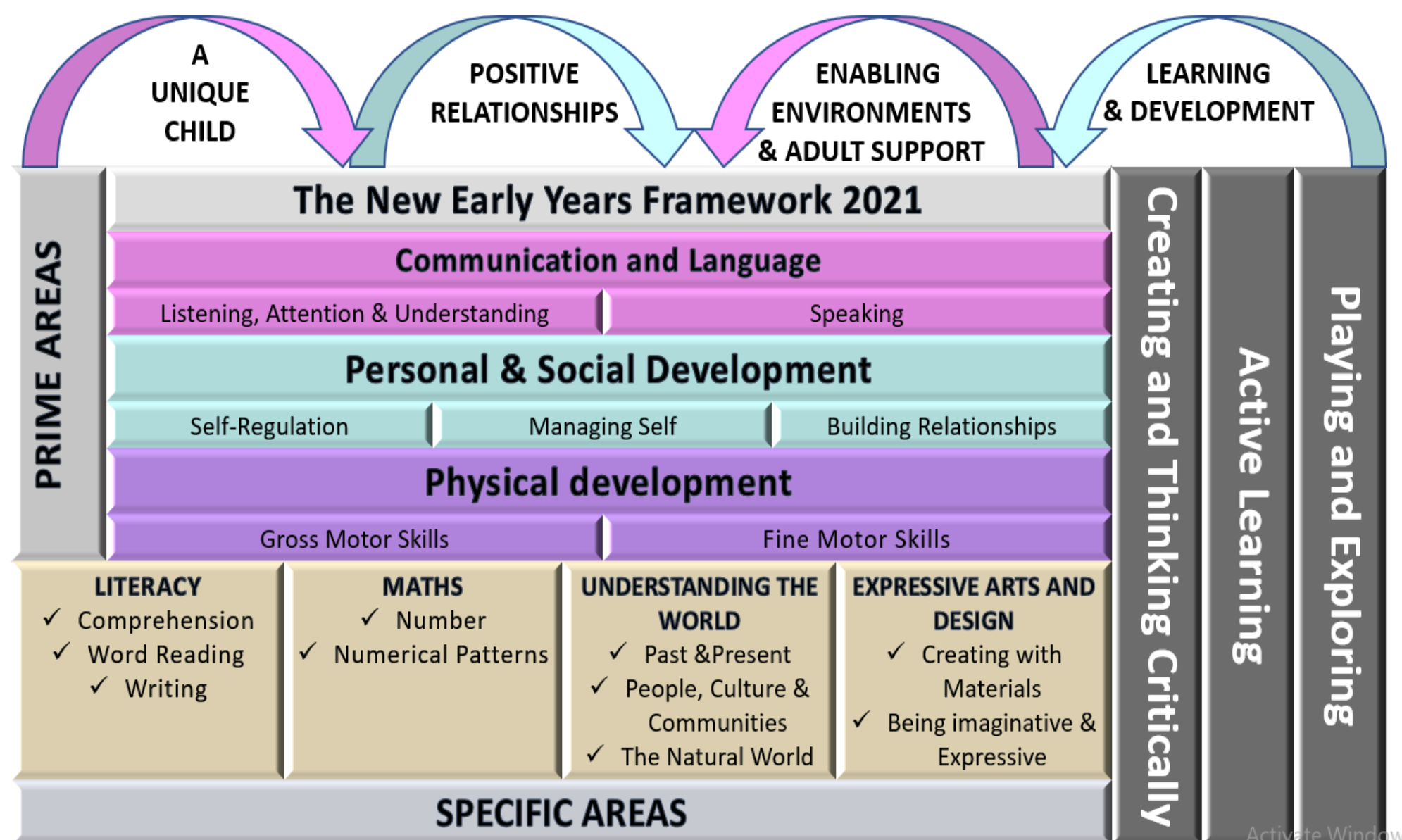


Milwards Reception Curriculum 22-23

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At Milwards, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationship that we develop with parents/Carers throughout this vital year”

“Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests”



Intent

At Milwards Primary School we believe that our Early Years Foundation Stage is crucial to developing firm foundations to be built upon throughout our school journey and beyond. It is our intent that the children who enter our EYFS develop physically, verbally, emotionally, creatively, intellectually, and spiritually whilst embedding a positive attitude to school and learning in order for each child to achieve their best. We set high expectations throughout all areas of school life and beyond. We believe that all children deserve to be valued as an individual and we are passionate in supporting all children to achieve their full, unique potential. Our Nursery and Reception class follow the EYFS curriculum, which has seven main areas of learning:

The Prime Areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- The Specific Areas:-
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

Implementation

We implement these areas of learning by providing a safe, stimulating environment that allows children to discover, be challenged, consolidate, and achieve their very best whilst developing their resilience and independence. There is a combination of adult-led, teacher taught whole class, group, and individual support. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”. We strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. We get to know our families and children well and use their interests and knowledge to support and inspire our children’s knowledge and understanding of themselves, our local community and beyond. Our learning environments, both inside and outside are adapted to meet the different and developing needs of our children. We are passionate advocates for ensuring all of our children are able to share how they feel and work with them to support any worries or concerns they may have as we fully believe...Happy Children Learn.

Within our EYFS Curriculum, children are assessed through accurate observations informing future planning and children’s individual next steps in their learning. This enables us to ensure learning is embedded and consistent and that all children continue to make the best possible progress within our enabling EYFS setting.

Impact

Our curriculum and its delivery ensure that children make good progress. Children in our early years, on average, arrive with lower starting points than national. During their time in our EYFS, children make good progress so that we meet the national expectation for GLD at the end of the year. Pupils also make good progress toward their age-related expectations before transitioning into Year One. We believe our high standards are due to the enriched play-based exploration alongside the rigour of assessment and teaching the children have as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children. The impact of our provision can be seen through the feedback received by our parents. It is a privilege to be part of such an important stage in our children’s development and our dedicated staff work tirelessly to deliver the best possible outcomes for our children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision WELL-BEING & Behaviour for Learning	I Wonder Starting school / my new class / New Beginnings Family Teddy Bears Pete the Cat Autumn Halloween	I wonder Autumn Halloween Bonfire Night Christmas Christmas around the world Stick man Diwali The Christmas story	I wonder how Animals around the world Climates / Hibernation Winter Artic Lost and Found Snow Bears/Penguins Chinese New Year	I wonder How Plants & Flowers Weather / seasons Planting seeds Pancake Day Easter Growing up – Babies – generations Gardening Spring	I wonder why Life cycles Forest School Chicks	I wonder why Under the sea Off on holiday / clothes Send me a postcard! Marine life Mermaids/Pirates Seasides in the past Compare: Now and then! Seaside art
Possible Texts and 'Old favourites'	Going on a bear hunt Wat ever next Everywhere bear Baggy Brown Goldilocks The Colour Monster The Big Book of Families Pete the Cat	Owl babies Pumpkin soup Meg and Mog Winnie the Witch Stick man Gruffalo Father Christmas Little red riding Hood Christmas Story / Nativity Rama and Sita	The smeds and the smoos Emperors' eggs The rainbow bears One snowy night Goodbye autumn, hello winter Lost and Found Penguin Ruby's worry Hansel and Gretel	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Shine Going to the dentist On sudden hill The odd egg Once there were giants Worms Erroll's garden	Oi get off our train Can't put an elephant on a bus The tiny seed The extraordinary gardener Bee Why do we need bees? Chicken Licken The train ride	Sharing a shell Pirates love underpants The singing mermaid Julian is a mermaid If sharks disappeared The proudest blue Ten little pirates The pirates next door What makes me a me? There's a shark in the bath Incredible You
'Wow' moments / Enrichment Weeks	Secret Readers Messy Play Day Dress up as your favourite character Walk around our Local Area Superhero Day	Nursery Rhyme Week/ Dress Up Rainbow Day - dress up as your favourite colour Nativity Performance Christmas Jumper/Dinner Day Elf Pantomime Walk around our Local Area - Church	Penguin Day Class Pet Ice Experiments Valentine's day Internet Safety Day Year R Pizza Express	Barefoot Sensory Walk Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Nature Reserve	Tiger Tea Party Chicks Butterflies National Story Telling day Chicks Butterflies Barley Lands farm	Family Pirate Picnic Flying to the beach, sand & water play Sports day Transition Beach Trip

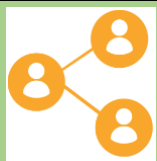
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I Wonder?	I Wonder?	I Wonder How?	I Wonder How?	I Wonder Why?	I Wonder Why?
	<i>Characteristics of Effective Learning</i> <i>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</i> <i>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</i> <i>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</i>					
	<i>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</i> <i>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/Carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</i> <i>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</i> <i>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</i> <i>PLAY: At Milwards School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</i> <i>We will ensure that all children learn and develop well and are always kept healthy and safe.</i>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I Wonder?	I Wonder?	I Wonder How?	I Wonder How?	I Wonder Why?	I Wonder Why?
At Milwards Students take ownership of their learning Inspiring Learning Environments Pupil Voice Restorative practice Core Principles	Character Formation Our virtues of respect, self-discipline, courage, integrity, empathy, and gratitude are tangible throughout curriculum Experienced Based Curriculum Religion & Ethics, PSHE, yoga and meditation	Spiritual Insight Students have profound and stirring experiences of religious education, festivals throughout the year Effective pastoral care The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief Positive Relationships	Educational Excellence Teachers and students are inspired and joyful High quality dialogue Speak sincerely Engage in empathic dialogue Culture of intellectual curiosity and continuous professional development	Educational Excellence Holistic, values based and contextualised curriculum Competitive Progress Children actively involved in creating their own paths of learning Children's passions are evident Committed engagement of parents/Carers as co-educators. The school highly values parental partnerships.	Spiritual Insight Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God Positive Relationships All are committed to their own personal journey of self-discovery	Character Formation Children make conscientious choices Promote the Common Good Children develop moral literacy Religion & Ethics, PSHE, yoga and meditation
	○ We are unique spiritual beings with incredible potential, and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical, and spiritual. ○ We choose how we wish to respond to life and what we nurture within us. ○ We care for and respect all life – human, animal, and plant – and live in a way that causes the least possible harm. ○ We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision. ○ We serve a higher purpose by living a meaningful and satisfying life of contribution. ○ We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I Wonder?	I Wonder?	I Wonder How?	I Wonder How?	I Wonder Why?	I Wonder Why?
Our Values Assemblies / Sharing Circles These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities Tapestry is used to assess additional learning opportunities	Create & Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Insight Phonic Intervention groups	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments Cross trust moderation EYFS Cluster groups	GLD Projections for EOY Cluster moderation Trust moderation EYFS team meetings Phase meeting and internal moderations Requested external moderation	Pupil progress meetings Parents evening info EYFS team meetings Tracker data	Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Tiny Tracker data EOY data
Parental Involvement Tapestry is used to assess additional learning opportunities from home	Staggered Start Home visits / Parents Evening Class Assembly Home / School Agreement Tapestry- proud clouds Phonics/ maths workshop Stay and Play Tapestry challenges Bug Club	Nativity Parental workshop Parents Evening Tapestry challenges Bug Club	Writing workshop Share a story Stay and Read morning Tapestry challenges Bug Club	Parents Evening Tapestry challenges Bug Club	Parents Evening Tapestry challenges Bug Club	Parents Evening Tapestry challenges Bug Club Parents Evening Parent's Picnic Sports Day Exit EYFS Celebration

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Teddy Bears Pete the Cat Autumn Halloween Family	Autumn Man Halloween Bonfire Night Christmas story Christmas/Father Christmas around the world Stick Diwali	Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring	Life cycles – Frog/butterfly/plant/sunflowers Chicks	Summer holidays (past and present) Hot places Rockpools Mermaids Pirates
Trips and Events	Local Area – Local Park/woods visit Library Transition	Pantomime Local Area – Local church visit Library	Pizza Express (Rec) Library	Nature Reserve Library	Old McDonalds Farm Library	Beach Trip – Walton Library
Enrichment Activities	Secret Readers Messy Play Day Dress up as your favourite character Walk around our Local Area Superhero Day Visit from a Vet	Nursery Rhyme Week/ Dress Up Rainbow Day - dress up as your favourite colour Nativity Performance Christmas Jumper/Dinner Day Elf Santa	Penguin Day Class Pet Ice Experiments	Barefoot Sensory Walk Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads World Book Day Easter Bunny	Tiger Tea Party Chicks Butterflies National Storytelling Week	Family Pirate Picnic Flying to the beach, sand & water play Sports day Transition Graduation
Communication and Language  Talk to parents about what language they speak at home, try, and learn a few key words and celebrate multilingualism in your setting. Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language	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, storytelling, 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.					
	Welcome to EYFS Settling in activities Making friends What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me!	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion	Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it!	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it?	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	<u>Time to share!</u> Show and tell Weekend news Discovering Passions

interventions, Greg Botrill and CLPE, EYFS productions, Zones of Regulation, assemblies, and weekly interventions. Daily story time – beginning & end of the session				Sustained focus when listening to a story		
	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow <i>instructions with 2 parts</i> in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary different contexts		Listen carefully to rhymes and songs, paying attention to how they sound.		Use new vocabulary in	
	Use new vocabulary through the day stories to build familiarity and understanding.		Learn rhymes, poems, and songs.		Listen to and talk about	
Personal, Social and Emotional Development Self-regulation	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.					



**Managing Self
Self - Regulation
Link to Behaviour for
Learning**

Can talk about feelings.
Welcome distractions when upset.
Increasingly follow rules.
Know likes and dislikes.
Independently organise belongings in the morning.
Manage personal hygiene.
Build constructive and respectful relationships.

Beginning to express their feelings and consider the perspectives of others.
Begin to take turns and share resources.
Independently choose where they would like to play.
Continue to build constructive and respectful relationships.

Show pride in achievements.
Understand behavioural expectations of the setting.
Can explain right from wrong and try to behave accordingly.
Manage their own needs.
Can identify kindness.
Seek others to share activities and experiences.

Can make choices and communicate what they need.
Begin to show persistence when faced with challenges.
Can keep play going by co-operating, listening, speaking, and explaining.
Can reflect on the work of others and self-evaluate their own work.

Beginning to know that children think and respond in different ways to them.
Can talk about their own abilities positively.
Confident to try new activities
Show resilience and perseverance.

Able to identify and moderate own feelings.
See themselves as a unique and valued individual.
Can seek out a challenge and enjoy the process.
Show sensitivity to others' needs and feelings.

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.

- ✓ Controlling own feelings and behaviours
- ✓ Applying personalised strategies to return to a state of calm
 - ✓ Being able to curb impulsive behaviours
 - ✓ Being able to concentrate on a task
 - ✓ Being able to ignore distractions
 - ✓ Behaving in ways that are pro-social
 - ✓ Planning
 - ✓ Thinking before acting
 - ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.

Physical Development



Real PE Focus

Fine motor

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

Daily opportunities for Fine Motor Activities
Gross motor

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**.

Threading, cutting, weaving, playdough, Fine Motor activities.
Manipulate objects with good fine motor skills
Draw lines and circles using gross motor movements.

Hold pencil/paint brush beyond whole hand grasp

Threading, cutting, weaving, playdough, Fine Motor activities.
Develop muscle tone to put pencil pressure on paper
Use tools to effect changes to materials
Show preference for dominant hand

Engage children in structured activities: guide them in what

Threading, cutting, weaving, playdough, Fine Motor activities.
Begin to form letters correctly
Handle tools, objects, construction and malleable materials with increasing control
Encourage children to draw freely.

Holding Small Items /
Button Clothing /

Threading, cutting, weaving, playdough, Fine Motor activities.
Hold pencil effectively with comfortable grip
Forms recognisable letters most correctly formed

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Threading, cutting, weaving, playdough, Fine Motor activities.
Develop pencil grip and letter formation continually
Use one hand consistently for fine motor tasks
Cut along a straight line with scissors /
Start to cut along a curved line, like a circle / Draw a cross

Threading, cutting, weaving, playdough, Fine Motor activities.
Form letters correctly
Copy a square
Begin to draw diagonal lines, like in a triangle
Start to colour inside the lines of a picture
Start to draw pictures that are recognisable

PERIODICALLY - Yoga Lesson	Pencil Grip	to draw, write or copy. Teach and model correct letter formation.	Cutting with Scissors			Build things with smaller linking blocks, such as Duplo or Lego Drawing Club in place.
	Cooperation games i.e., parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Dance / moving to music Gymnastics. / Balance	Balance- children moving with confidence dance related activities	Obstacle activities children moving over, under, through and around equipment Dance / moving to music	Races / team games involving gross motor movements dance related activities Gymnastics. / Balance
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene following instructions, practise safely, independent work Coordination skill: Footwork Static Balance skill: One leg PE: Outdoors: Multi Skills Indoors - Gymnastics	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance PE: Outdoors: Games – throwing and Catching Indoors - Dance	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. Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner PE: Outdoors: Games- Dribbling and control of a ball Indoors - Gymnastics	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance PE: Outdoors: Ball games Indoors - Dance	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response PE: Outdoors: Team Games Indoors - Dance	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work PE: Outdoors: Athletics Indoors - Gymnastics
	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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on ‘Physical Development’ skills plan.					
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)

Comprehension
- Developing a passion for reading
Children will visit the school library weekly and visit Staple Tye Library every three weeks
Word Reading
Bug club is used to support this
Daily reading takes place
Hfw are sent home weekly

Comprehension: Listen and enjoy sharing a range of books.
Hold a book correctly, handle with care.
Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.
Know that text in English is read top to bottom and left to right.
Know the difference between text and illustrations.
Recognise some familiar words in print, e.g., own name or advertising logos.
Enjoy joining in with rhyme, songs and poems.
Explain in simple terms what is happening in a picture in a familiar story.
Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.
Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.
Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.
Sequence two events from a familiar story, using puppets, pictures from book or role-play.

Comprehension: Use picture clues to help read a simple text.
Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.
Show understanding of some words and phrases in a story that is read aloud to them.
Express a preference for a book, song or rhyme, from a limited selection.
Play is influenced by experience of books (small world, role play).

Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.
With prompting, show understanding of many common words and phrases in a story that is read aloud to them.
Suggest how an unfamiliar story read aloud to them might end.
Give a simple opinion on a book they have read, when prompted.
Recognise repetition of words or phrases in a short passage of text.
Play influenced by experience of books
Innovate a well-known story with support.

Comprehension: Correctly sequence a story or event using pictures and/or captions.
Make simple, plausible suggestions about what will happen next in a book they are reading.
Know the difference between different types of texts (fiction, nonfiction, poetry)
Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.
Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.
Recall the main points in text in the correct sequence, using own words and include new vocabulary.
When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

Literacy

Word Reading: Hear general sound discrimination and be able to orally blend and segment.

Word Reading: Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

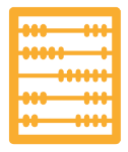
Word Reading: Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read a few common exception words matched to the school's phonic programme.

Word Reading: Read some letter groups that each represent one sound and say sounds for them.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

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Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

Phonics Bug Club	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).	Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, the, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.
Literacy	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions.

Writing Development Drawing Club Helicopter Stories Texts may due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
	Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to					
Mathematics  "Without mathematics, there's nothing you can do."	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Count objects, actions, and sounds.	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers to 10	Explore the composition of numbers beyond 10.	Explore the composition of numbers beyond 10.

Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi White Rose & Mastery of number Ongoing throughout the year	Subitise Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.		Subitise Automatic recall number bonds 0-10 <table><tr><td>Representing 1,2,3</td><td>Representing 4,5</td></tr><tr><td>Comparing 1,2,3</td><td>Comparing 4,5</td></tr><tr><td>Composition of 1,2,3</td><td>Composition of 4,5</td></tr><tr><td>Formation of 1,2,3</td><td>Formation of 4,5</td></tr><tr><td>Circles and triangles</td><td>One more and less</td></tr><tr><td>Positional language</td><td>Shapes with 4 sides.</td></tr><tr><td></td><td>Time</td></tr></table>		Representing 1,2,3	Representing 4,5	Comparing 1,2,3	Comparing 4,5	Composition of 1,2,3	Composition of 4,5	Formation of 1,2,3	Formation of 4,5	Circles and triangles	One more and less	Positional language	Shapes with 4 sides.		Time	Subitise Automatic recall number bonds 0-10 <table><tr><td>Introducing zero</td><td>Number 6, 7, 8</td></tr><tr><td>Comparing numbers to 5</td><td>Making pairs, pairs wise, doubles</td></tr><tr><td>Composition of 5</td><td>Combining 2 groups</td></tr><tr><td>Comparing Mass</td><td>Length, height.</td></tr><tr><td>Comparing Capacity</td><td>Time</td></tr></table>		Introducing zero	Number 6, 7, 8	Comparing numbers to 5	Making pairs, pairs wise, doubles	Composition of 5	Combining 2 groups	Comparing Mass	Length, height.	Comparing Capacity	Time	Subitise Automatic recall number bonds 0-10 Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.		Subitise Automatic recall number bonds 0-10 Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge		Subitise Automatic recall number bonds 0-10 <table><tr><td>Adding more</td><td>Doubling</td></tr><tr><td>Taking away</td><td>Sharing and grouping</td></tr><tr><td>Number bonds</td><td>Even and odd</td></tr><tr><td>Shape – spatial reasoning</td><td>Patterns and relationships</td></tr></table>		Adding more	Doubling	Taking away	Sharing and grouping	Number bonds	Even and odd	Shape – spatial reasoning	Patterns and relationships
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Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers within it, just as numbers can. Understand the ‘one more/one less than’ relationship between consecutive numbers. Compare length, weight, and capacity.			Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes Continue, copy, and create repeating patterns.																																									
Understanding the World RE / Festivals RE in EYFS will prepare children for the multi-disciplinary approach. Pupils begin to explore religion and non-religious worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.	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.																																											
History Chronology: <i>Talk about members of their immediate family and the relationship to them.</i> Name and describe people who are familiar to them.			History Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.			History Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)			History Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories.			History Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.			History Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.																													

Begin to develop a sense of **continuity and change** by being able *to compare and contrast characters from stories throughout the year, including figures from the past.*

Key Question:

What is this religious story about? Why might people tell this story? Why is this sacred book important? What is right? What is wrong? What is 'good'? How do people celebrate? What ceremonies and festivals have you taken part in?

Key words: Religion Special books Special places Special stories Prayer Christmas, Easter, Bible, Church, Jesus Allah, Prophet Muhammad, Qur'an, Mosque Hindu, mandir, divali, Aum Non-religious

RE What is this religious story about? Why might people tell this story? Christianity / Islam / Hindu Dharma Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families in other countries across the world.	RE What ceremonies and festivals have you taken part in? Multi Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)	RE How do people celebrate? Christianity / Islam / Hindu Dharma / Chinese New Year Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	RE What is right? What is wrong? What is 'good'? Multi Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	RE Why is this sacred book important? Christianity / Islam Understand that some places are special to members of their community.	Respect: Animals and know how to care for an animal/pets
Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.	Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica. Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and	Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre	Mapping: Draw information from a simple map and identify landmarks of our local area walk. Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and places on a simple map. Find out about their local area by talking to people, examining	Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

			describe features of different places. Look closely at similarities and differences.		photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.	
	Communication: Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i> Observation: <i>Explore the natural world around them</i> by taking part in forest schools’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design  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 to produce a piece of artwork each half term to be displayed for ‘Celebration wall’ for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to 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>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.</i> <i>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.</i>					
	Portrait skills – drawing themselves Artist study – Jackson Pollock (collaborative work) Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers Develop storylines in their pretend play.	Portrait skills – drawing themselves Art: Christmas cards and calendars Charanga Songs: I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody.	Portrait skills – drawing themselves Artist Study – Yuken Teruya Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Portrait skills – drawing themselves Artist Study – Acrimboldo Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey Create collaboratively sharing ideas, resources, and skills.	Portrait skills – drawing themselves Artist Study – Georgia O’Keefe Charanga Songs: Big Bear Funk Listen attentively, move to, and talk about music, expressing their feelings and responses.	Portrait skills – drawing themselves Artist Study – Yayoi Kusama, Piet Mondrian, Kandinsky, Rashid Johnson, Bridget Riley – Shape - focus Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Watch and talk about dance and performance art, expressing their feelings and responses.
	<i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i> Singing – well known nursery rhymes, familiar songs and chants.					

Early Learning Goals – for the end of the EYFS - Holistic / best fit Judgement!						
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills 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.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number. 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. ELG: Numerical Patterns 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. 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.

	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.				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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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