


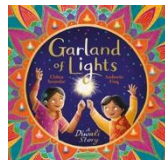


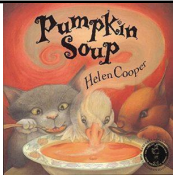
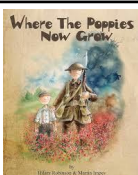


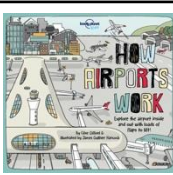
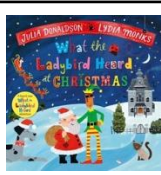
EYFS Book Based Curriculum

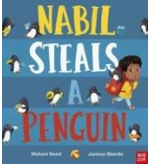
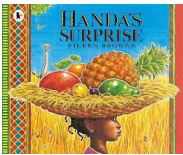

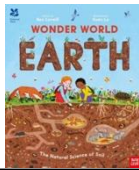
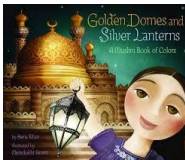
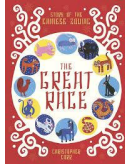
Reception

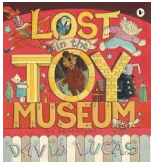
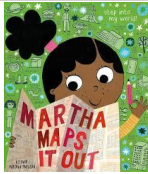
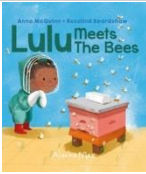
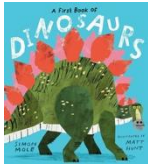
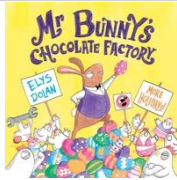
Inspiring curiosity

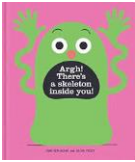

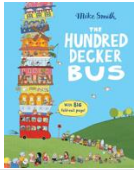
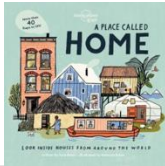
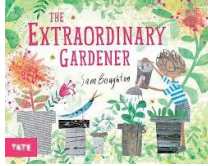
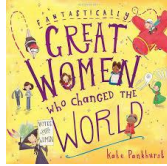
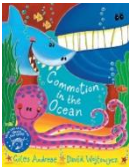




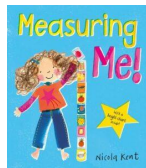


	Autumn 1 – week 1	Autumn 1 – week 2	Autumn 1 – week 3	Autumn 1 – week 4	Autumn 1 – week 5	Autumn 1 – week 6
Books to inspire						
Writing	Write their name – copying it from a name card or trying to write it from memory Develop an awareness that writing communicates meaning. Gives meaning to marks they make.					
	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.	Initial sound exploring	Shopping lists	Names, labels, captions, lists, diagrams.	Use initial sounds to label characters and images.	Messages
Handwriting <i>Nelsons Handwriting Scheme</i>	Develop fine motor control – correct pencil grip and hand eye co ordination	Left to right directional flow – producing a controlled line.	Trace, copy and complete patterns. Pre – letter formations practice	Individual letter formations, trace and write letter s, a	Individual letter formation, trace and write the letter t,p	Trace patterns, practise patterns for forming s,a,t,p

	Autumn 2 – week 1	Autumn 2 – week 2	Autumn 2 – week 3	Autumn 2 – week 4	Autumn 2 – week 5	Autumn 2 – week 6
Books to inspire						
Writing	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.					
	Name writing, labelling using initial sounds, story scribing	Retelling stories Write a sentence	Help children identify the sound that is tricky to spell	Write a sentence	Sequence the story Write a Christmas list	Write a sentence Design wrapping paper
Handwriting <i>Nelsons Handwriting Scheme</i>	Individual letter formation, trace and write the letter l,n	Individual letter formation, trace and write the letter m,d	Trace, copy and complete patterns; practise patterns for i,n,m,d.	Individual letter formation, trace and write the letter g, o	Individual letter formation, trace and write the letter c, k	Practice individual patterns for g,o,c and k; revise individual letter formations

	Spring 1 – week 1	Spring 1 – week 2	Spring 1 – week 3	Spring 1 – week 4	Spring 1 – week 5	Spring 1 – week 6
Books to inspire						
Writing	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.					
	Create a story board Writing CVC words	Writing some of the tricky words such as, I, no, me, my, like, to the.	Writing CVC words. Labels using, CVC, CVCC, CCVC words.	Guided writing based around developing short sentences in a meaningful context.	Create a story board Write a sentence	Write a sentence
Handwriting <i>Nelsons Handwriting Scheme</i>	Individual letter formation, trace and write the letters ck and e	Individual letter formation, trace and write the letter , u and r	Individual letter formation, trace and write the letter h, b,	Individual letter formation, trace and write the letter f, l	Double letter formation; trace and write the double consonants, ll, ss	Individual letter formation, trace and write the letter j, v

	Spring 2 – week 1	Spring 2 – week 2	Spring 2 – week 3	Spring 2 – week 4	Spring 2 – week 5	Spring 2 – week 6
Books to inspire						
Writing	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.					
	Writing captions and labels.	Creating story maps, writing simple sentences.	Writing captions and labels.	Rhyming words in poetry	Writing short sentences to accompany story maps.	Labels and captions Write 2 sentences
Handwriting <i>Nelsons Handwriting Scheme</i>	Individual letter formation, trace and write the letter w and x	Individual letter formation, trace and write the letter y and z	Individual letter formation, trace and write the letter q	Individual letter formations of 'anti – clockwise' round letter family 'down and off letter family'	Individual letter formations of 'down and retrace up' letter family 'zig zag' family	Forming letters correctly to form words, writing labels clearly. Forming words from left to right on a line

	Summer 1 – week 1	Summer 1 – week 2	Summer 1 – week 3	Summer 1 – week 4	Summer 1 – week 5	Summer 1 – week 6
Books to inspire						
Writing	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.					
	Information texts in own words Write 2 sentences	Writing for a purpose Writing about hobbies/interests	Write for a purpose. Attempt finger spaces.	Write 2 sentences.	Create a story board Write a sentence	Writing lists, writing for a purpose in role play using phonetically plausible attempts at finger spaces.
Handwriting <i>Nelsons Handwriting Scheme</i>	Form ascenders accurately; trace and write the digraphs ch and th, sh, ng	trace and write the digraph ai, ee Form ascenders and descenders trace and write the digraph igh, ur	Form letters the correct size; trace and write the digraph ar, oa, oo, er	Form letters correctly trace and write the digraphs oi, ow, or	Form letters the correct size; trace and write the trigraph air and ure	Trace and write the capital letters A, Z, M, N, V, W Trace and write words
	Summer 2 – week 1	Summer 2 – week 2	Summer 2 – week 3	Summer 2 – week 4	Summer 2 – week 5	Summer 2 – week 6
Books to inspire						
Writing	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops					
	Write poems Using familiar texts as a model for writing my own poem	Story writing, writing sentences using a range of tricky words that are spelled correctly.	Innovation of familiar texts Write 3 sentences	Character descriptions Write 3 sentences	Attempt lower case and capital letters. Retell story in own words.	Writing letters, using familiar text as a model. Write 3 sentences.
Handwriting <i>Nelsons Handwriting Scheme</i>	Trace and write the capital letters X, Y, B, D, P, R Trace and write words	Trace and write the capital letters, C, G, O, Q, S, U Trace and write words	Trace and write the capital letters, J, K, E, F, H, I Trace and write words	Trace and write the capital letters T and L Trace and write words	Individual numeral formation, trace and write the numerals, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9	Individual word formation; trace and write the numbers and words.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language</p> <p>We ask parents about what language they speak at home, we try and learn a few key words and celebrate multilingualism in our school.</p> <p>C&L is a whole EYFS focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, RE stories, other stories, singing, NELI speech and language interventions, Nativity, assemblies, Church Masses and weekly interventions.</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Ongoing Communication and Language skills developed throughout the year</p> <ul style="list-style-type: none"> • Children will continue to learn new vocabulary and its meaning • Children will continued to use new vocabulary in conversations and discussions – with teachers and peers • Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory 					
Development of Listening skills	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read.	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them.	Children’s listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger.	Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.	Children show good listening skills and can listen to one another, adults and new people with great skill.
Development of Attention skills	Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent.	Children can maintain attention in different contexts. Children show attention to both peers and adults.	Children are developing their attention skills to both listen and continue with an activity.	Children attend to others in play. Children show good levels of attention during learning tasks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Responding skills	Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. ‘smart sitting on the carpet’.	Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting.	Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends.	Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses.	Children keep play going by conversing and extending conversation. Children ask and answer questions.	Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood.
Development of Understanding skills	Children following simple 1 step instructions. Children understanding appropriate ‘why’ questions.	Children following clear instructions with 2 parts.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.
Development of Speaking skills	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to 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. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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 children can achieve at school and in later life.</p>					
Development of Expressing Feelings (Self- Regulation)	Children talk about their feelings to trusted adults or special friends.	Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week.	Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school.	Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.	Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.
Development of Managing behaviour (Self- Regulation)	Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them.	Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class.	Children know and follow the behavioural expectations of the school.	Children are beginning to understand why listening is important to help us learn and keep us safe.	Children will without question follow instructions from their teachers or school adults.	Children are developing in independence and can manage their behaviour in a range of situations in school.
Development of Self-awareness, keeping healthy (Managing Self)	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders.	Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too.	Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements.	Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible.	Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.	Children are proud of who they are and what they can do. They talk about themselves positively.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of Independence (Managing Self)	Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.	Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.	Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time.	Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.	Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves.	Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.
Development of Social skills (Building Relationships)	Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.	Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to	Children are building relationships through play and talk and converse to many of their peers.	Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.	Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends.
Development of Communication (Building Relationships)	<p>Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance.</p> <p>Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 proficiency, control and confidence.</p> <p>From Development Matters 20’:</p> <ul style="list-style-type: none"> · Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing · Progress towards a more fluent style of moving, with developing control · 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. · 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. · 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, co-ordination and agility. · 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. 					
Development Matters (2021) Guidance	Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Children will revise and refine the fundamental movement skills they have already acquired.	Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Children will know and talk about the different factors that support their overall health and wellbeing.	Children will combine different movements with ease and fluency.	Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Gross Motor development	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways.
Fine Motor development	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.	Developing an effective pencil grip. Developing skill when using tools including scissors.	Children forming recognisable letters with an effective pencil grip.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately.	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing</p> <p>Texts may duet children's interests.</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter sounds correspondences.</p> <p>At St. Teresa's different book inspires writing activities each week.</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.. Names Labels. Captions Lists Diagrams Messages</p> <p>– Create a post office.</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Labels and captions</p> <p>Recount</p> <p>Character descriptions.</p> <p>Write 2 sentences</p>	<p>Retell the story in own words / reverse the journey</p> <p>Descriptions</p> <p>Write new versions</p> <p>Writing recipes, lists.</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. Rhyming words.</p>	<p>Story writing, writing sentences using a range of tricky words that are spelled correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts</p> <p>Using familiar texts as a model for writing own stories. Character description</p>
<p>Handwriting Scheme</p> <p>Nelson's Handwriting</p>	<p>Develop fine motor skills - correct pencil grip</p> <p>Develop fine motor skills – hand – eye coordination</p> <p>Left to right directional flow</p> <p>Pre letter formations</p> <p>Individual letter formations for s, a, t, p.</p>	<p>Tracing and practising different patterns.</p> <p>Individual letter formations for l, n, m, d, g, o, c, k</p> <p>Revising individual letter formations</p>	<p>Individual letter formations for ck, e, u, r, h, b, f, l.</p> <p>Practising writing double consonants ll, ss.</p> <p>Individual letter formations, J, v</p>	<p>Individual letter formations w, x, y, z, q</p> <p>Zig Zag letters.</p> <p>Anti clockwise round letter family</p> <p>Down and off letter family</p> <p>Forming from left to right.</p>	<p>Forming ascenders accurately, trace and write digraphs.</p> <p>Ch, sh, th, ng, ai, ee, oo, oa, or, ow, oi.</p> <p>Form letters the correct size.</p> <p>Writing trigrpahs.</p> <p>Trace and write capital letters.</p>	<p>Trace and write capital letters,</p> <p>Trace and write words.</p> <p>Writing numerals</p> <p>Individual word formations.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Statutory Guidance from the EYFS Framework for Literacy:</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
Development of Reading Comprehension	<p>Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</p>	<p>Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions.</p>	<p>Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.</p>	<p>When children are playing they are adapting, roleplaying or using vocabulary from stories they’ve read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p>	<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use ‘because’ to give reason when answering ‘why’ questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.</p>	<p>Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Statutory Guidance from the EYFS Framework for Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Development of Word Reading	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014)					
	See Phonics Long Term Plan Overleaf					
Development in Writing	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.
Development of Spelling	Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory.	Orally spell VC and CVC words by identifying the sounds. Write their own name.	Sounding out to write VC and CVC words independently using Phase 2 graphemes.	Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently.	Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge.	Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Spelling Phase 4 words if ready. Spell tricky words e.g., he, she, we, be, me* independently.




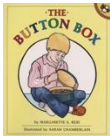
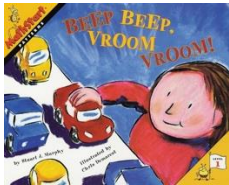
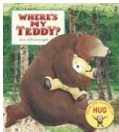
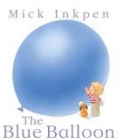

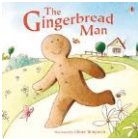

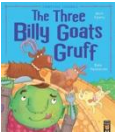



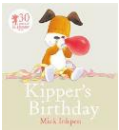



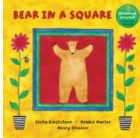
Little Wandle Phonics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Week 1	Week 1	Week 1	Week 1	Week 1
s a t p	ff ll ss j Tricky words put pull full as	ai ee igh oa	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	short vowels CVCC Tricky words said so have like	long vowel sounds CVCC CCVC
Week 2	Week 2	Week 2	Week 2	Week 2	Week 2
i n m d	v w x y Tricky words and has his her	oo oo ar or Tricky words was you they	review Phase 3: er air words with double letters longer words	short vowels CVCC CCVC Tricky words some come love do	long vowel sounds CCVC CCCVC CCV CCVCC
Week 3	Week 3	Week 3	Week 3	Week 3	Week 3
g o c k Tricky word is	z zz qu ch words with s at end Tricky words go no to into	ur ow oi ear Tricky words my by all	words with two or more digraphs	short vowels CCVCC CCVC CCCVCC longer words Tricky words were here little says	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words
Week 4	Week 4	Week 4	Week 4	Week 4	Week 4
ck e u r Tricky word l	sh th ng nk Tricky words she push he of	air er words with double letters dd mm tt bb rr gg pp ff Tricky words are pure sure	longer words words ending in –ing compound words	longer words compound words Tricky words there when what one	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d
Week 5	Week 5	Week 5	Week 5	Week 5	Week 5
h b f l Tricky word the	words with s at end Tricky words we me be	longer words	Longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words out today	Phase 4 words ending in: –s /s/, –s /z/, –es longer words

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Statutory Guidance from the EYFS Framework for Literacy:</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
Development of Spelling	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.
Development of Handwriting	Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations.	Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing.	Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place..	Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through weekly handwriting formation lessons.	Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words.	Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly.

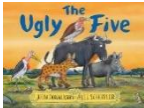
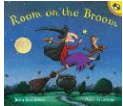
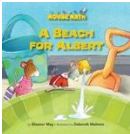
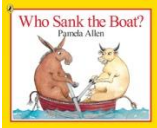

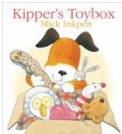



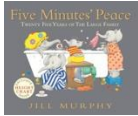
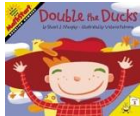
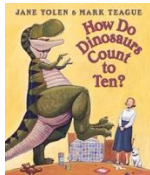
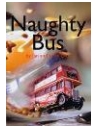


Maths

Autumn Term

Getting to know you	Match, Sort and Compare	Talk about Measures and Patterns	It's me 1, 2, 3	Circles and Triangles	1, 2, 3, 4, 5	Shapes with 4 sides
Weeks 1-2	Weeks 3 - 4	Weeks 5 - 6	Weeks 7 - 8	Week 9	Weeks 10 - 11	Week 12
<p>Build trusting relationships</p> <p>Ensure children have good levels of well-being and involvement to be ready to learn.</p>	<p>-Matching objects</p> <p>-Match pictures and objects</p> <p>-Identify a set</p> <p>-Sort objects to a type</p> <p>-Exploring sorting techniques</p> <p>-Create sorting rules</p> <p>-Compare amounts</p>	<p>-Compare size</p> <p>-Compare mass</p> <p>-Compare capacity</p> <p>-Explore simple patterns</p> <p>-Copy and continue simple patterns</p> <p>-Create simple patterns</p>	<p>-Find 1, 2 and 3</p> <p>-Subitise 1, 2 and 3</p> <p>-Represent 1, 2 and 3</p> <p>-1 more</p> <p>-1 less</p> <p>-Composition of 1, 2 and 3</p>	<p>-Identify and name circles and triangles</p> <p>-Compare circles and triangles</p> <p>-Shapes in the environment</p> <p>-Describe position</p>	<p>-Find 4 and 5</p> <p>-Subitise 4 and 5</p> <p>-Represent 4 and 5</p> <p>-1 more</p> <p>-1 less</p> <p>-Composition of 4 and 5</p> <p>-Composition of 1 - 5</p>	<p>-Identify and name shapes with 4 sides.</p> <p>-Combine shapes with 4 sides</p> <p>-Shapes in the environment</p> <p>-My day and night</p>
<p>Examples of books to support learning</p>	  	  	  	  	  	 

Maths

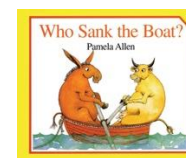
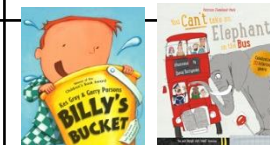
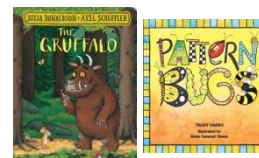
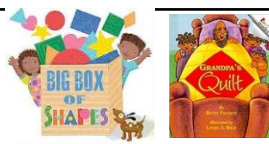
Spring Term

Alive in 5	Mass and Capacity	Growing 6, 7, 8	Length, Height and Time	Building 9 and 10	Explore 3D shape	Spring Theme
Weeks 1-2	Week 3	Weeks 4 - 5	Weeks 6 – 7	Weeks 8 - 10	Weeks 11 - 12	
<ul style="list-style-type: none"> -Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 	<ul style="list-style-type: none"> -Compare mass -Find a balance -Explore capacity -Compare capacity 	<ul style="list-style-type: none"> -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 	<ul style="list-style-type: none"> -Explore Length -Compare Length -Explore Height -Compare Height 	<ul style="list-style-type: none"> -Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 	<ul style="list-style-type: none"> -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment 	<ul style="list-style-type: none"> -Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5
 	 	  	  	 	  	

Maths

Summer Term

To 20 and beyond	How Many Now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections	Consolidation
Weeks 1-2	Week 3	Weeks 4 - 5	Weeks 6 - 7	Weeks 8 - 10	Week 11	Week 12
<ul style="list-style-type: none"> -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) 	<ul style="list-style-type: none"> -Add more -How many did I add? -Take away -How many did I take away? 	<ul style="list-style-type: none"> - Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints 	<ul style="list-style-type: none"> - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) -Checkpoints 	<ul style="list-style-type: none"> - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations 	<ul style="list-style-type: none"> - Deepen understanding - Patterns and relationships - Consolidation 	<ul style="list-style-type: none"> -Consolidation



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. 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>					
Development of Music	<p>Singing simple well know songs and rhymes, introducing new daily rhymes.</p> <p>Describing the sounds I can hear.</p>	<p>Nativity Performance – joining in with the words to sings and using actions.</p> <p>Listening to music.</p>	<p>Exploring musical instruments including body percussions.</p> <p>Playing instruments in time and in a simple composition.</p>	<p>Experimenting with changing my voice with different tempo, pitch and dynamics.</p> <p>Describing instrument sounds.</p>	<p>Singing a range of familiar nursery rhymes and songs – singing sometimes in tune.</p> <p>Talk about how music makes me feel.</p>	<p>Performing songs, rhymes, poems and stories and moving in time with the music.</p> <p>Composing and adapting my own music using my voice and with instruments.</p>
Artist Studies progression	<p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.</p>					
	Jackson Pollock (Collaborative work)	Yayoi Kusama Piet Mondrian, Wassily Kandinsky	Joan Miro	Andy Goldsworthy Eric Carle	Vincent van Gogh	Georgia O’Keeffe, Henri Matisse
Development of Children’s Mark Making and Drawing	<p>Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.</p>	<p>(Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects.</p>	<p>(Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.</p>	<p>(Skill) Continue with the development with observational drawing e.g. linked to Spring.</p>	<p>(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.</p>	<p>(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these.</p>




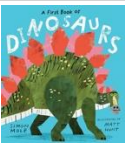





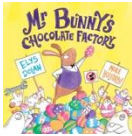


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of use of colour	(Knowledge) Know the names of many colours and uses these in their work.	(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing.	(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating.	(Skill) Exploring the colour work of Andy Goldsworthy – Nature.	(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.	(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.
Development of use of paint	(Skill/Knowledge) Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term.	(Knowledge) Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating.	(Experience) Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand.	(Skill) Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists.	(Experience) Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this.	(Skill) Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time.
Development of use of printing	(Experience/Skill) Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this.	(Skill) Children being introduced to larger printing tools to be used indoors and outdoors.	(Skill) Children exploring printing tools – both natural and man made e.g. leaves and ear buds.	(Skill) Children exploring how patterns can be printed.	(Skill) Children printing using a range of media, independently printing patterns including symmetrical patterns.	(Skill) Children printing pictures using the skills and knowledge learnt throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of use of Textiles and Materials	(Understanding) Children exploring the available materials within their new setting.	(Skill) Children being shown how to use junk modelling materials to build and construct models.	(Knowledge) Exploring different types of materials and what their properties and uses are.	(Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective.	(Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions.	(Skill) Children continuing to learn to weave and exploring weaving.
Development of modelling and 3D work	(Understanding) Children being shown the loose parts in the class and being shown how they can be used.	(Skill) Children being shown how to use simple joins when using different materials to create	(Skill) Children making models and creations for their own pleasure and for events and celebrations.	(Skill/Knowledge) Children exploring how natural resources can be manipulated to make 3d sculptures.	(Skill) Children specifically using certain materials for their own ideas.	(Skill) Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work.
Development of cutting skills	(Skill) Children being shown how to scissors to make snips safely.	(Skill) Children building confidence and skill in using scissors.	(Skill) Children building confidence and skill in using scissors.	(Skill) Children building confidence and skill in using scissors	(Skill) Children using scissors independently and safely.	(Skill) Children using scissors to support them in their creations.
Development of imagination and roleplay	Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting.		Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.		Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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.</p>					
Development of Chronology Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.	Children talk about members of their family and the relationship to them e.g. Mum, Dad.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.	Children visually represent their own day on a simple timeline.	Children talk about and understand changes in their own lifetime and what happens when they get older.	Children recount an event that has happened.	Children can order experiences that have happened to them and in stories they have read.
Development of Enquiry	Children know that you can find out information from different sources	Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons.	Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change.	Children talk about roles people have in society (both in the present and past). Children understand the need for these roles.	Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of the understanding of 'Respect'	Children respect special things in their own lives.	Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter.	Children know that different places are special to different people.	Children can compare and contrast different places. Children show respect to one another and to animals.
Development of Mapping skills	Children can draw a simple map and listen to stories with maps. Children recognise some common signs.	Children use positional language.	Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live.	Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves – Google Maps.	Children can draw information from a simple map and identify landmarks of our local area walk.	Children can create own maps using grid paper and symbols (x marks the spot treasure maps.
Development of Scientific skills and Knowledge	Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world.	Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.	Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them.	Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.	Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.	Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History <i>Past and Present</i>						
Geography <i>People and communities</i>						
Science <i>The natural world</i>						
RE To know you more clearly	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To The Ends of the Earth	Dialogue and Encounter
Computing	Word Processing Photography/Digital Art		Data Handling Presentation, web design and e – book creation		Animation / Sound Video Creation Augmented Reality and Virtual Reality	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art						
	Drawing Self portraits	Printing Festive art	Painting	Sculptures	Painting/printing	Collage Junk collaging
DT						
	Food Making a sandwich	Textiles Making a hat	Structures Paper Lanterns	Food Chocolate tasting	3d models Junk modelling	Mechanisms
Music <i>Using Charanaga</i>	Me!	My stories and Nativity Songs	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay

		Autumn		Spring		Summer	
Understanding the World	History						
	Geography						
	Science						
	Computing	Word Processing Photography/Digital Art		Data Handling Presentation, web design and e – book creation		Animation / Sound Video Creation Augmented Reality and Virtual Reality	
	Art						
Expressive Art and Design	Design Technology						
	Music (Charanga)	Me!	My stories and Nativity Songs	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
PE		Mastering and Developing basic skills	Dance	Gymnastics	Team Games	Ball skills	Team Games Sports Day

Early Learning Goals – for the end of the year

Communication and language	Personal, social, emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and designs
<p>ELG: Listening, Attention and Understanding</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>ELG: Speaking</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>ELG: Self-Regulation</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>ELG: Managing Self</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>ELG: Building Relationships</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>ELG: Gross Motor Skills</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>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</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>ELG: Writing</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>ELG: Number</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>ELG: Numerical Patterns</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>ELG: Past and Present</p> <p>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>ELG: People, Culture and Communities</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>ELG: The Natural World</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>ELG: Creating with Materials</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>ELG: Being Imaginative and Expressive</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>