain why things happen/might happen  I can use vocabulary from stories, non-fiction, rhyme and poems  I can express ideas and feelings</p>

	I can use speech as a way of starting to express myself	I can listen to and talk about stories, rhymes and non-fiction I can share my ideas using talk as a tool I can say how I feel using talk as a tool	I am starting to use past, present and future tenses	I can use full sentences using past, present and future tenses I can use conjunctions (with support and modelling) to connect my ideas		
<b>Whole EYFS Focus</b> - C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE lessons, stories, singing, speech and language interventions, ECaT activities and weekly interventions  <b>DAILY STORY TIME SESSIONS</b>	<b>Welcome to EYFS</b> Settling in activities Making friends  Children talking about experiences that are familiar to them  Rhyming and alliteration  Familiar Print  Model talk routines throughout the day, eg 'Good morning, how are you?  Use new vocabulary throughout the day  Learn rhymes, poems and songs  Listen carefully to rhymes and songs, paying attention to how they sound  Discovering children's interests	<b>Tell me a story!</b> Develop vocabulary  Retelling stories (Elmer/Percy the park keeper)  Listening and responding to stories  Understand how to listen carefully and why listening is important  Use new vocabulary through the day  Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives  Discovering children's interests	<b>Tell me why!</b> Ask 'How' and 'Why' questions...  Ask questions to find out more and to check they understand what has been said to them  Following instructions  Takes part in discussion  Use new vocabulary throughout the day  Articulate their ideas and thoughts in well-formed sentences (through role play and speaking to visitors)  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (Goldilocks crime scene, cat stuck in a tree scenario)	<b>Talk it through!</b> Sustained focus when listening to a story  Choose books that will develop their vocabulary  Story invention - make up own space/alien stories using puppets, props, role play, small world play  Connect ideas or actions using a range of connectives - and, so, because, but	<b>What happened?</b> Retell stories using puppets and props  Display and use new vocabulary linked to topic  Engage in a range of non-fiction books  Retell a story with story language  Listen to and talk about stories to build familiarity and understanding  Understand how to listen carefully and why listening is important  Use picture cue cards to talk about an object: "What colour is it? Where would you find it?  Ask questions to find out more and to check they understand what	<b>Time to share!</b> Sharing news  Describe events in some detail - use time connectives  Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, different countries/climates, forms of transport  Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary  Use new vocabulary throughout the day

					has been said to them (Listen to Beekeeper)	
<p>Development Matters 2020</p> <p>Communication and Language</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity with the text, some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, songs and poems</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interactions with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
<b>Personal, Social and Emotional Development Tracker</b>	<u>Self-regulation - ELG</u> 1 - Show an understanding of their own feelings and those of others, and begin to regulate their own behaviour accordingly 2- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 3 -Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions					
<b>Self- regulation</b>	I can talk about feelings (happy, sad, angry) I can choose what I need to complete a goal (short term) I am starting to follow instructions	I can identify a range of different feelings I can keep on trying when I find something difficult I am starting to sit and listen more consistently during adult focus time I can follow simple instructions	I can say how others are feeling based on their expressions and actions I can say what I am good at and what I would like to improve I can sit and listen during adult focus time I can follow instructions with two or more parts	I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour I can set myself goals I can wait for my requests and needs to be met I can listen to and respond to adults I can follow instructions accurately (several ideas/actions)		
	<u>Managing Self - ELG</u> 1 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 2 - Explain the reasons for rules, know right from wrong and try to behave accordingly 3 - Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices					
<b>Managing self</b>	I am starting to become more confident when things are new (dealing with the transitions) I am showing an awareness of rules and how to behave in the classroom	I am starting to try new activities I am starting to be aware of rules in the school and classroom I can dress and undress for PE/Forest School etc	I can keep on trying even when I am finding something difficult I can follow the school and class rules I can talk about the school and class rules I can talk about what is right and wrong I can say how I keep myself healthy, eg diet, oral health, hand washing, exercise, etc	I can try new activities I can show resilience and perseverance when things are difficult I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour I can manage my own basic hygiene and personal needs eg, toileting and dressing		

	I can toilet myself	I am starting to know ways to stay healthy			I can explain healthy food	
	<b>Building Relationships - ELG</b> 1 - Work and play cooperatively and take turns with others 2 - Form positive attachments to adults and friendships with peers 3 - Show sensitivity to their own and others needs					
<b>Building relationships</b>	I can play with one or more children cooperatively I can start to talk about the way I feel	I can play with a small group of children, sharing ideas I am starting to form good relationships with the familiar adults in my class I can express and identify my feelings I can express my basic needs to familiar adults, eg ask to go the toilet, etc	I can use words to help solve conflicts with others I can work well with others listening and sharing ideas I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people I can identify how others feel and respond to them appropriately		I can work with others in a group I can play with others, take turns and share I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships I know what my own needs are and can share them I am sensitive to the needs of others	
<b>MANAGING SELF</b>  <b>SELF-REGULATION</b>  <b>BUILDING RELATIONSHIPS</b>	<b>PSHE unit: Being Me Relationships</b> Class rules and routines  Behaviour expectations in the classroom  Praise for completing a task when asked  Follow simple instructions  Going to the toilet independently	<b>PSHE unit: Being Healthy Being Responsible</b> Identify ways to stay healthy  Knowing how to keep myself healthy eg Diet, exercise, looking after my teeth, washing my hands  What makes me feel happy, sad, angry  Build constructive and respectful relationships with others	<b>PSHE unit: Exploring Emotions Being Safe</b>  Colour Monster activities to explore emotions  Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	<b>PSHE unit: Difference and Diversity Drug Education</b> Learning about qualities and differences  Celebrating differences  Show resilience and perseverance in the face of challenge  Solve conflicts with others without adult intervention	<b>PSHE unit: Bullying Matters Money Matters</b> Random acts of kindness  Model positive behaviour and highlight exemplary behaviour of children in the class, narrating what was kind and considerate about the behaviour  Understand how our actions and words can upset others	<b>PSHE unit: Growing Up Changes</b>  Turn taking and sharing  Learning to wait patiently and not interrupt  Follow instructions accurately  Talk about perseverance and not giving up when things are difficult  Work with others in group situations,



	<p>What makes a good friend?</p> <p>Supporting children to build relationships with others</p>	<p>Discuss why we take turns, wait politely, tidy up after ourselves, etc</p> <p>Complete new tasks, even if I find it difficult</p> <p>Listen more consistently during carpet time</p>	<p>To talk about school rules and what is right and wrong</p>	<p>Developing friendships with lots of different people</p>	<p>Talk about how I and others are feeling</p> <p>Building positive relationships with other members of the class and pupils in school</p> <p>Set and work towards simple goals</p> <p>Talk about lives of people around them and their roles in society</p>	<p>respecting what others have to say</p> <p>Be confident to try new activities and show independence, resilience, and perseverance</p>
<p><b>Development Matters 2020</b> <b>Personal, Social and Emotional Development</b></p>	<p>See themselves as a valuable individual            Build constructive and respectful relationships            Express their feelings and consider the feelings of others            Show resilience and perseverance in the face of challenge            Identify and moderate their own feelings socially and emotionally            Think about the perspectives of others            Manage their own needs – personal hygiene            Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>PHYSICAL DEVELOPMENT</b></p> <p><b>Fine Motor</b></p> <p><b>Continuously check the progress of children's handwriting (pencil grip and letter formation, including directionality, dominant hand).</b></p> <p><b>Provide extra help and support when needed</b></p> <p><b>Daily opportunities for fine motor activities</b></p> <p><b>Squiggle me into a writer</b></p>	<p>Threading, cutting, weaving, playdough</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Exploring with scissors - snipping paper, card, leaves, cabbage, plants,</p> <p>Drawing pictures of themselves, family, flowers, animals using a dominant hand</p> <p>Painting - holding paintbrush correctly</p>	<p>Threading large beads</p> <p>Use tweezers to pick up larger objects, eg pompoms, stones, sticks, sequins</p> <p>Mark making opportunities using a variety of tools eg different sized paintbrushes, sticks, crayons, pencils, felt tips, chalks. Mark make in sand, glitter, salt, flour, cornflour, mud, lentils, shaving foam</p> <p>Play dough activities - include rolling and squeezing dough using whole hand</p> <p>Beginning to demonstrate good pencil control when drawing and mark making</p> <p>Use cutlery in play - role play situations, cutting up playdough, cooked pasta, Beginning to form some recognisable letters when mark making</p>	<p>Threading using smaller beads</p> <p>Use tweezers to move smaller objects eg, beads, marbles, small stones, pasta shapes</p> <p>Encourage children to draw freely using a good pencil grip</p> <p>Sit at a table to write</p> <p>Smaller scale mark making activities - copying patterns including circles, lines, zig-zag lines</p> <p>Use a variety of construction kits to build smaller models</p> <p>Squeezing water bottles</p> <p>Use scissors to cut a variety of lines - straight lines, zigzag, curved</p> <p>Writing own name</p>	<p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Use paintbrushes with increasing control</p> <p>Begin to use small tools including hole punch, scissors, cellotape dispenser</p> <p>Jigsaws</p> <p>Using pegs of different sizes to peg numbers on a washing line</p> <p>Writing some recognisable letters during Cool Learning and when in a focused activity with an adult</p> <p>Provide scissors and paper in the Creative areas for exploration</p> <p>Squiggle me into a writer</p>	<p>Develop pencil grip and letter formation continually</p> <p>Use a range of tools competently, safely and confidently, eg using pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons,</p> <p>Cut along a straight line with scissors</p> <p>Start to cut along a curved line, like a circle</p> <p>Use play dough to roll, squash, squeeze and shape as required</p> <p>Cutting paper. Model using the alternative hand to move the paper</p> <p>Squiggle me into a writer</p>	<p>Form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Sit correctly at a table, holding pencil comfortably and correctly</p> <p>Start to colour inside the lines of a picture with more control</p> <p>Start to draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Begin to draw shapes including squares, triangles</p> <p>Cutting out shapes using scissors</p> <p>Squiggle me into a writer</p>

Physical Development Tracker	<u>Fine Motor Skills - ELG</u> 1 - Hold a pencil effectively in preparation for writing (nearly always tripod grip) 2 - Use a range of small tools eg scissors, paint brushes, cutlery 3 - Begin to show accuracy and care when drawing					
Fine Motor	I show a preference for a dominant hand with a comfortable pencil grip I can draw a picture	I can show good pencil control when mark making and drawing I can use cutlery and other one handed equipment	I can sit at a table to write I can hold a pencil in a tripod grip I can use scissors		I can hold a pencil effectively (tripod) I can use a range of tools eg scissors I can draw with accuracy	
Gross Motor	<u>Gross Motor Skills - ELG</u> 1 - Negotiate space and obstacles safely, with consideration for themselves and others 2 - Demonstrate strength, balance and co-ordination 3 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing					
	I can climb stairs using alternate feet I can develop movement (using age appropriate bikes, scooters, etc) I can work with others to manage large items	I can use lots of different ways of moving appropriately I can climb over, under and through obstacles	I can throw, kick, pass and catch a large ball I can move and use both large and smaller scale equipment (building blocks)		I can travel around space and obstacles safely I can show strength, balance and coordination in movement I can move in different ways - run, jump, skip, climb	
GROSS MOTOR SKILLS  Squiggle while you Wiggle	REAL PE Unit Learning focus - Personal Skill - Coordination (Footwork) Static balance (one leg)  Stepping along crates, one foot in front of the other and off  Using balance bikes, taxi bike  Using wheelbarrow, pushchair, large	REAL PE Unit Learning focus - Social Skill - Dynamic balance to agility (Jumping and landing) Static balance (seated)  Moving in different ways in PE and outdoors - running, jumping, hopping, skipping, galloping  Den building	REAL PE Unit Learning focus - Cognitive Skill - Dynamic Balance (On a line) Static balance (Stance)  Ball skills-aiming, dribbling, pushing, throwing & catching, patting, or kicking  Create own games using balls, beanbags, quoits, hoops	REAL PE Unit Learning focus - Creative Skill - Coordination (Ball skills) Counter balance (with a partner)  Balance-children moving with confidence dance related activities  Bench to balance on using whole body balances and travelling along	REAL PE Unit Learning focus - Physical Skill - Coordination (sending and receiving) Agility (reaction/response)  Obstacle activities children moving over, under, through and around equipment  Encourage children to be highly active and get out of breath	REAL PE Unit Learning focus - Health and Fitness Skill - Agility (Ball chasing) Static Balance (Floor work) Races / team games involving gross motor movements  Creating own dance routines and movements  Dancing with ribbons/scarves

	<p>bricks, crates for building, pipes</p> <p>Large scale mark making using chalks, large brushes, rollers, etc</p> <p>AVDS weekly PE sessions</p> <p>Squiggle while you wiggle sessions</p>	<p>Tunnel for crawling through</p> <p>Crates for building with, climbing over</p> <p>Balance bikes, taxi bike, scooters to travel along tracks. Stop when required</p> <p>Negotiate space using wheelbarrows, prams, push wheel</p> <p>Ribbon twirling</p> <p>AVDS weekly PE sessions</p> <p>Squiggle while you wiggle sessions</p>	<p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs</p> <p>Use a variety of constructions materials to build with (bricks, construction kits, cardboard boxes, pipes)</p> <p>AVDS weekly PE sessions</p> <p>Squiggle while you wiggle sessions</p>	<p>Trestle table to climb up onto and down</p> <p>AVDS weekly PE sessions</p> <p>Squiggle while you wiggle sessions</p>	<p>several times every day</p> <p>Dance/moving to music</p> <p>Using bikes/scooters to travel around the playground and obstacles safely</p> <p>AVDS weekly PE sessions</p> <p>Squiggle while you wiggle sessions</p>	<p>Sports Day</p> <p>Parachute games</p> <p>AVDS weekly PE sessions</p> <p>Squiggle while you wiggle sessions</p>
<p><b>Development Matters 2020</b></p> <p><b>Physical Development</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running-hopping -skipping -climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> )and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Literacy Tracker	<u>Writing - ELG</u> 1 - Write letters which are mostly well formed 2 - Spell words by identifying sounds in them and representing the sounds with a letter or letters 3 - Write simple phrases and sentences that can be read by themselves and others					
Letter formation	I can write some letters from my name	I can write some lower case letters	I can write most lower case letters correctly		I can write most upper and lower case letters correctly	
Spelling	I can orally segment single sound cvc words eg c-a-t	I can write some upper case letters that I know eg name, Mum, Dad, sibling names	I can write some upper case letters correctly		I can hold my pencil in a good tripod grip	
Composition	I can say the initial sounds in most words	I can identify known letters to match initial sounds (Set 1 sounds)	I can use a tripod grip		I can write cvc words with sounds and letters I know	
	I can write some initial sounds	I can match Set 1 letters and sounds	I can match Set 1 and some Set 2 letters and sounds		I can write red words	
	I can write my name	I can write cvc words and labels eg c-a-t	I can write cvc words and labels		I can write simple sentences	
		I can write simple labels	I can spell some red words		I can read my own sentences	
		I can start to write simple captions	I can write captions		My teacher and other adults can read my sentences	
		I can say a simple sentence for writing (oral and count words)	I can write short sentences			
			I can start to use finger spaces between my words			
			I can read sentences back			
	<u>Reading - ELG</u> <u>Comprehension</u> 1 - Demonstrate understanding of what has been read by retelling stories and narratives using own words and new vocabulary 2 - Anticipate key events in stories 3 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play					
Comprehension (Understanding and retelling)	I can talk about stories I have heard	I can retell the key events in stories	I can retell key events from stories I have read		I can explain what I have read or has been read to me	
			I can describe the key events in detail			
			I can recall facts from a non-fiction book		I can retell simple stories	

<b>Comprehension (Prediction)</b> <b>Comprehension (Vocabulary)</b>	I can join in with familiar rhymes and songs (and some patterned stories)	I am starting to recall facts from non-fiction I can talk about what has happened in the story so far I can listen carefully to stories, rhymes, non-fiction and songs	I can say what might happen next linked to other similar stories I can talk about stories, rhymes, non-fiction and songs		I can recall facts from information I can say what I think might happen next I can use new vocabulary throughout my play	
	<b>Word Reading</b> 1 - Say a sound for each letter and at least 10 diagraphs 2 - Read words consistent with their phonic knowledge by sound blending 3 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words					
<b>Grapheme-Phoneme matching</b>  <b>Blending and segmenting</b>	I can hear and say initial sounds for words I can say the sound for some letters, eg from my name or familiar names - Mum, Dad, etc	I can match most of the Set 1 letters and sounds  I can say the Set 1 sounds in cvc words I can start to blend the sounds together I can segment and blend cvc words I can read Set 1 and 2 red words  I am starting to read captions eg the cat and the dog	I can match all Set 1 letters and sounds I can start to identify some Set 2 sounds I can segment the sounds in cvc words for reading  I can blend the sounds in cvc words for reading I can segment and blend simple words matched to my phonic knowledge I can read captions  I can read phonics matched tricky words		I can match the letter and sound for all Set 1 and 2 sounds and diagraphs I can match the letter and sound for at least 10 diagraphs  I can read cvc words containing Set 1 sounds I can read cvc words containing known diagraphs I can read simple sentences and books matched to my phonics  I can read up to Set 5 red words	
<b>COMPREHENSION – developing a passion for reading</b>  <b>Book and Biscuit sessions</b>  <b>World Book Day</b>	Joining in with rhymes and showing an interest in stories with repeated refrains  Environment print  Having a favourite story/rhyme  Understand the five key concepts about print: -print has meaning -print can	Retell stories related to events through acting/role play  Retelling stories using puppets, visual prompts  Editing of story maps and orally retelling new stories  Sequence story -use vocabulary of	Encourage children to record stories through picture drawing/mark making  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Information leaflets about the moon/Planet Earth/signs of Spring  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment  Uses vocabulary and forms of speech that are increasingly	Retell a story with actions and or picture prompts as part of a group  Use story language when acting out a narrative  Rhyming words  Can you explain the main events of a story? Can you draw	Can you draw pictures of characters/ events / setting in a story?  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions  Make predictions Beginning to understand that a non-fiction is a

	<p>have different purposes -we read English text from left to right and from top to bottom</p> <p>Sequencing familiar stories/Nursery Rhymes through the use of pictures to tell the story</p> <p>Recognising initial sounds</p> <p>Name writing activities</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>beginning, middle and end</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Enjoys an increasing range of books including Non-fiction books</p> <p>Stories from other cultures and traditions, eg Divali</p>	<p>Read a few common exception words (Set 1 and 2 Red words)</p> <p>Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>influenced by their experiences of books</p> <p>Develop their own narratives and explanations by connecting ideas or events</p> <p>World Book Day</p>	<p>pictures of the characters/ event / setting in a story? May include labels, sentences or captions</p> <p>Role play area -book characters, eg Hungry Caterpillar, The Bad Tempered Ladybird</p> <p>Provide masks to help re-enact the story</p>	<p>non-story-it gives information instead</p> <p>Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title</p> <p>Sort books into categories</p>
<p><b>WORD READING</b></p> <p><b>Children will begin with Set 1 sounds as a whole class then split into different groups from October based on their Phonic assessments</b></p> <p><b>Focus on consolidation of Set 1 sounds, Set</b></p>	<p><b>Phonic Sounds:</b> RWI Set 1 whole class <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. Consolidate Red words from Set 1</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups: <b>Reading:</b> Non-fiction texts, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Reading words with Set 2 sounds in</p> <p>End of term assessments Transition work with Year 1 staff</p>

2 sounds, green and red words						
<p><b>WRITING</b></p> <p><b>Drawing Club from Spring 1</b></p>	<p>Texts as a stimulus:</p> <p>Selection of Nursery Rhymes Little Lumpty by Miko Imai Incy Wincy Spider by Kate Toms Little Sunflower Pumpkin Soup by Helen Cooper Christopher Pumpkin by Paul Linnet and Sue Hendra</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling</p> <p>Writing own names and character names</p> <p>Shopping lists for Old Mother Hubbard, writing initial sounds</p> <p>Use initial sounds to label characters / images</p> <p>Create a Message centre in the Writing area - selection of</p>	<p>Texts as a stimulus:</p> <p>Winnie the Witch by Valerie Thomas Elmer by David McKee After the Storm by Nick Butterworth The Blue Balloon by Mick Inkpen</p> <p>Writing initial sounds, writing names, labelling using initial sounds, labelling animals, retelling stories, writing cvc words, writing cards, invitations, sequence a story</p> <p>Letter formation - writing lower case letters correctly</p> <p>Write Capital letters when writing own name and Mum, Dad, siblings names</p> <p>Write simple captions</p>	<p>Text as a stimulus:</p> <p>The Tiger who came to tea by Judith Kerr The Cat in the hat by Dr Seuss Fox in socks by Dr Seuss Burglar Bill by Allan and Janet Ahlberg The Selfish Crocodile by Faustin Charles Topsy and Tim visit the dentist by Jean and Gareth Adamson Funnybones by Allan and Janet Ahlberg</p> <p>Writing some of the red words such as I, do, in, is, to, the</p> <p>Writing CVC words, rhyming words (Cat in the Hat)</p> <p>Labels using CVC, CVCC, CCVC words</p> <p>Guided writing based around developing short sentences in a meaningful context</p>	<p>Text as a stimulus:</p> <p>How to catch a star by Oliver Jefferies Twinkle Twinkle little star Whatever Next! By Jill Murphy Man on the moon by Simon Bartram Aliens love underpants by Claire Freedman Aliens in underpants save the world by Claire Freedman Come to tea on Planet Zum Zee by Tony Mitton</p> <p>Creating own story maps, writing captions and labels, writing simple sentences</p> <p>Writing short sentences to accompany story maps</p> <p>Labels and captions about Spring</p> <p>Character descriptions of aliens</p>	<p>Text as a stimulus:</p> <p>Norman the slug with the silly shell by Sue Hendra The very busy spider by Eric Carle What the ladybird hear by Julia Donaldson The bad tempered ladybird by Eric Carle Superworm by Julia Donaldson Jasper's Beanstalk by Mick Inkpen The hungry caterpillar by Eric Carle Mr Buzz the Beekeeper by Allan Ahlberg</p> <p>Create own story maps (What the ladybird heard)</p> <p>Describing Superworm character</p> <p>Write about the events in Jack and the beanstalk</p>	<p>Text as a stimulus:</p> <p>You can't take an elephant on the bus by Patricia Cleveland-Peck The 100 decker bus by Mick Smith Naughty Bus by Jan and Jerry Oke We're going on a bear hunt by Michael Rosen Mrs Armitage on wheels by Quentin Blake The Train Ride by June Crebbin Mr Gumpy's Outing by John Burningham The Lighthouse Keeper's lunch by Ronda Armitage Emma Jane's Aeroplane by Katie Haworth</p> <p>Name and label different types of transport</p> <p>Describe settings</p> <p>Label Mrs Armitage's bike</p>



	writing tools, papers, envelopes, post box	Orally say a sentence about signs of Autumn	<p>(posters for the missing cat) Create a story board (Funnybones)</p> <p>Writing for a purpose in role play and other areas of learning using phonetically plausible attempts at words</p>	<p>Write real and alien words using cvc, cvcc, ccvc words Write 2 sentences about the sun and read my sentence out loud</p> <p>Order the Easter story</p>	<p>Writing captions and labels</p> <p>Life cycle recounts Beginning to use finger spaces</p> <p>Bean diary</p> <p>Form lower case and capital letters correctly</p> <p>Reading and writing rhyming words</p> <p>Acrostic poems about worms</p> <p>Write questions to ask Beekeeper</p>	<p>Use correct vocab to write a sentence to describe your own bike/scooter Write captions about the Train Ride</p> <p>Create story maps</p> <p>Retell the story of Mr Gumpy's Outing</p> <p>Write instructions for making a sandwich</p> <p>Write a diary entry about The Wright Brothers first flight</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly</p>
<b>Development Matters 2020</b>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p>					

MATHS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding-such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting. Children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, ‘<b>have a go</b>’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
Maths Tracker	<p><u>Maths - ELG</u>  <b>Number</b>  <b>1 - Have a deep understanding to 10, including the composition of each number</b>  <b>2 - Subitise (recognise quantities without counting) up to 5</b>  <b>3 - Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</b></p>					
Number	<p>I can show numbers to 5 using concrete measures  I can match numeral and quantity to 5  I can say one number name for each item  I can quickly say how many there are (up to 3)  I can solve some simple problems with numbers to 5</p>	<p>I can count to 5 using different mathematical resources  I can match numeral and quantity to 5  I can quickly say how many there are (up to 3) in different arrangements  I can start to show how numbers can be made up, eg 1 and 3 is 4 and know there is more than one way of doing this</p>	<p>I can count objects, claps, movements up to 10  I can match numeral and quantity (within 10)  I can quickly say how many there are (up to 5)  I can recall number bonds to 5  I can start to recall some double facts, eg 1 and 1 is 2</p>	<p>I can show how numbers to 10 are made up using different models, eg past, whole, tens frame  I can recognise the numerals to 10 and match to quantity consistently  I can recognise quantities up to 5 without counting  I can recall number bonds up to 5 and some to 10  I can recall some double facts within 10</p>		
	<p><u>Numerical Patterns</u>  <b>1 - Verbally count beyond 20, recognising the pattern of the counting system</b>  <b>2 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</b>  <b>3- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</b></p>					
Numerical Patterns	<p>I can count to 5 reliably  I can start to count beyond 5</p>	<p>I can count to 10 by rote  I can compare manipulatives (eg</p>	<p>I can count to 20, knowing the teen numbers  I can compare two quantities saying when one is bigger/smaller/same</p>	<p>I can count beyond 20  I can compare quantities using greater/more than, fewer/less than, the same, equal  I can show patterns in numbers to 10</p>		

	I am starting to compare quantities using non-standard vocabulary I can start to continue and copy patterns	saying when one tower is bigger/smaller) I can find one more/less using resources I can continue and copy patterns I can create my own patterns	I can say a number that is one more/less without resources I can spot errors in patterns I can name my pattern, eg ABAB I can start to identify odd and even numbers linked to sharing	I can talk about odd and even numbers I can say double facts I can share equally		
WHITE ROSE MATHS	<p>Phase: <u>Getting to know you</u> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring continuous provision inside and out. Where do things belong? Positional language Phase: <u>Just like me!</u></p> <p><u>Number</u> Match and sort Compare amounts</p> <p><u>Measure, Shape and Spatial thinking</u> Compare size, mas and capacity Exploring patterns</p>	<p>Phase: <u>It's 1, 2, 3! Number</u> Representing 1,2,3 Comparing 1, 2, 3 Composition of 1, 2, 3 Subitising</p> <p><u>Measure, Shape and Spatial thinking</u> Circles and triangles Positional language</p> <p>Phase: <u>Light and Dark Number</u> Representing numbers to 5 1 more, 1 less</p> <p><u>Measure Shape and Spatial thinking</u> Shapes with 4 sides Time</p> <p>Consolidation</p>	<p>Phase: <u>Alive in 5! Number</u> Introducing zero Comparing numbers to 5 Composition of 4,5 Subitising</p> <p><u>Measure, Shape and Spatial thinking</u> Comparing mass Comparing capacity</p> <p>Phase: <u>Growing 6, 7, 8</u> <u>Number</u> 6, 7,8 Combining 2 amounts Making pairs</p> <p><u>Measure, Shape and Spatial thinking</u> Length and Height Time</p>	<p>Phase: <u>Building 9 and 10 Number</u> Counting to 9 and 10 Comparing numbers to 10 Bonds to 10</p> <p><u>Measure, Shape and Spatial thinking</u> 3D shapes Spatial awareness Patterns</p> <p>Consolidation</p>	<p>Phase: <u>To 20 and beyond Number</u> Building numbers beyond 10 Counting patterns Beyond 10</p> <p><u>Measure, Shape and Spatial thinking</u> Spatial Reasoning (1) Match, rotate, manipulate</p> <p>Phase: <u>First, Then, Now</u> <u>Number</u> Adding more Taking away</p> <p><u>Measure, Shape and Spatial thinking</u> Spatial Reasoning (2) Compose and Decompose</p>	<p>Phase: <u>Find my pattern Number</u> Doubling Sharing and grouping Even and odd</p> <p><u>Measure, Shape and Spatial thinking</u> Spatial Reasoning (3) Visualise and Build</p> <p>Phase: <u>On the move Number</u> Deepening understanding Patterns and relationships</p> <p><u>Measure, Shape and Spatial thinking</u> Spatial Reasoning (4) Mapping</p>
Development Matters	Count objects, actions and sounds Subitise					

## Mathematics

Link the number symbol (numeral) with its cardinal number value

Count beyond 10

Compare numbers

Understand the 'one more than'/'one less than' relationship between consecutive numbers

Explore the composition of numbers to 10

Automatically recall number bonds for numbers 0-5 and some to 10

Select, rotate and manipulate shapes to develop spatial reasoning skills

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can

Continue, copy and create repeating patterns

Compare length, weight and capacity

UNDERSTANDING THE WORLD  RE: Derbyshire Syllabus  Developing Experts Science units  Forest School (Spring term)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . 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. 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. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<u>Understanding the World - ELG</u> <u>Past and Present</u> 1 - Talk about the lives of people around them and their role in society 2 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 3 - Understand the past through settings, characters and events encountered in books and storytelling					
	I can talk about different jobs people do I can name some members of my family and talk about them I can talk about myself and some of the ways I have changed	I can talk about changes that have happened to me throughout my life I can talk about my family and people in the community and their roles I am becoming more aware of the past linked to myself and my family and how it has changed I can talk about what I can see in pictures of the past	I can talk about changes that have happened within my family's lifetime, eg talking to grandparents about holidays, etc I can talk about the past, eg no television, different toys/clothes using photos and physical artefacts I can talk about what I have heard and seen in stories and picture books and how this is different/the same	I can talk about the lives of people I am familiar with I can talk about the roles of people in society I can give similarities and differences between the past and now I can talk about the past using books and stories, talking about the characters, settings and events		
	<u>People, cultures and communities - ELG</u> 1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 2 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read 3 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps					
	I can explore the world around me with all my senses I can be accepting and positive about people's differences	I can make detailed observations of the world around me, thinking about my senses - touch, hear, see, smell	I can explore and talk about the natural world using what I know from stories/non-fiction I can draw information from a simple map I can talk about some special places for people in our and other communities I can draw information from a simple map	I can describe the school environment using what I know from <ul style="list-style-type: none"><li>• Observation</li><li>• Discussion</li><li>• Stories/non-fiction</li><li>• Maps</li></ul>		

	I know there are different countries in the world	I am starting to explore the natural world I can talk about how different people celebrate I can start to use stories and pictures to talk about differences in life in other countries	I can start to talk about the differences in lives in other countries	I can talk about religion and culture within my country (UK) I can talk about what is the same and different in life in this country and in other countries		
<b><u>The Natural World - ELG</u></b> <b>1 - Explore the natural world around them, making observations and drawing pictures of animals and plants</b> <b>2 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</b> <b>3 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b>						
	I can talk about what I can see outside using a wide vocabulary I can change materials, eg adding water to cornflour, mixing paint, etc	I can describe what I can see, hear and feel outside I can talk about the area I live in, including the weather etc I can talk about forces I feel, eg push, pull I can talk about the differences in materials	I can describe animals and plants (both from photos and real life experiences) I can describe my own environment and local area I can describe another environment eg, desert, Artic, etc I can talk about the weather linked to seasonal change I can talk about changes, eg freezing, melting (linked to baking, paint mixing, mud play)		I can explore the natural world I can make observations of animals and plants and use these observations to draw pictures I can contrast the natural world around me with different environments I can talk about some of the changes in the natural world (including seasons and changing states of matter)	
	RE: F1 (Believing) What stories are special and why?  Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.	RE: F4 (Expressing) Which times are special and why?  (+ Nativity link) Talk about what the children have done for Halloween/Bonfire night. Discuss certain traditions associated Halloween/Bonfire	RE: F2 (Believing) Which people are special and why?  Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen	RE: F3 (Expressing) What places are special and why?  Find out about Planet Earth - what and who lives on Earth. What do you find on Earth? Which animals/plants live on Earth? Look at the globe to locate	RE: F5 (Living) Where do we belong?  Identify and name minibeasts living in our gardens/school grounds. Learn their names and label their body parts. Set up Minibeast Investigation Station	RE: F6 (Living) What is special about our world?  Discuss how the children got to school and what mode of transport they used.  Draw a simple map to show your journey to

	<p>Identifying their family. Commenting on photos of their family; naming who they can see and what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Life-cycle of a sunflower. Identify seeds, stem, flower, leaves</p> <p>Look at changes in living things - changes in the leaves, weather, seasons</p> <p>Talk about the changes in the weather and how</p>	<p>night. Share stories around Halloween, fireworks, bonfire night</p> <p>Look at the book about Guy Fawkes and talk about what he did. How is he remembered today?</p> <p>Explore the school grounds for signs of Autumn. Take photographs, create display, collect leaves, acorns, conkers</p> <p>Children to look for signs of Autumn in their own gardens/walks with family. Post of Tapestry</p> <p>Read 'After the Storm' and identify woodland animals, where they live, how they move, what they eat. Introduce the term 'nocturnal'.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Read</p>	<p>Arrange a visit from the local Police to talk about keeping safe and their jobs</p> <p>Why do we visit the dentist? How can we care for our teeth? Can you name some foods/drinks that are good/bad for our teeth?</p> <p>Talk about your own experience of visiting the Doctors. Why did you need to go? What happened? Invite a doctor or nurse in to school to talk about their job and how they help people.</p> <p>What were hospitals like in the past? Look at old photos and pictures. How are hospitals different today?</p> <p>Find out about the role of the fire service. Invite the local fire service into school to talk about their role and how they help people.</p> <p>Encourage the children to talk to their</p>	<p>land and sea. Can you find where you live on Planet Earth?</p> <p>Look at the book 'The Moon' and look at photos of what the moon looks like. Make models, paintings, small world exploration of the moon.</p> <p>Introduce children to significant figures who have been to space, eg Neil Armstrong, and begin to understand that these events happened before they were born.</p> <p>Be Spring detectives and look for signs of Spring in the outdoor area. How is the weather changing from Winter?</p> <p>Create Spring display adding Spring artwork, paintings, daffodils, spring animals, spring weather. Ask the children to post photos on Tapestry showing any signs of Spring they have observed at home or on a walk</p>	<p>with magnifying glasses, clipboards to draw minibeasts and an identification chart</p> <p>Look at the different habitats minibeasts live in</p> <p>Learn about African Land snails. Borrow 'Gracie Darling' and observe how she moves, what she eats, drinks.</p> <p>Build a wormery</p> <p>Build 'Bug Hotel'</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants</p>	<p>school from your house.</p> <p>Introduce the children to a range of transport and where they can be found. Look at types of transport from the past. Discuss similarities and differences</p> <p>Look at the difference between transport in this country and in other countries. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Environments - Features of local environment Maps of local area Comparing places on Google Earth -how are they similar/different?</p> <p>Can children differentiate between land and water on the globe? Identify some of the countries around the world.</p>
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	<p>the seasons are changing. What can you see?</p> <p>Plant bulbs in pots. Refer back to planting these in the Spring when looking for Signs of Spring</p> <p>Mud Kitchen – adding water to mud, petals, sand mixing</p> <p><b>Developing Experts unit: Our Body</b></p>	<p>'Kipper's Birthday' by Mick Inkpen</p> <p>Read 'Penguin Small' by Mick Inkpen. Find out more about the Arctic and Antarctic. Which animals live there? What does it look like? How is it different to where you live?</p> <p>Talk about their own memories of celebrating Christmas in the past, special traditions, eg putting up decorations, visit from an Elf, seeing Santa, sending cards, going to Church, taking part in a Nativity, singing carols</p> <p>Ask Grandparents/parents to share their memories of Christmas traditions from when they were younger</p> <p>How is Christmas celebrated? Read the Christmas story and identify the characters and events.</p> <p>How is Christmas celebrated in other</p>	<p>families about the jobs they do/have done. Invite a parent/grandparent to come and talk about their job</p> <p>Chinese New Year – look at the traditions, food, dance, music, dress, stories</p> <p>Discuss signs of Winter and how we know it is Winter time. What is the weather like? What do we wear? Which animals are hibernating? Which animals like the cold?</p> <p><b>Developing Experts unit: Health and Safety</b></p> <p><b>Forest School</b></p>	<p>Easter traditions and celebrations</p> <p><b>Developing Experts unit: Space</b></p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate, eg buds, insects, crawling, flying, growth, seedlings</p> <p>Read 'Jasper's Beanstalk' and plant beans. Talk about what they need to grow. Photograph and monitor their progress.</p> <p>Observe the changes as the caterpillars change into chrysalis and butterflies. Look at other lifecycles including ladybirds, frogs and chicks</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them. Look at the map in 'What the ladybird heard'. Create your own map of the outdoor area</p>	<p>Read 'Emma Jane's Aeroplane' by Katie Haworth. Look at the different countries she visits – China, Australia, America, Italy, France. Find out more about Australia. How would we get there? How long would it take? What would you find there? How is it different/similar to where we live?</p> <p>Find out about the Wright brothers. Why are they famous? Look at the book about them</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p><b>Developing Experts unit: The Beach</b></p>
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		<p>countries around the world? Eg Australia</p> <p>Invite the Vicar to come and talk about special times in the Christian faith and Christmas</p> <p><b>Developing Experts Unit: Weather and Seasons</b></p>			<p>Arrange a visit from a beekeeper</p> <p>Use the Beebots</p> <p><b>Developing Experts unit: Insects</b></p>	
<b>Festivals and celebrations</b>	Rosh Hashanah Yom Kippur Sukkot All Saints Day Halloween	Bonfire night Divali Hannukah Christmas	Shrove Tuesday/Ash Wednesday Chinese New Year Mother's Day	Holi Palm Sunday Passover Easter Start of Ramadam	Eid Shavuot	Summer solstice Father's Day
<b>DEVELOPMENT MATTERES</b>  <b>Understanding the World</b>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p>					

<b>EXPRESSIVE ARTS AND DESIGN</b>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>			
<b>Expressive Arts and Design tracker</b>	<p><u>Expressive Arts and Design - ELG</u>  <u>Creating with Materials</u>            1 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function            2 - Share their creations explaining the processes they have used            3 - Make use of props and materials when role playing characters in narratives and stories</p>			
<b>Creating with materials</b>	<p>I can start to join materials together            I can explore art materials and colour mixing freely            I can develop my own ideas for art            I can develop my own ideas for art and start to talk about them (with adult support)            I can start to develop my own stories linked to what I know through role and small world play</p>	<p>I can use various tools for artwork and design, eg playdough tools            I can select my own art and design materials to create with            I can tell others what my artwork is and signal key parts, eg This is Mummy, this is her hair            I am starting to recreate familiar stories (with adult support)</p>	<p>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes, etc)            I am able to combine different techniques eg collage, paint, crayon, clay to create art            I can talk about my artwork or designs linked to some of the materials/techniques I used            I can use materials and props to retell stories and create imaginary situations linked to what I know</p>	<p>I can safely use tools eg scissors            I can explore using materials and techniques            I can design a product thinking about colour, texture and function            I can explain what I have made            I can talk about how I made it            I can use props and materials when I am role playing familiar stories</p>
<b>Being imaginative and expressive</b>	<p><u>Being Imaginative and expressive - ELG</u>            1 - Invent, adapt and recount narratives and stories with peers and their teacher            2 - Sing a range of well known nursery rhymes and songs            3 - Perform songs, rhymes, poems and stories with others and try to move in time to music</p>			
	<p>I am using my imagination in play to help me role play and create small world set ups            I can remember most of a song to sing</p>	<p>I can recount and retell familiar stories with my friends and adults (small world/role play)            I know some popular songs and can sing</p>	<p>I can adapt well known stories and narrative and small world/role play them with others            I can use what I know and have read to help create my own stories            I can sing well known songs in a group or alone and match the pitch and melody</p>	<p>I can adapt and recount narratives and stories with my friends and adults            I can invent my own stories            I can sing well known nursery rhymes            I can sing some familiar songs            I can perform songs, rhymes, poems and stories alone and with others</p>

	I can make up my own 'silly' songs I can remember and sing songs I can start to match the melody and pitch of others	them supported by an adult I can listen and respond to sounds I can sing with others and supported by an adult	I can listen carefully to music and start to move to it I can join in with singing and dancing	I can try to move in time with music		
<b>Music scheme: Charanga</b>  <b>Art</b>  <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Unit 1: Me	Unit 2: My Stories	Unit 3: Everyone!	Unit 4: Our World	Unit 5: Big Bear Funk	Unit 6: Reflect, Rewind and replay
	Exploring the natural world - Primal Painting Feely drawings (drawing by touch)	Exploring the power of creativity	Understanding Identity and exploring relationships - Self-portraiture photography	Exploring the natural world - To colour Dressing up a fossil	Understanding Identity and exploring relationships - Making finger puppets	Exploring the power of creativity
	Join in with singing nursery rhymes/songs  Beginning to explore when two colours are mixed together  Investigate different ways of putting Humpty back together again  Join in with role play games and use resources available for props; build models using construction equipment.  Sing call-and-response songs, so that children can echo phrases of songs you sing.	Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems  Looking at different patterns - spotty, stripy, patchwork, plain. Create own patterns on elephants  Paint pictures of woodland animals  Use clay and tools to make woodland animals from Percy stories  Autumn collages, pictures, paintings, printing with leaves  Kandinsky Art - colour mixing	Making lanterns, Chinese writing, puppet making, Chinese music and composition  Make tiger masks using strips of coloured paper  Create tiger skin patterns - stripes using paints, paper  Paint self-portraits. Use mirrors to help observe hair/eye colour, location of eyebrows, nose, ears  Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using eg designing and building their own rockets  Work of Van Gogh. Recreate own Starry night picture in this style  Painting swirly patterns on foil  Instruments to accompany 'Twinkle, Twinkle'  Moon collages using bottle tops, egg cartons, foil, glitter	Make snail models from model magic. Roll and shape the clay to make a spiral shell. Use tools to add details  Use a variety of loose parts to make different minibeasts, eg shells, sticks, stones, pinecones, conkers,  Ladybird lifecycle -use paper plate, split pins for wings and add pictures to show life cycle under wings  Print ladybirds using potatoes and cotton buds for spots	Paint different types of transport Use junk modelling to make buses. What will you use to make the wheels turn?  Sketch London landmarks. Copy from photos  Instruments - use to accompany 'Wheels on the bus'. Make up own verses  Read 'Emma Jane's Aeroplane' to look at different places around the world and compare the similarities and differences to Shirland

	<p>Junk modelling, take picture of children's creations and record them explaining what they did</p> <p>Observational paintings of sunflowers and other flowers using water colours</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms. Role play: Home corner, Humpty's Hospital, Flower shop, Vets, Bakers, King's Counting house</p>	<p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Percy the Park Keeper's hut</p>	<p>Work in small groups to make fire engines out of junk modelling resources</p> <p>Use artstraws to make skeleton pictures</p> <p>Make bone sculptures from paper, Thread under/over one another to create 3D paper sculpture</p> <p>Role play: Home corner Crime scene Police Station Fire Service Hospital/Dentist</p>	<p>Make own moon souvenirs to sell in 'Bob's Moon Shop' Spring themed art - observational drawing of daffodils, spring colours, model magic to make lambs, Mother's Day cards</p> <p>Paint effects to create planets</p> <p>Painting aliens in underpants, design your own underpants. Talk about different patterns, eg zigzag, stripy, spotty, swirly</p> <p>Make props (puppets, flying saucer from a paper plate) to use when singing '5 little men in a flying saucer'</p> <p>Role play: Space Station Alien School Alien's love underpants shop</p>	<p>Retell the story 'What the Ladybird heard' using masks, props</p> <p>Small world - minibeast garden</p> <p>Use puppet theatre and make own puppets to retell the story of The Hungry Caterpillar</p> <p>Handprint caterpillars</p> <p>Use paints to make symmetrical butterflies</p> <p>Observational drawings of fruits using pastels Make bug hotel using den equipment, crates, large construction, masks</p> <p>Use ribbons on sticks, instruments to create own butterfly dances. Move on tiptoes, twirl, floaty movements, move quickly/slowly</p> <p>Collect sticks, dandelions, buttercups, stones to work together to make a class bee collage</p> <p>Role play: Garden Centre</p>	<p>Work in groups to build famous London landmarks. Use different construction materials</p> <p>Find out about France. Look at famous landmarks in Paris, food, language. How is it the same/different to when we looked at London?</p> <p>Go on sensory Bear Hunt journey</p> <p>Paint bears using forks to create furry effects</p> <p>Use balance bikes to sketch through close observation</p> <p>Print wheels using tubes and strips of card for spokes</p> <p>Weaving wool around a card circle to make a wheel</p> <p>Colour mixing using marbles and paint</p> <p>Use art straws to make bike pictures</p>
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					<p>Fruit and Vegetable stall</p> <p>Minibeast</p> <p>Investigation area</p>	<p>Look at the artist 'Katsushiki Hokusai' and his famous painting 'The great wave of Kanagawa.; Create own versions.</p> <p>Make own seagulls from paper plates</p> <p>Use colour wash to make lighthouses</p> <p>Retell the story 'The Lighthouse Keeper's Lunch'</p> <p>Create Mrs Grinling's kitchen and make some nasty lunches to put the seagulls off eating the food</p> <p>Role play: Travelling by bus Travel Agents Bicycle Repair shop Airport At the Seaside</p> <p>Exploration of other countries - dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for</p>
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						children to construct with

## Early Learning Goals for the end of the year

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p><b>ELG: Listening, Attention and Understanding</b> 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> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from</p>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing -using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate -where appropriate -key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their</p>	<p><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and</p>	<p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>	<p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher.</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>rhymes and poems when appropriate.</p> <p>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>wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>		<p>phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be</p>	<p>how quantities can be distributed equally.</p>	<p>what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	