



# EYFS 2021 Long Term Plan – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery Themes</b> Previous learning (from 2021 – prior to this children followed the old EYFS Outcomes)	<b>Exploring inside &amp; out</b> <b>Making Snacks</b>	<b>Once upon a Time in a Nursery Rhyme</b>	<b>Percy the Park Keeper &amp; Friends</b>	<b>Growing and Changing Little Me</b>	<b>A Bus Ride</b>	<b>Who Helps Us at Home? My Family</b>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b> <i>These themes may be adapted at various points to allow for children's interests to flow through the provision.</i>	<b>Marvellous Me!</b> Starting School / My New class. Being kind and staying safe. Me, My Family, My Home. How do I make others feel? My Family – PSED Focus How I have Changed My Classroom / My School People who help us in school.	<b>Terrific Tales!</b> Traditional Tales T4W – The Little Red Hen Old favourites and familiar tales. Start to visit the Library Bus (Covid 19 dependent) The Nativity Letters to Father Christmas (Maisy's Christmas Letters)	<b>Amazing Animals!</b> Life Cycles Animals around the world Night and Day animals Animal Patterns Happy Habitats	<b>What can Grow?</b> Plants & Flowers Weather & Seasons Planting Seeds – GYOP / Innocent Big Grow Growing food to eat	<b>Ticket to Ride</b> Around the village – Where we live. New York How do I get there? Where in the world have you been? Where do we live in the UK? Fly me to the Moon Vehicles Past & Present / Future Famous Space Travellers	<b>Who Helps Us? Beach Combing</b> Under the sea Visit to the beach Geography – Land & Sea Seasides in the past Compare: Now and then! Who helps us in our community? What do they do to look after us? Help us? Make our lives better?
<b>Linked Texts to help children to secure and think more deeply about knowledge.</b>	Once there were Giants The Family Harry and the Dinosaurs start school. Super Duper You Pumpkin Soup All are Welcome	Winnie's Amazing Pumpkin The Jolly Postman Christmas Story 3 Little Pigs The Enormous Turnip Noah's Arc	From Chick to Hen Caterpillar Butterfly Rumble in the Jungle	Growing Frogs The Tiny Seed Olivers Vegetables / Milkshakes Jaspers Beanstalk	Mrs Armitage's Bike The Naughty Bus Me in a Map Mr Grumpy's outing Beegu A Ticket Around the World	Billy's Bucket Surprising Sharks Commotion in the Ocean – Poetry Non Fiction books Rainbow Fish Sharing a Shell Tiddler
<b>WOW Moments &amp; Enrichment Opportunities inc Visits, Visitors &amp; special experiences to secure children's knowledge.</b>	Walk to local shops / order food delivery online (Tesco) Visits into class from People who Help us in school (Mrs Shaw, Jill the Cleaner / Kayleigh in the office, Jackie – Learning Mentor, Jane the School Cook, Caretakers / Lunchtime supervisors) Cookery – Porridge Harvest Festival & Collection	Walk to local post office/box – visit to Church World Nursery Rhyme week Remembrance Day Bonfire Night Children in Need Nativity Christmas Time Posting Letters to Santa.	Spring Walk Visit to a Museum – Great North / Farm – Hall Hill NU STEM – EY Project Library Bus Big Bird Watch Chinese New Year LENT Internet Safety Day Theatre Visit – Pantomime Big Bird Watch	Visit to local Church NU STEM Ambassadors Growing Frogs Easter time Visit from a Dentist. Easter Craft and Decorated Egg competition.	Visit a Gallery? Laing Walk around New York Tasting different food from around the world Trip on a Bus	Visit to Beach STEM Visitors in school Lifeguard visit into school Sports Day French Day Summer Festival

<b>Woodland Wednesday.</b>	Regular visits to the woodlands take place every 2 weeks throughout the year. Alternating am / pm nursery with each reception class. This gives children an opportunity to observe and talk about the changes throughout the course of the year. Each group adopts a tree in the woodland area and watches how it changes throughout the season. These sessions use picture books as a main focus with additional opportunities for children to develop their own interests and fascinations. The woodlands also provide children with a chance to develop their gross motor skills and coordination and control of their bodies.					
<b>Woodland Texts</b> (subject to change due to children's interests)  <b>One Year with Kipper</b>	<b>EXPLORING THE WOODS</b> We're going on a Leaf Hunt Look what I found in the Woods. Leaf Man	<b>EXPLORING THE WOODS</b> Winnie's Amazing Pumpkin Foggy Foggy Forest Stick Man Not a Stick	<b>ALL CHANGE IN THE WOODS</b> Signs of Spring Stanley's Stick Yucky Worms Bug Hotel The Snowy Day	<b>ALL CHANGE IN THE WOODS</b> Growing Frogs Percy's Friends Snail Trail Ten Seeds Puddle	<b>ALL CHANGE IN THE WOODS</b> I love Bugs Caterpillar Butterfly Hey Little Ant	<b>ALL CHANGE IN THE WOODS</b> The Magic Forest Is it Warm enough for Ice Cream?

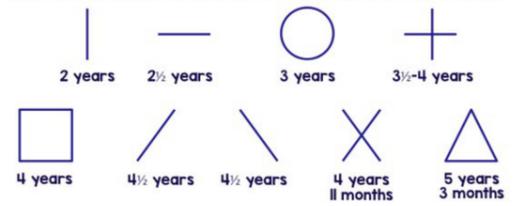
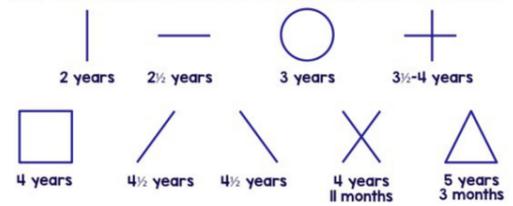
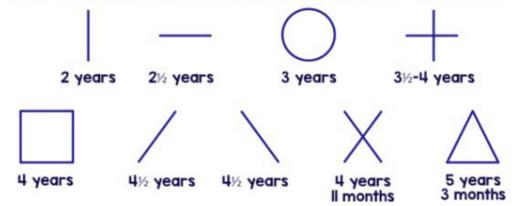
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>General Themes</b>	<b>Marvellous Me</b>	<b>Terrific Tales</b>	<b>Amazing Animals</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<b>Characteristics of Effective Learning</b>	<p><b>Playing 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</p> <p><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 and resilience.</p> <p><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.</p>					
<b>Overarching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><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> <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>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Marvellous Me</b>	<b>Terrific Tales</b>	<b>Amazing Animals</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<b>Assessment Opportunities</b>	DfE Baseline assessment Look at what I can do - in house baseline Set up RWI / 5 min maths Intervention groups Pre Writing Assessment	Ongoing assessments Baseline analysis Parents evening info EYFS team meetings In house moderation Aspire Tracker Data	Pupil progress meetings (Jan) Cluster Moderation EYFS Team Meetings RWI Assessment	Pupil progress meetings Parents evening info EYFS team meetings Aspire tracker data	Cluster Moderation EYFS Team Meetings RWI assessment	PUMA / PIRA YARC End of Year Report EYFS Team Meetings ELG Data Analysis
<b>Strategies to involve families in our learning.</b> Treasure Boxes (summer holidays) Twitter Seesaw Email links Termly photo slideshows Weekly 'homework' activities <ul style="list-style-type: none"> <li>• Home-school reading record</li> <li>• Maths Packs</li> <li>• Word Wallets</li> </ul> Me, My World, My Family scrapbooks Library Time (Covid dependent) Homework choices grid. Class webpages on website.	Staggered Start (2days) My First Week at school VIP for new to school Harvest Assembly Home / School Agreement Reading workshop Book Look  Me and My Family	Maths workshop Parents Evening - Review of Progress 1 Book at Bedtime Nursery Rhyme Welly Waddle Christmas Crafts Nativity	Writing workshop Share a story Stay and Read morning Book Look	Parents Evening - review of Progress 2 Art workshop / Gallery Mothers Day Afternoon Tea Easter Craft Morning Bedtime Story	Book Look Class Assembly Music Festival	Sports Day STEM week Beach Trip Summer Festival End of Year Report
<b>Strategies to support our vulnerable pupils</b>	Visual Strategies throughout. Pre Teach Vocabulary strategies Widgit symbols Objects of relevance Small group activities where required Access to all visits and trips Makaton to support language development			5 Minute Maths Intervention RWI 1:1 Intervention Time To Talk / BLAST / NELI Interventions SVO Programme Concept Cat - Word Aware in the Early Years Black Sheep Press - colour coding - who, what, when, where, why.		
<b>How we will use our enhanced continuous provision to support our learning through independent enquiry.</b>	Home Corner - regular enhancements. Small World - children's interests.		Small world - Animals, Jasper's Beanstalk Planting area		Role play areas - Doctors / Vets / Baby Clinic / Fire station / police station.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Marvellous Me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<p><b>Communication and Language</b></p> <p><b>Listening &amp; Attention</b></p> <p><b>Speaking</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.</p>	<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 engaging <b>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</b> and <b>language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, Helicopter Stories, Poetry Basket Rhymes, EYFS productions, assemblies and weekly interventions. SLS Library loan and termly visits to the Library Bus Class Bear &amp; Birthday Bear sent home weekly – children to talk about what they did with the bear.</p> <p><b>Daily story time</b></p> <p><b>See Literature Spine also</b></p>	<p><b>Welcome to Reception</b></p> <p>Settling in activities Making Friends Talking about experiences that are familiar to them inc Treasure Boxes Model talk through routines of the day – register / lunches / milk &amp; fruit / Pobble Time / Numbers on the door / Introduce Poetry Basket rhymes &amp; Helicopter stories.</p> <p>Always encouraging children to answer questions in full sentences.</p> <p>Join in with repeated refrains</p>	<p><b>Tell me a story!</b></p> <p>Daily routines become established. Word wall Retelling stories – small world / Puppet Theatre / Understand how to listen carefully and why it is important. Using new vocabulary throughout the day. Choosing texts linked to interests that will develop vocabulary – introduce voting for story at the end of the day. Use STAR (Word Aware in the EY) to introduce new vocabulary.</p> <p>Listen to understand Tell me more</p> <p>Introduce Rainbow challenges</p>	<p><b>Tell me Why!</b></p> <p>Ask how and why questions – curiosity cube / investigation station. Retelling story using story telling vocabulary built up using T4W and Helicopter Stories – introduce storytelling bags and cards – recording using marks. Learn songs, rhymes, poems, nonsense poems and funny rhymes. Describe events in increasing detail. Art appreciation society questions.</p>	<p><b>Talk it through!</b></p> <p>Describe events in detail. Recount educational visits using time connectives. Introduce Pete the Parrot / Dot the Dragonfly for Positional language.</p> <p>Sustained focus when listening to a story.</p> <p>Listen to others</p>	<p><b>What Happened?</b></p> <p>Recapping out learning regularly throughout the year.</p> <p>Asking and Answering questions</p> <p>Speaking in front of an audience.</p>	<p><b>Time to Share</b></p> <p>Show &amp; Tell Discovering passions Read aloud books with children that will extend their knowledge of the world and begin to introduce some of the themes they will investigate in Year One.</p> <p>Answer how and why questions. Giving instructions to others.</p>
<b>Poetry</b>	Funny Faces – James Carter	Firework Poem – James Carter Oh the Storyman – Jan Dean – RWI	The Tiger – RWI Bedtime March Past – RWI	Growing – Tony Milton	Zim Zam Zoom / Let’s Go / Space Poems  Where Am I? – RWI	Splish, Splash Splosh – James Carter Invitation to the Beach Jake a Pirate

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Marvellous Me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<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 and wait for what they want and direct attention as necessary</b> . 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 interaction 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>Managing Self</b>  <b>Self-Regulation</b>  <b>Building Relationships</b>	<b>NEW BEGINNINGS</b>  Developing routines and rules for a happy classroom. Coming into and going home routines developed. Seeing self as an individual Developing bonds as members of the class. Developing roles in the classroom & developing independence in carry out small tasks. RSE - Caring for Me Reflection on the first week/half term. . Feelings Box - Set up Colour Monster Area.  Know to close the toilet door	<b>GETTING ON AND FALLING OUT</b>  How to deal with emotions - introduce Colour Monster Calm corner Building self confidence - Look at what I can do. RSE - Respectful Relationships Continue to build new relationships built on respect.  Anti Bullying Week Friendship Friday  Know to remain in toilet cubicle until fully dressed.	<b>GOING FOR GOALS</b>  RSE - People who care for me - My Family Giraffes Can't Dance - what am I good at?  Bedtime routines and why it is important  Respect peers privacy when using a shared bathroom / getting changed in classroom for PE  Proud words  Turn taking games	<b>GOOD TO BE ME</b>  RSE - Healthy Eating Learning about personal qualities and differences. Celebrating differences.  Healthy use of screen time.  Keeping Safe at Home  Food preparation	<b>RELATIONSHIPS</b>  <b>PANTS - NSPCC</b> I know which parts of my body are private and should remain so.  RSE - Respectful Relationships What makes a good friend? Looking after others	<b>CHANGES - Moving on to Year 1.</b>  Taking part in Sports day - winning & losing. Changes ahead. Look how far I have come!
<b>Online Safety</b> RSE - Online Relationships	Privacy & Security - I can name people I trust. Copyright - I know the work I create belongs to me Smartie the Online Penguin. I know adults at home set rules for me and my devices. I know I use devices at home differently to at school: watching TV Making a film Playing a game vs painting a picture Daisy chain online story	Online relationships - Use of the internet to communicate Managing Online Info - how do I access / find info on the Internet? Know that the internet has exciting places to go but there are rules to follow to be safe. Penguin Pig Story	Copyright - naming my work Health, Well-being & Lifestyle - Identify rules that keep us safe and healthy. Safer Internet Day Put your name on your digital work - can you write it/type it? Can you use a selfie? STAR from Childnet	Personal Information - I can talk about some examples of personal info. What is personal information: Name Age Town/Village School Monkey Cow story book  Meet Dot	Self Image - I can say no thank you or please stop when someone does something that upset me Online relationships - how I might communicate online. Handle resources appropriately and use technology safely around the classroom.	Online Bullying - identifying ways people can be unkind online. Say how others may feel. Look at the school website and photographs from school blogs.
<b>Computing</b>	2 Paint / Mini Mash Use a painting programme to explore paint, tools and brushes.	ChatterPix Record sounds / voices in storytelling (apps / talking tins / easi-speak microphones)	Type own name to name work. Enter single letters on a keyboard (2Simple) Use mouse on a computer	Record and play a film (small world/green screen) Watch films back on iPads.	Make a class local book Recognise save icon. Use new page icon Make choices from a range of	Using online map software to look at satellite and street view images of a place as a class/group. (google earth)

		Use pictograms/charts as part of a lesson (2Graph)	(laptops/iPads) Shape Hunt - take a photograph using an iPad and using an in app. Display children's photographs. PicCollage  Using online map software to look at satellite and street view images of a place as a class/group. (google maps)	Explore talking books.	software/apps (book creator)	Say what software to use for a task. Talk about own digital work.
<b>Commando Joe Missions</b>	Row, Row, Row, your boat - Teamwork	Jack and Jill - Empathy Three Blind Mice - Communication	Humpty Dumpty - Positivity	If you are happy and you know it - Self Awareness	Twinkle, Twinkle Little Star - Excellence	Incy Wincy Spider - Resilience

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Marvellous Me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<p><b>Physical development</b></p> <p>Children take part in a regular daily dash inline with the rest of the school who take part in the Daily Mile. <b>RSE – Physical Health &amp; Fitness</b></p>	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, coordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, coordination and agility</b>. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye coordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
<p><b>Fine motor</b></p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p><b>Daily opportunities for Fine Motor Activities</b></p> <p><b>Regular Pen Discos</b></p>	<p>Hold brush / pencil etc beyond whole hand grasp Pencil grip – begin to use tripod grip if not already doing so. Scissor skills – cut along a lines continuously.</p> <p>Lunchtime routines – using a fork and spoon to eat lunch.</p> <div data-bbox="468 779 1166 1188" data-label="Complex-Block"> <p><b>The Beery – Buktenica Developmental Test of Visual- Motor Integration</b></p> <p>Writing readiness can be guided by the child’s ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.</p>  </div> <p>Complete 6 piece jigsaws</p> <p>Be able to take off and put on coat, pulling up a zip. Pull off jumpers and cardigans with increasing independence. Blow own nose and dispose of tissue.</p> <p>Cooking – measure using cupfuls and spoons Mix using a spoon and bowl. Knead dough</p>	<p>Use a tripod grip – holding pencil between thumb and two fingers Scissors – turn paper to cu</p> <p>Lunchtime routines – using a knife, fork and spoon to eat lunch.</p> <div data-bbox="1291 814 1988 1224" data-label="Complex-Block"> <p><b>The Beery – Buktenica Developmental Test of Visual- Motor Integration</b></p> <p>Writing readiness can be guided by the child’s ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.</p>  </div> <p>Complete 10+piece jigsaws</p> <p>Take off own jumper and turn correct way Get changed independently for PE and outdoor learning. Make healthy food choices at lunchtime – drinking enough water.</p> <p>Cooking – Use knives to spread and cut soft food Use the bridge technique to cut.</p>	<p>Use a dynamic tripod grip effectively to form letters. Shapes Scissors – cut a variety of materials – including card, paper, tissue paper etc.</p> <p>Lunchtime routines – Use a knife and fork with precision.</p> <div data-bbox="2113 814 2810 1224" data-label="Complex-Block"> <p><b>The Beery – Buktenica Developmental Test of Visual- Motor Integration</b></p> <p>Writing readiness can be guided by the child’s ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.</p>  </div> <p>Complete 20+ piece jigsaw</p> <p>KNow how to button and unbutton own clothing. Tidy up and take care of own possessions – including recognising when to take off and put on own clothing.</p> <p>Cooking – cut hard food using a knife. Use a grater and a peeler.</p> <p>Tinkering table</p>			
<p><b>Gross motor</b></p> <p>Daily Dash – at least 3 x per week. Outdoor environment provides opportunities for large-scale movement daily.</p>	<p>Changing for PE – independence routines set. Manage personal hygiene – support as required. Regular reminders of handwashing / toileting. Moving safely in a large space, being able to stop quickly.</p>	<p>Continued independence in changing for PE Variety of wheeled toys in the outdoor area. Crate play &amp; climbing.</p>	<p>Get changed for PE independently – beginning to turn clothes the right way round.</p> <p>Keeping Safe – Road Safety</p>	<p>Healthy body – effects of exercise.</p> <p>Oral Health – My Dentist / Newcastle University</p>	<p>Manage buttons when getting changed for PE and the outdoors.</p> <p>What I need to be healthy</p> <p>Healthy amount of screen time.</p>	<p>Races / team games involving gross motor movements Obstacle activities children moving over, under, through and around equipment.</p> <p>Use a range of small tools, including scissors, paint</p>

						brushes and cutlery.
<b>PE HUB</b>	PE HUB - Gymnastics Unit 1 Dance Unit 1 Spatial Awareness Stop & Go Games Fundamentals of movement	PE HUB - Speed, Agility, Travel Unit 1 Body Management Unit 1 SAQ	PE HUB - Manipulation & Coordination Unit 1 Cooperate & Solve Problems Unit 1 Gymnastics - Large Apparatus SAQ	PE HUB - Gymnastics Unit 2 Body Management Unit 2 Health Related Fitness Circuits Dance	PE HUB - Speed, Agility, Travel Unit 2 Manipulation & Coordination Unit 1 Health Related Fitness Circuits	PE HUB - Dance Unit 2 Cooperate & Solve Problems Unit 2 SAQ Bat & Ball control Team Games Sports Day
	<p><b>From Development Matters 2021</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, coordination, 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination 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>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Marvellous Me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<b>Literacy</b>	It is crucial for children to develop <b>a 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 composition (articulating ideas and structuring them in speech, before writing)					
<b>Comprehension – Developing a passion for reading</b> Children will visit the Library Bus monthly and have access to the class library weekly.	<b>T4W : Goldilocks and the Three Bears</b>  Develop book-like vocabulary through the use of patterned texts.  Simple action rhymes and rhyming words. Reenact traditional tales and give characters a voice.	<b>T4W : The Little Red Hen</b>  Cumulative tale  Begin to predict what might happen at the end of a story  Know ‘role’ character, author, illustrator as we talk about books, stories and role play.	<b>T4W: Dear Zoo</b>  Know the pattern in stories and anticipate key events.  Sequence main events in story.  Describe main characters. Play using story narrative.	<b>T4W : Jasper’s Beanstalk</b>  Know how to retrieve information from simple non-fiction books and the internet.  Use illustrations for meaning.  Know ‘cover, blurb, setting event’ as we talk about books, stories and role play.  Recall and discuss stories.	<b>T4W : How to Catch a Star Or Mrs Armitage’s Bicycle</b>  Make simple predictions and explain events in books.  Main settings, events and principal characters  Make up stories with others.  Non-fiction library	<b>T4W: The Three Billy Goats Gruff</b> Know ‘fiction and non-fiction’ as we talk about books, stories and role play.  Choosing own books for pleasure  Make predictions and use illustrations.
<b>Word Reading</b> Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Green & Purple books for more confident readers. This will be led by RWI half termly assessments.	RWI: Speed Sounds Sets 1 M,a,s,d,t,i,n,p,o,g,c,k,u,b,f,e,l,h, Word Time 1:1 – 1:2	RWI: Speed Sounds Sets 1 including digraphs – r,j,v,y,w,z,x sh, ch, th, qu, ng,nk Word Time 1:3 – 1:7  Reading books using single sounds (sound blending books)	Speed sounds set 1 – speedily Including digraphs ll,ff,ss,ck,  Blend set 1:1-1:6 accurately.  Read 1:1-1:4 speedily.  RWI: Red Ditties / Ditty Photocopies	All set 1 speed sounds speedily. Blend 1:1-1:7 accurately Some words with 2 syllables.  Red Ditties / Green	RWI: Speed Sounds Set 2 – ay,ee,igh,ow,oo oo  Blend set 2 words containing digraphs and trigraphs  Red Ditties / Green / Purple	RWI: Speed Sounds Set 2 ar,or,air,ir,ou,oy  Blend set 2 words containing digraphs and trigraphs  Green / Purple
<b>Writing</b> TFW used as stimulus across the year Texts may change due to children’s interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.  Regular Pen Disco	Make your Mark Message Centre Giving meaning to marks Dominant hand, tripod grip. Writing initial sounds Names as labels  How to write first name – copying name card.  Know how to form letters using RWI handwriting patten in RWI order.	Sound – grapheme correspondence for set 1 sounds.  RWI – Around letters c,a,o,d,g,q  Write first name with limited prompts.  Spell some CVC words  Know how to form the capital letter at the start of name. Lists and captions.	Sound grapheme correspondence for set 1 sounds and some digraphs  CVC words to complete labels and lists  RWI – Down letters L,t,b,p,k,h,i,j,m,n,r,u,y	Sound grapheme correspondence including digraphs ll,ff,ss,ck  Complete a sentence  Begin to hold a sentence. Write surname Introduce capital letters  RWI – Curly letters e,f,s,  Zig zag letters v,w,z,x	Sound-grapheme correspondence fir set 2 sounds  Write a simple sentence using capital letters and full stop.  Writing full name.  Capital letters  Relative sized letters Sun – b,d,h,k,l (f&t – just a bit smaller)	Sound-grapheme correspondence fir set 2 sounds  Write more than one sentence using capital letters and full stops.  Capital letters  Relative sized letters Water – g,j,p,q,y

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Marvellous Me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<b>Maths</b> <b>Numbers</b> <b>Numerical Patterns</b>	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.					
Mastering Number Programme will be implemented in Rec – Y2 as part of the NCETM Project.	<p><b>Just Like Me!</b> Match and Sort – Recognise sets and commonalities. Compare Amounts Compare size, mass &amp; capacity, Exploring Pattern.</p> <p>Count forwards to 10 Count set of objects or actions.</p> <p>Narrate pattern of the school day using visual timetable and linear calendar.</p>	<p><b>It's Me 1 2 3</b> Representing, comparing &amp; composition of 1 2 3 Circles and Triangles Positional language</p> <p><b>Light &amp; Dark</b> Representing Numbers to 5. One more and less Shapes with 4 sides Time.</p> <p>Christmas wrapping paper patterns</p>	<p><b>Alive in 5</b> Introducing Zero Comparing numbers to 5 Composition of 4 &amp; 5 Compare Mass Compare Capacity</p> <p><b>Growing 6 7 8</b> 6, 7 &amp; 8 Making Pairs Combining 2 groups</p>	<p>Length &amp; Height Time</p> <p><b>Building 9 and 10</b> 9 &amp; 10 BOnds to 10</p> <p>3D Shape Pattern</p> <p><b>Consolidation</b></p>	<p><b>To 20 and Beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning Match, Rotate, Manipulate</p> <p><b>First, Now &amp; Then</b> Adding More, Taking Away Spatial Reasoning Compose and Decompose</p> <p>3D shapes</p>	<p><b>Find my Pattern</b> Doubling Sharing &amp; Grouping Even &amp; Odd Spatial REasoning Visualise and build</p> <p><b>On the Move</b> Deepening Understanding Patterns &amp; relationships</p> <p>Spatial Reasoning Mapping</p> <p>3D shapes Measuring Numbers to 100</p>
<b>Possible Linked Texts</b>  <b>Anno's Counting Book</b> <b>I Spy Numbers</b>	<p>Button Box Find my Match Pattern Bugs / Pattern Fish Noah's Arc</p>	<p>One Bear at Bedtime Noah's Ark Circle / Triangle / Square Me on a Map Kipper's Toybox Pete the Cat &amp; his Four Groovy Buttons Day Money, Night Monkey</p>	<p>The Paper Dolls None the Number A Squash and Squeeze Room on the Broom Who Sank the Boat My Grumpy's Outing Six Dinner Sid Titch Tall Mr Wolf's Week</p>	<p>Pattern Bugs How do Dinosaurs count to 10? Mouse Count Mouse Shapes 10 Black Dots The Napping House Changes, Changes Pattern Fish</p>	<p>One is a Snail, 10 is a Crab 10 on a Train Snail Trail Which One Doesn't Belong? Which is ROund? Which is Bigger? My Granny went to Market One Ted falls out of bed Grandpa's Quilt</p>	<p>The Story of Alison Hubble Two fo Everything Double Dave The Doorbell Rang One Odd Day My Grumpy's Motor Car Billy's Bucket How many legs? The Secret Path In Every House on Every Street</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Marvellous Me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<b>Understanding the world</b>	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.					
<b>The Natural World</b> Children in reception will visit the woodlands every 2 weeks throughout the year. PPST –  <b>Weather, Seasons and Changes</b> run throughout our daily routine and weekly woodland visits.	My Classroom, My School. – Getting to know our way around. Autumn Changes  Climate Change  My Busy Body – PSTT – Ourselves	Special Buildings in our Community – Visit to Local Post Office / Box – Christmas in St Aidan's Church  PSTT – Birthdays / Celebrations Autumn Leaves	Mapping – Naming buildings in local area. Begin to create maps. Draw pictures from memory. Draw pictures of the natural world, including animals and plants.  PSTT – Dear Zoo Animals in my Garden	Describe changes to trees and plants in Spring.  Life Cycles  Grow your own potatoes Innocent Big Grow  PSTT – SuperTato  Growing	Know some similarities and differences between the natural world around them and contrasting environments. Local area mapping – where do I like – how do I get to school? Local Landmarks  NUSTEM – Shadow Tubes / Light & Dark  Seeds  PSTT – Black Rabbit	Land & Sea Name physical features of a beach  Beachcombing – the local area Land & Sea  Floating & Sinking  PSTT – Summer Fruits  Looking after sea life creatures
<b>Past &amp; Present</b>	Visual Timetable to show passage of time.  How I have changed since I was a baby. Guess Who – What can I do now that I couldn't do then.	Sequence of our daily / weekly routines  Using linear calendar in daily routines		How we Grow – Identify similarities and differences between 4YO & adults – Once there were Giants.	Vehicles past & present Famous Space Explorers Journeys and travel	Seaside now and then  The Shiremoor Treat – Local Tradition  Aerial maps
<b>People, Cultures and Communities</b>	Talk about members of my immediate family. Naming and describing people who are familiar to them.  Treasure Boxes – remembering our recent past.	Tasting breads from different cultures  Share different cultures of versions of famous traditional tales.  Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to post delivery.	Describe things they have seen whilst outside including animals and plants. Making sense of different environments and habitats.	Where does our food come from? Explain some similarities and differences between life in this country and life in other countries.	Look at the difference between transport in this country and one other country	Understanding their own environment and contrasting environments.
<b>RE &amp; Festivals</b> Our RE Curriculum enables children to develop a positive sense of	Which stories are special and why?	Which people are special and why?	Which places are special and why?	What times are special and why?	Being special: where do we belong?	What is special about our world?

<p>themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Bible Stories - Noah's Ark Celebrations - Harvest in a Church, Rosh Hashanah</p> <p>Things I celebrate</p>	<p>Bible Stories - The Good Samaritan The First Christmas Celebrations - Christmas celebrations in a Church, Diwali, Remembrance Day</p>	<p>Holy Books &amp; Bible Stories - Stories Jesus Told Celebrations - New Year Chinese New Year Shrove Tuesday</p>	<p>Easter Celebrations in a Church Bible Stories - The First Easter Celebrations - Lent, Easter</p>	<p>Special buildings &amp; worship - Church, Mandir. Bible Stories - Joseph and his coat of many colours. Celebrations - Eid, Holi St George's Day</p>	<p>Special Buildings &amp; Worship- Synagogue, Buddist Rupas Bible Stories - The Story of Moses. Jonah &amp; the Big Fish</p>
--	---	--	--	---	--	---

<https://pstt.org.uk/resources/curriculum-materials/eyfs-science>

[https://www.stem.org.uk/search?search\\_query=Early%20Years&f%5B0%5D=type%3Acollection&f%5B1%5D=field\\_age\\_range%3A97](https://www.stem.org.uk/search?search_query=Early%20Years&f%5B0%5D=type%3Acollection&f%5B1%5D=field_age_range%3A97)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>Marvellous Me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>What Can Grow?</b>	<b>Ticket to Ride</b>	<b>Who Help Us</b>
<b>Expressive Arts and Design</b>	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.					
<b>Creating with Materials</b> <b>Being Imaginative &amp; Expressive</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. Children explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	Make your mark Junk Materials – simple joining techniques	Using primary colours. Cooking using simple tools	Use drawing to tell a story Constructing with a purpose	Growing food to eat Using tools to cook & bake Clay	Using tools to effect change – introduction to workbench tools Making & Tasting food we have grown Observational drawings	Using shapes to construct models Tinkering Table – disassemble and construct Clay Observational drawings
<i>with instruments, singing songs linked to topics, making instruments, percussion. Children explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>  <b>DANCE –</b> Oti’s Boogie Beebies Andy’s Wild Adventures BBC Teach Let’s Move Go Noodle KIDZ BOP Zest Dance Workshops	CHRANGA: Me Find the Pulse – using body percussions  Learning & singing hand action songs & rhymes.  Harvest Festival Nursery Rhymes  Home Corner – domestic routines.	CHRANGA: My Stories Changing voice to show different feelings.  Teeth Cleaning songs. Nursery Rhyme Week Christmas Songs Christmas performance  Match pitch / call & response	CHARANGA: Everyone!  Printing with added textures	CHARANGA: Our World  Easter Assembly  Dance – Oti Mabuse	CHARANGA: Big Bear Funk  Class Assembly Performance  Dance – Andy’s Wild Workouts  Boom Whackers  Tuned instruments	CHARANGA: Reflect, Rewind & Replay  Summer Festival Performance  Sea Shanties
<b>Artist Focus</b> <i>Art Appreciation Society will be used on a regular basis to talk about Artists and the artwork they create.</i>	Drawing Lines and circles – making variety of marks. Artist: Bridget Riley	Artist: Yayoi Kusama – Pumpkins Alma Thomas	Artist Henri Matisse – Snail Trail	Artist: Vincent Van Gogh – Sunflowers Giuseppe Arcimboldo	Artist: Jackson Pollock Lee Krasner	Artist: Alice Anderson Sir Anish Kapoor

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

<b>Autumn Term 1</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	Follow adult cues to listen. Know behaviours for successful listening. Participation in predictable texts. Recall a range of simple nursery rhymes. Ask either/or questions. Participate in adult narration of independent learning. Recall and define specialist vocabulary for the half term	Follow classroom routines including self-help with clothing. Follow classroom expectations. Distinguish between healthy food choices and special treats. Define what makes me special Build a vocabulary around feelings	Stack, align and balance blocks of different shapes and sizes  Cutting along lines,  Hand action songs  Move safely in a large space, negotiating obstacles Change direction. Stop quickly.	<table border="1"> <tr> <td>C&amp;L</td> <td>Nursery rhymes, stop, listen, quiet, talking</td> </tr> <tr> <td>PSED</td> <td>Emotions - beyond happy &amp; sad. Healthy / unhealthy / treats</td> </tr> <tr> <td>PD</td> <td>Run, stop, go, walk, safe, space, stack, build, on top, next to Cut, line, straight.</td> </tr> <tr> <td>L</td> <td>Action rhymes, book, beginning, end, sound, letter</td> </tr> <tr> <td>M</td> <td>Numbers, count, how many? Group, sort, category, set,</td> </tr> <tr> <td>UtW</td> <td>Myself, my home, family, classroom, New York Primary school, Reception, class ½ I</td> </tr> <tr> <td>EAD</td> <td>Family members, face, hair, eyes, teeth, nose, lips, tongue, hair, glasses, arms, legs, body, feet, hand action songs.</td> </tr> </table>	C&L	Nursery rhymes, stop, listen, quiet, talking	PSED	Emotions - beyond happy & sad. Healthy / unhealthy / treats	PD	Run, stop, go, walk, safe, space, stack, build, on top, next to Cut, line, straight.	L	Action rhymes, book, beginning, end, sound, letter	M	Numbers, count, how many? Group, sort, category, set,	UtW	Myself, my home, family, classroom, New York Primary school, Reception, class ½ I	EAD	Family members, face, hair, eyes, teeth, nose, lips, tongue, hair, glasses, arms, legs, body, feet, hand action songs.
	C&L	Nursery rhymes, stop, listen, quiet, talking																
	PSED	Emotions - beyond happy & sad. Healthy / unhealthy / treats																
	PD	Run, stop, go, walk, safe, space, stack, build, on top, next to Cut, line, straight.																
	L	Action rhymes, book, beginning, end, sound, letter																
	M	Numbers, count, how many? Group, sort, category, set,																
	UtW	Myself, my home, family, classroom, New York Primary school, Reception, class ½ I																
	EAD	Family members, face, hair, eyes, teeth, nose, lips, tongue, hair, glasses, arms, legs, body, feet, hand action songs.																
Specific Areas of Learning																		
Literacy	Maths	Understanding the World	Expressive Arts & Design															
Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes.  Read Write Inc - Speed Sounds Set 1  Form recognisable letters correctly.  Use marks or some letters for meaning.  Write / copy their first name and	Count forwards to 10, naming the number after and counting on from a given number.  Count sets of objects or actions, demonstrating the cardinal rule within 5  Number composition to 5  Recognise commonality and make sets.  Qualitative comparison of length and height  Complete AB visual linear patterns  Narrate the pattern of the school day using now, next, after playtime, after lunch, before hometime etc	Describe changes of state with cement and clay. Name plants and parts of plants in allotment harvest.  Describe and represent the home in 2D and 3D, naming rooms and parts of the building.  Know that children were babies in the past.  Know that adults were children in the past.  Know that adults can remember things from the past.  Recycling household waste, describing original and new use of objects, e.g. these kitchen rolls can be telescopes  Name body parts	Stack, align and balance with bricks and blocks on a range of scales.  Draw familiar people from memory, with attention to detail.  Enact domestic routines and brief family narratives using props.  Mark the pulse of pieces of music using body percussion.  Copy, memorise and perform a repertoire of simple hand-action songs.															

**What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?**

<b>Autumn Term 2</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	Secure more complex rhymes	Follow wider school regimes	Stack, aligning, balancing with magnetic joints	<table border="1"> <tr> <td>C&amp;L</td> <td>Your turn, my turn Now, next, Because ... maybe</td> </tr> <tr> <td>PSED</td> <td>Now, next, after that, then, finally. Germs, soap, toothbrush, toothpaste, brush, clean, decay, snack food names. Healthy, unhealthy, treat.</td> </tr> <tr> <td>PD</td> <td>On top, next to, in front, behind,</td> </tr> <tr> <td>L</td> <td>Start, middle, end, complex nursery rhymes, CVC words</td> </tr> <tr> <td>M</td> <td>Tall, short, wide, narrow, thick, thin, Before, after, next, Informt, behind, next to. More, less, heavy, light, Days of the week.</td> </tr> <tr> <td>UTW</td> <td>Trees; woodland; leaves; plants; ; deep; dark; green; log; weather; wildlife; animals House; flat; garden; Jesus; stable; manger; Bethlehem; tradition; festive; stockings; presents; jolly; reindeers; celebration; elves; carols; mistletoe; Church; family; sleigh bells.</td> </tr> <tr> <td>EAD</td> <td>Colours, mix, pour, little, lot Light, dark. Stripes, squares, waves, Lines Christmas songs</td> </tr> </table>	C&L	Your turn, my turn Now, next, Because ... maybe	PSED	Now, next, after that, then, finally. Germs, soap, toothbrush, toothpaste, brush, clean, decay, snack food names. Healthy, unhealthy, treat.	PD	On top, next to, in front, behind,	L	Start, middle, end, complex nursery rhymes, CVC words	M	Tall, short, wide, narrow, thick, thin, Before, after, next, Informt, behind, next to. More, less, heavy, light, Days of the week.	UTW	Trees; woodland; leaves; plants; ; deep; dark; green; log; weather; wildlife; animals House; flat; garden; Jesus; stable; manger; Bethlehem; tradition; festive; stockings; presents; jolly; reindeers; celebration; elves; carols; mistletoe; Church; family; sleigh bells.	EAD	Colours, mix, pour, little, lot Light, dark. Stripes, squares, waves, Lines Christmas songs
	C&L	Your turn, my turn Now, next, Because ... maybe																
	PSED	Now, next, after that, then, finally. Germs, soap, toothbrush, toothpaste, brush, clean, decay, snack food names. Healthy, unhealthy, treat.																
	PD	On top, next to, in front, behind,																
	L	Start, middle, end, complex nursery rhymes, CVC words																
	M	Tall, short, wide, narrow, thick, thin, Before, after, next, Informt, behind, next to. More, less, heavy, light, Days of the week.																
	UTW	Trees; woodland; leaves; plants; ; deep; dark; green; log; weather; wildlife; animals House; flat; garden; Jesus; stable; manger; Bethlehem; tradition; festive; stockings; presents; jolly; reindeers; celebration; elves; carols; mistletoe; Church; family; sleigh bells.																
	EAD	Colours, mix, pour, little, lot Light, dark. Stripes, squares, waves, Lines Christmas songs																
Secure agreed rules for conversational turn taking in small and larger groups.	Articulate and demonstrate handwashing and food preparation.	Join and separate small construction kit components by clicking and twisting.																
Ask "Tell me more" to extend responses.	Identify healthy ingredients in healthy snacks.	Dig with trowels and hand forks																
Formulate and respond to questions.	Work in pairs to succeed in a challenge.	Use squashing techniques including rolling pins to achieve desired effects.																
Follow two step instructions.	Perform confidently to an audience in s simple adult structured presentation..	Cut and turn along outlines.																
Tell me more		Travel in different ways with control and co-ordination.																
Recall and define specialist vocabulary for the half term		Jump in different ways.																
Specific Areas of Learning																		
Literacy	Maths	Understanding the World	Expressive Arts & Design															
Grasp and use a wider range of structures in books and use these to aid participation.	Sort by one criterion. Recognise the odd one out in a set.	Describe changes to trees and woodland plants in autumn.	Create new colours by mixing primary colours - pastels and paints; predict and narrate the effects.															
Look for cues in illustrations.	Count backwards within 10, understanding the number before and counting back from a given number	Know and demonstrate how to plant bulbs. Predict how it will grow.	Generate short narratives about the environment using small world props.															
Memorise and perform more complex action rhymes and nursery rhymes.	Number composition to 5. Subitising	Describe family Christmas traditions	Mark the beat and imitate rhythms with tapping and striking instruments.															
Read Write Inc – Speed Sounds Set 1	Positional language with 3D shapes	Describe and explain changes of state with bread dough.	Perform a small repertoire of short repetitive songs. Know further action songs and story ring games by heart.															
Use some letters in sequence to convey meaning, including CVC words.	Qualitative comparison of mass and capacity.	Name street furniture on a short locality walk																
Begin to break speech into words when writing. Write Labels,lists and captions.	Make AB transient linear pattern	Name some special buildings in our community and explain their function through role play and small world re-enactment.																
	Narrate the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time																	

**What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?**

<b>Spring Term 1</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	<p>Play with words and “funny” rhymes, including “add your own word” rhymes.</p> <p>Participate in very familiar stories as choric speech between narrator and characters.</p> <p>Add connectives on the end of simple responses to include detail or causative extensions.</p> <p>Answer how and why questions.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Articulate the rationale for school regimes and expectations.</p> <p>Work in a small group on tasks like turn-taking games.</p> <p>Articulate simple problem solving approaches.</p> <p>Make healthy snacks.</p>	<p>Weave, thread and tie</p> <p>Use small hammers accurately</p> <p>Recognise body changes during exercise.</p> <p>Carry and control small equipment</p> <p>Travel across simple obstacle courses</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">C&amp;L</td> <td>Because, and, also, then, after, next</td> </tr> <tr> <td style="text-align: center;">PSED</td> <td>Respectful, polite, listening, healthy, unhealthy, fruit, vegetable, sugar</td> </tr> <tr> <td style="text-align: center;">PD</td> <td>Heart, pump, blood, sweat, hotter, cooler, exercise, travel, obstacle</td> </tr> <tr> <td style="text-align: center;">L</td> <td>Title, illustrator, author, character, rhyme, sentence, word</td> </tr> <tr> <td style="text-align: center;">M</td> <td>3D shape names Today, tomorrow, yesterday, week, weekend Forwards, backwards, length, height, tallest, shortest, longest</td> </tr> <tr> <td style="text-align: center;">UTW</td> <td>Library, community, celebration, China, tradition, new year, Autumn, spring, summer, winter, season, evergreen, deciduous, woodland, root, trunk, leaves, branches, frozen, ice, melt, solid, liquid</td> </tr> <tr> <td style="text-align: center;">EAD</td> <td>Layering, overlapping, materials, texture, twist, wrap, feature, melody, rhyme, instruments, movement</td> </tr> </table>	C&L	Because, and, also, then, after, next	PSED	Respectful, polite, listening, healthy, unhealthy, fruit, vegetable, sugar	PD	Heart, pump, blood, sweat, hotter, cooler, exercise, travel, obstacle	L	Title, illustrator, author, character, rhyme, sentence, word	M	3D shape names Today, tomorrow, yesterday, week, weekend Forwards, backwards, length, height, tallest, shortest, longest	UTW	Library, community, celebration, China, tradition, new year, Autumn, spring, summer, winter, season, evergreen, deciduous, woodland, root, trunk, leaves, branches, frozen, ice, melt, solid, liquid	EAD	Layering, overlapping, materials, texture, twist, wrap, feature, melody, rhyme, instruments, movement
	C&L	Because, and, also, then, after, next																
	PSED	Respectful, polite, listening, healthy, unhealthy, fruit, vegetable, sugar																
PD	Heart, pump, blood, sweat, hotter, cooler, exercise, travel, obstacle																	
L	Title, illustrator, author, character, rhyme, sentence, word																	
M	3D shape names Today, tomorrow, yesterday, week, weekend Forwards, backwards, length, height, tallest, shortest, longest																	
UTW	Library, community, celebration, China, tradition, new year, Autumn, spring, summer, winter, season, evergreen, deciduous, woodland, root, trunk, leaves, branches, frozen, ice, melt, solid, liquid																	
EAD	Layering, overlapping, materials, texture, twist, wrap, feature, melody, rhyme, instruments, movement																	
Specific Areas of Learning																		
Literacy	Maths	Understanding the World	Expressive Arts & Design															
<p>Recall key elements of books they have heard and read. Express preferences for books.</p> <p>Learn word play rhymes and more complex nursery rhymes.</p> <p>Read Write Inc – Speed Sounds set 1 – digraphs</p> <p>Read simple phonically regular captions and sentences.</p> <p>Begin to write simple sentences with regular words, including those with digraphs.</p>	<p>Count forwards and back within 20.</p> <p>Compare length and height qualitatively composition 6, 7 and 8, partitioning and recombining</p> <p>Subitise to 5.</p> <p>Narrate the pattern of a week using today, tomorrow, yesterday Design with 2D shapes. Make 2D shapes out of other 2D shapes</p>	<p>Describe changes to trees and woodland plants in winter. Describe and explain changes of state with water</p> <p>Name locality features on a simple route to the library. Name some other special buildings in our community and explain their function through role play and small world re-enactment. Describe and re-enact traditions from Chinese New Year celebrations.</p>	<p>Create new colours by layering and overlapping blue, green, and white translucent materials</p> <p>Locate and reproduce geometric patterns in the urban environment.</p> <p>Twist, wrap and weave with pressure and precision, narrating choices about colour and texture.</p> <p>Draw familiar landmarks from memory.</p> <p>Retell episodes from a known story in role or small world play.</p> <p>Pitch match during sections then whole melodies of four line songs.</p> <p>Imitate more complex rhythm patterns with tapping instruments. Dance with large arm movements using props – ribbon and fabric</p>															

**What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?**

<b>Spring Term 2</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	<p>Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or speculative questions.</p> <p>Teach new skills to others verbally and by demonstration.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Work in a small group on tasks like turn-taking games.</p> <p>Articulate how to solve simple problems.</p> <p>Choose ingredients suited to a healthy snacks.</p> <p>Articulate and demonstrate teeth cleaning.</p>	<p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>Control small games equipment when transporting, collecting and throwing.</p> <p>Travel across more complex obstacle courses including changes of height.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">C&amp;L</td> <td>Once upon a time After a while Later The same day They all lived happily ever after</td> </tr> <tr> <td style="text-align: center;">PSED</td> <td>Your turn, my turn, wait Try this, Names of fruits, vegetables, snacks</td> </tr> <tr> <td style="text-align: center;">PD</td> <td>Knife, cut, chop Run, climb, under, over, through, on, in Push, pull Careful, risky, safe, help Navigate, direction, turn, left, right</td> </tr> <tr> <td style="text-align: center;">L</td> <td>Information book, non-fiction, contents page, index, illustration, diagram, label Old, young, child, adult</td> </tr> <tr> <td style="text-align: center;">M</td> <td>2D shape names, Sides, corners, edges Days of the week</td> </tr> <tr> <td style="text-align: center;">UtW</td> <td>Egg, hatch, chick, feathers Growth, decay, change Family, memory</td> </tr> <tr> <td style="text-align: center;">EAD</td> <td>Squeeze, push, press, clay, design, join, assemble Nurse, doctor, dentist, shopkeeper, police, fireman</td> </tr> </table>	C&L	Once upon a time After a while Later The same day They all lived happily ever after	PSED	Your turn, my turn, wait Try this, Names of fruits, vegetables, snacks	PD	Knife, cut, chop Run, climb, under, over, through, on, in Push, pull Careful, risky, safe, help Navigate, direction, turn, left, right	L	Information book, non-fiction, contents page, index, illustration, diagram, label Old, young, child, adult	M	2D shape names, Sides, corners, edges Days of the week	UtW	Egg, hatch, chick, feathers Growth, decay, change Family, memory	EAD	Squeeze, push, press, clay, design, join, assemble Nurse, doctor, dentist, shopkeeper, police, fireman
	C&L	Once upon a time After a while Later The same day They all lived happily ever after																
PSED	Your turn, my turn, wait Try this, Names of fruits, vegetables, snacks																	
PD	Knife, cut, chop Run, climb, under, over, through, on, in Push, pull Careful, risky, safe, help Navigate, direction, turn, left, right																	
L	Information book, non-fiction, contents page, index, illustration, diagram, label Old, young, child, adult																	
M	2D shape names, Sides, corners, edges Days of the week																	
UtW	Egg, hatch, chick, feathers Growth, decay, change Family, memory																	
EAD	Squeeze, push, press, clay, design, join, assemble Nurse, doctor, dentist, shopkeeper, police, fireman																	
Specific Areas of Learning																		
Literacy	Maths	Understanding the World	Expressive Arts & Design															
<p>Understand cause and effect in books they have heard or read.</p> <p>Predict the endings of books.</p> <p>The most complex nursery rhymes.</p> <p>Wordplay songs.</p> <p>Read Write Inc - Set two sounds</p> <p>Write simple sentences with regular words ,including those with digraphs.</p>	<p>Count forwards and back within 20.</p> <p>Make a comparison of length and height using non-standard measures.</p> <p>Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames</p> <p>Subitise to 5.</p> <p>Designs with 2D shapes – problems and properties.</p> <p>Sort 2D shapes according to properties.</p> <p>Narrate the pattern of a week using the names of the days.</p>	<p>Interpret Google Earth street view of the route between school and the library.</p> <p>Name features and navigate right and left turns online.</p> <p>Identify similarities and differences between babies and four year olds.</p> <p>Describe how people change in the first four years of life.</p> <p>Identify similarities and differences between four year olds and adults. Describe how people grow up and change.</p> <p>Sequence the life of a baby bird from hatching to maturity.</p>	<p>Make considered choices to create mixed media or relief design in clay.</p> <p>Speak and act in role, demonstrating recall of the jobs of key members of the community.</p> <p>Draw a single or a sequence of images from the imagination to illustrate a story.</p> <p>Retell episodes from a known story with dialogue using small world figures or puppets Memorise short choreographed dance sequences to accompany songs in pairs or groups.</p>															

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

<b>Summer Term 1</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	Tell familiar stories with dialogue using small world figures or puppets.or in role play with specific props.  Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.  Recall and define specialist vocabulary for the half term Answer open ended or speculative questions.  Process three step instructions.	Engage in more complex and extended turn taking games  Read facial expressions and body language.and extending the vocabulary of emotions.  Articulating reasons for success or failure in a challenge.  Building strategies to make new friends.	Use woodwork tools to cut and join safely and under supervision.  Join with tape and glue.  Control large scale gardening tools including watering cans.  Use fine mark-making tools to create texture and pattern in clay.  Control printing tools to create a desired effect.  Play boom whackers with wrist and shoulder control. Dismantle objects and mechanisms using a range of hand actions.  Control and steer a ball by hand. Aim, roll, track and collect a ball.	<table border="1"> <tr> <td>C&amp;L</td> <td>Once upon a time, After a while Later The same day They all lived happily ever after I think....because. It could be. It might</td> </tr> <tr> <td>PSED</td> <td>Fair. My turn, your turn. Worried, excited, nervous, terrified, disappointed, angry This worked well because... This was difficult because...</td> </tr> <tr> <td>PD</td> <td>Names of woodwork tools and joining mechanisms and materials. Names of gardening tools Names of components of mechanisms Action verbs for physical challenges with appropriate adverbs.</td> </tr> <tr> <td>L</td> <td>First, next, then, after that, later Worried, excited, nervous, terrified, disappointed, angry Information book, non- fiction, contents page, index, illustration, diagram, label</td> </tr> <tr> <td>M</td> <td>Part, part, whole Double. Even and odd 3D shape names. Symmetrical. Names of the weekdays, weekend, today, tomorrow, yesterday</td> </tr> <tr> <td>UtW</td> <td>Trunk, branch, twig, bud, leaf seed, seedling, soil, stalk, stem, leaf, bud, flower, fruit, soil, water, light, sunshine. Gate, pavement, kerb, road, crossing, traffic light, house, office, shop, library, road sign, street sign.</td> </tr> <tr> <td>EAD</td> <td>Shape, colour, shade, line, detail. Recycled, cardboard, plastic, wood, cloth, metal, rigid, flexible, transparent, Clip, stick, tie, nail, tape I chose this to...I chose this because... Feel the beat, mark the beat Rhythm, repeat Higher and lower</td> </tr> </table>	C&L	Once upon a time, After a while Later The same day They all lived happily ever after I think....because. It could be. It might	PSED	Fair. My turn, your turn. Worried, excited, nervous, terrified, disappointed, angry This worked well because... This was difficult because...	PD	Names of woodwork tools and joining mechanisms and materials. Names of gardening tools Names of components of mechanisms Action verbs for physical challenges with appropriate adverbs.	L	First, next, then, after that, later Worried, excited, nervous, terrified, disappointed, angry Information book, non- fiction, contents page, index, illustration, diagram, label	M	Part, part, whole Double. Even and odd 3D shape names. Symmetrical. Names of the weekdays, weekend, today, tomorrow, yesterday	UtW	Trunk, branch, twig, bud, leaf seed, seedling, soil, stalk, stem, leaf, bud, flower, fruit, soil, water, light, sunshine. Gate, pavement, kerb, road, crossing, traffic light, house, office, shop, library, road sign, street sign.	EAD	Shape, colour, shade, line, detail. Recycled, cardboard, plastic, wood, cloth, metal, rigid, flexible, transparent, Clip, stick, tie, nail, tape I chose this to...I chose this because... Feel the beat, mark the beat Rhythm, repeat Higher and lower
	C&L	Once upon a time, After a while Later The same day They all lived happily ever after I think....because. It could be. It might																
	PSED	Fair. My turn, your turn. Worried, excited, nervous, terrified, disappointed, angry This worked well because... This was difficult because...																
	PD	Names of woodwork tools and joining mechanisms and materials. Names of gardening tools Names of components of mechanisms Action verbs for physical challenges with appropriate adverbs.																
	L	First, next, then, after that, later Worried, excited, nervous, terrified, disappointed, angry Information book, non- fiction, contents page, index, illustration, diagram, label																
	M	Part, part, whole Double. Even and odd 3D shape names. Symmetrical. Names of the weekdays, weekend, today, tomorrow, yesterday																
	UtW	Trunk, branch, twig, bud, leaf seed, seedling, soil, stalk, stem, leaf, bud, flower, fruit, soil, water, light, sunshine. Gate, pavement, kerb, road, crossing, traffic light, house, office, shop, library, road sign, street sign.																
	EAD	Shape, colour, shade, line, detail. Recycled, cardboard, plastic, wood, cloth, metal, rigid, flexible, transparent, Clip, stick, tie, nail, tape I chose this to...I chose this because... Feel the beat, mark the beat Rhythm, repeat Higher and lower																
Specific Areas of Learning																		
Literacy	Maths	Understanding the World	Expressive Arts & Design															
Predict the development of the plot. Empathise with characters. Make links between texts.  Access simple information books.  Read Write Inc - Speed sounds set 2  Write simple captions with more than one sentence using capital letters and full stops.	Count by rote to 50  Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames  Recall and apply double 1 to double 5  Recall subtraction facts within 5 and apply  Recall evens and odds and apply  Count by rote to 100, recognising decade numbers.  Design 3D shapes on mirrors  Make 3D models out of 3D shapes  Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday	Describe changes to trees and woodland plants in spring. Know and demonstrate how to grow seeds and care for seedlings.  Name locality features on the route to the post office. Draw and label geographical features on the route.  Describe the roles of significant adults in the community.	Make increasingly detailed observational drawings and paintings of natural found objects and living things  Know how to join wood and reclaimed materials to make objects with a purpose.  Print accurately with paint to achieve an effect and describe design choices.  Select reclaimed materials to collage representationally or with a design idea and explain choices.  Move rhythmically on the spot and travelling, using hands or feet to mark the beat.  Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion  Call and response songs															

What do we want children to **know** by the end of this block and what do we want children **to know how to do** by the end of this block?

<b>Summer Term 2</b>	Prime Areas of Learning																	
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Words and phrases we want children to recall and define														
	<p>Generate original narratives using small world, figures or puppets or in role play with open ended props.</p> <p>Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.</p> <p>Play games where they give instructions to each other.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Engage in games where different participants have different roles.</p> <p>Build strategies to challenge undesirable behaviour towards others.</p>	<p>Stack and align irregular and natural objects.</p> <p>Use hand moulding and building techniques with malleable materials.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use fine pincer mark-making clay tools with precision.</p> <p>Use a range of tools to dismantle mechanisms. Bounce a ball on the spot or on the move.</p> <p>Name physical features of a beach environment using secondary sources.</p> <p>Roll or throw a ball underarm at a target.</p> <p>Kick a ball at a target or to a friend.</p>	<table border="1"> <tr> <td>C&amp;L</td> <td>Infront, behind, next to, underneath, opposite Once upon a time After a while. Later. The same day. They all lived happily ever after I think.....because... It could be... It might</td> </tr> <tr> <td>PSED</td> <td>Your turn, my turn, You do, I do Be kind, helpful,</td> </tr> <tr> <td>PD</td> <td>Pour, dig, cut, chop Screw, hammer, turn Clockwise, anticlockwise Catch, throw, over, under</td> </tr> <tr> <td>L</td> <td>Information book, non- fiction, contents page, index, illustration, diagram,label</td> </tr> <tr> <td>M</td> <td>Part, part, whole Double, half Even and odd 3D shape names Symmetrical Full, empty tens</td> </tr> <tr> <td>UtW</td> <td>Growing, light, dark, shade Treasure. Sand, fossil, water, sea, glass, rock pools Lava, caterpillar, cocoon, butterfly Shipwreck, seashore, waves, tide, current, weather words Bark, sap, evergreen, deciduous,</td> </tr> <tr> <td>EAD</td> <td>Shape, size, colour Sea shanties rhymes Move to the beat, feel the beat, tap out the beat</td> </tr> </table>	C&L	Infront, behind, next to, underneath, opposite Once upon a time After a while. Later. The same day. They all lived happily ever after I think.....because... It could be... It might	PSED	Your turn, my turn, You do, I do Be kind, helpful,	PD	Pour, dig, cut, chop Screw, hammer, turn Clockwise, anticlockwise Catch, throw, over, under	L	Information book, non- fiction, contents page, index, illustration, diagram,label	M	Part, part, whole Double, half Even and odd 3D shape names Symmetrical Full, empty tens	UtW	Growing, light, dark, shade Treasure. Sand, fossil, water, sea, glass, rock pools Lava, caterpillar, cocoon, butterfly Shipwreck, seashore, waves, tide, current, weather words Bark, sap, evergreen, deciduous,	EAD	Shape, size, colour Sea shanties rhymes Move to the beat, feel the beat, tap out the beat
	C&L	Infront, behind, next to, underneath, opposite Once upon a time After a while. Later. The same day. They all lived happily ever after I think.....because... It could be... It might																
	PSED	Your turn, my turn, You do, I do Be kind, helpful,																
	PD	Pour, dig, cut, chop Screw, hammer, turn Clockwise, anticlockwise Catch, throw, over, under																
	L	Information book, non- fiction, contents page, index, illustration, diagram,label																
	M	Part, part, whole Double, half Even and odd 3D shape names Symmetrical Full, empty tens																
	UtW	Growing, light, dark, shade Treasure. Sand, fossil, water, sea, glass, rock pools Lava, caterpillar, cocoon, butterfly Shipwreck, seashore, waves, tide, current, weather words Bark, sap, evergreen, deciduous,																
	EAD	Shape, size, colour Sea shanties rhymes Move to the beat, feel the beat, tap out the beat																
Specific Areas of Learning																		
Literacy	Maths	Understanding the World	Expressive Arts & Design															
<p>Name book characters and describe their qualities. Articulate dilemmas the characters face.</p> <p>Use the structure of rhyming texts to participate in a recall sections of text.</p> <p>Read Write Inc - Speed Sounds set 2 / 3</p> <p>Write short compositions with more than one sentence, capital letters and full stops.</p>	<p>Count by rote to 100.</p> <p>Make sets of 100, actual and transient.</p> <p>Count in decade numbers.</p> <p>Notice and articulate patterns on a 100 square.</p> <p>Patterns on the 100 square.</p> <p>Recall and apply doubles and halves within 10</p> <p>Continue and create more complex linear patterns.</p> <p>Continue and create circular and symmetrical designs with 2D and 3D shapes</p> <p>Sort 3D shapes according to properties.</p> <p>Measure mass and capacity using simple non-standard measures.</p>	<p>Describe changes to trees and woodland plants in summer.</p> <p>Describe and recall the transition from caterpillars into butterflies.</p> <p>Know and demonstrate how to nurture edible plants.</p> <p>Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment.</p> <p>Compare physical features using aerial views. Describe differences and similarities between beaches around the world, using photographs</p> <p>Describe natural and manmade beach detritus and know the dangers to wildlife from man made rubbish.</p>	<p>Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment.</p> <p>Make detailed and accurate observational drawings of natural found objects and living things, including matching colours</p> <p>Shape and mould wet sand and clay with hand tools to create particular effects.</p> <p>Generate simple oral and enacted narratives with role play props or small world.</p> <p>Use dance gestures and movements to tell a story.</p> <p>Body percussion and instrumental sound effects to tell a story. Simple sea shanties.</p>															

# Early Learning Goals – for the end of the year – Holistic / best fit Judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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></p> <p>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, 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><b>ELG: Self-Regulation</b></p> <p>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 activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>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 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></p> <p>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><b>ELG: Gross Motor Skills</b></p> <p>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></p> <p>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.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>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></p> <p>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 phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>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 read by others.</p>	<p><b>ELG: Number</b></p> <p>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></p> <p>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 how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. 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></p> <p>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 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></p> <p>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>	<p><b>ELG: Creating with Materials</b></p> <p>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; – Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>