



## St Bartholomew's Primary EYFS Curriculum Overview

### **Intent**

At St Bartholomew's Primary School, we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our EYFS curriculum is designed to lay strong foundations so that the children develop the characteristics of an effective learner as well as having the knowledge and skills to be ready for the key stage 1 curriculum. We provide pupils with a safe and stimulating environment that will allow them to thrive. Our EYFS staff support, listen and respond to the children during every stage of their development and share the vision that each child is unique and are supported to achieve their full potential. We aim to develop curiosity and nurture children into becoming independent and resilient learners.

### **Implementation**

At St Bartholomew's CE Primary School, our EYFS team work together to create an environment that is stimulating, exciting and safe for the children. The continuous provision in the classroom and the outdoor learning environment are engaging and challenging, allowing children to have a high quality education. Practitioners work alongside the children in the provision to support and develop skills across all 7 areas of learning. Activities are well planned to ensure progression in each area, suited to the needs and abilities of the children in our school. The EYFS children take part in independent learning as well as collaborative learning with their peers and teachers. The children and their achievements are observed, in order to inform planning and support children with the next steps in their learning journey. We have high expectations of behaviour, which allows all children to feel safe, valued and cared for.

### **Impact**

At St Bartholomew's CE Primary School, we support all children to develop, consolidate and deepen their knowledge, understanding and skills across the 7 areas of learning within the EYFS Curriculum. We help children to achieve a Good Level of Development at the end of the Reception Year. We also strive to develop happy, kind and confident children who are ready to move onto the next stage in their education and become lifelong learners.



The EYFS Curriculum Plan is covered through many different areas. This overview brings together all of those aspects.

- The Routine Plan sets out what happens as part of the daily routine of the classroom and the main learning intentions for each of those activities.
- The Continuous Provision plan sets out the indoor and outdoor resources that are permanently available for the children to use during their choosing time. The CP plan also highlights possible learning opportunities for these resources and Key Concept Vocabulary that can be explored with those resources.
- The Enhanced Provision plan shows new resources that are added to the Continuous Provision each term, or based on children's interests, to further extend the children's learning. The EP plan also highlights possible learning opportunities for these resources and Key Concept Vocabulary that can be explored with those resources.
- The Topic Enhanced Provision plan shows the resources that are added to link to new topics and their main learning focus.

## **Routine Plan**

### **First Thing**

- Children start to come into the classroom from 8.35am. Children take out their reading books and phonics packs and put into the box. Book Bags go into their tray and drinks bottles go into the water bottle tray (**independence in sorting book bag/bottle/book**)
- Children vote for their favourite book/song/poem (for the end of morning reading) from 2 options by placing a disc on the book/song/poem pole that they prefer (**making own choices, number sense, democracy**)
- Children are asked to sit on the carpet and say good morning to each other (**sitting comfortably and smartly, allowing space for others**)
- Star of the day counts the number of children that have voted for each book (**counting, number recognition, developing friendships**)
- Reception children choose in provision until around 9.30am, when we then sit on the carpet ready for Phonics (**independence in choosing an activity, understanding the importance of taking care of things**)



## **Fruit Time**

- All children wash their hands and go to the toilet if they need to (**we should wash our hands before we eat/after using the toilet**)
- Children then all sit at tables (**sitting comfortably and smartly, allowing space for others**)
- Show the children today's food while it is still whole (**recognising fruits and vegetables**)
- Adult then prepares food (if required) while children serve themselves milk or water- children can have own drinks bottle if they wish (**importance of staying hydrated**)
- Plates are given out to children (if needed) (**handling of utensils**)
- Fruit basket is placed in the middle of the table, adults encourage the children to try new things (**fruits and vegetables are an important part of a healthy diet**)

## **Lunch Time**

- After tidying up, all children sit down on the floor (**everyone should help to tidy up, sitting smartly and comfortably**)
- Share the book/song/poem that the children voted as the winner during registration (**enjoying stories/poems/non-fiction, asking questions, sharing ideas**)
- Children quietly go out to the toilets to wash their hands (**we should always wash our hands before eating and after using the toilet**)
- Children then collect their bottles if they have one (**independence of organising their own resources**)
- All children line up (**line up facing the way you will be walking, not leaning on the walls, talk quietly to people close to you**)
- If time, say a nursery rhyme together (**joining in with a rhyme**)
- Say the prayer together (For what we are about to receive, may the Lord make us truly thankful, Amen) (**thanking God for our food**)
- Walk to the hall (**walking sensibly and quietly down the corridor**)
- Children are encouraged to carry their own lunch to the table but are supported as needed (**independence, balancing skills**)
- Children then collect their cutlery/plates (**independence, fine motor control**)
- Children are encouraged to use their knife and fork by the lunchtime staff and supported to do so, if needed (**independently using cutlery**)
- After eating, the children take their plate, cup and cutlery away (**independence when tidying**)
- When told to go by the adults, the children get their coats/hats/gloves etc (as needed) and then line up at the door/gate (**waiting, listening to instructions**)
- At the end of playtime, when the whistle goes, the children walk straight into class (**walking quietly**)



- Children are encouraged to go the toilet and get a drink before sitting down on the carpet

### **End of the Day**

- Each adult chooses a secret object - the child that tidies away that item gets a sticker (**everyone should help to tidy up**)
- After tidying up, all children come to sit down (**sitting smartly and comfortably**)
- Children to put book bags out on the tables with all belongings on top
- Children collect their other items from the cloakroom and then find their book bag (**remembering what they need, independence, name recognition**)
- Any letters are given out.
- 'Star in a jar' is done and the reward is given out if necessary (**rewarding consistently good behaviour**)
- Children put all of their own things into their book bag (**independence, organisation**)
- Depending on the weather, coats go on and are done up (**putting coats on, doing up zips**)
- Children lead out to the gate and wait for their name to be called in order to be released to their parents (**staying safe, listening carefully**)
- On Fridays, the 'end of the day routine' is carried out before going to 'Celebration' assembly.

### **Parental involvement**

We recognise that parents are children's first and most enduring educators and we value the contribution they make and their future role, in educating the children. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- an effective and comprehensive transition period to support children and their families
- ensuring all parents know that their child's teacher and teaching assistant are their key workers
- parent workshops to help parents understand how they can support their child's learning
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents home learning activities, school events, productions/assemblies, school visits
- the use of Tapestry as an online journal to share children's learning and achievements with parents
- providing parents an opportunity to celebrate their child's learning and development by adding to Tapestry
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress together, a welcome meeting in Summer/September to introduce expectation for the year. Parents receive a report on their child's attainment and progress each school year.
- providing each child with a reading diary that goes home with them every day with comments on progress and next steps and parents are encouraged to make positive comments on their child's reading at home



## Snack schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Weekend News</p> <p>Children have a chance to share their news from the weekend</p> <p>(Recalling events, speaking audibly, listening to others)</p>	<p>Tropical Tuesday</p> <p>Unusual fruit/vegetable option- show it whole first, everyone looks, feels, smells etc. Then adult prepares for children to try. Talk about where the fruit is from and locate on the globe/map, how would the fruit/vegetable have got here?</p> <p>(Exploring with the senses, places around the world, trying new things, healthy eating)</p>	<p>Story Time</p> <p>Read one of the books from the terms key texts</p> <p>(Enjoying stories, asking questions, sharing ideas)</p>	<p>Snack Shop</p> <p>Children to buy their snack from the snack shop - picture counters, numbered counters, count an amount, coins etc as we move through year</p> <p>(Number recognition, accurate counting, coin recognition)</p>	<p>Fabulous Friday</p> <p>Sing songs and nursery rhymes</p> <p>(Enjoying songs, sharing ideas)</p>

## Reading for pleasure schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Picture/reading for pleasure books</b></p> <p>Children vote from:</p> <p>2 books chosen from the class/main library</p>	<p><b>Poetry</b></p> <p>Children vote from:</p> <p>2 poem books, poetry video, poetry song or a photograph of a particular poet that we can watch perform their own poem</p>	<p><b>Picture/reading for pleasure books</b></p> <p>Children vote from:</p> <p>2 books chosen from the class/main library</p>	<p><b>Poetry</b></p> <p>Children vote from:</p> <p>2 poem books, poetry video, poetry song or a photograph of a particular poet that we can watch perform their own poem</p>	<p><b>Traditional Tales/Story Telling</b></p> <p>Children vote from:</p> <p>2 traditional tales</p>



<b><u>Continuous Provision (Outdoor)</u></b>	<b>Loose Parts/Climbing</b>	<b>Role-Play House (when needed)</b>	<b>Mud Kitchen</b>	<b>Stage</b>	<b>Seating Area</b>
Resources	Wooden planks Wooden poles Small and large tyres Replica tools Hard hats Crates Pipes Climbing crates Fabric Den-making poles, connectors and pegs	Sofa and chair Kitchen area Plates, bowls, mugs, cutlery, utensils Tinned foods Dolls Pushchair and carrier Dolls clothes Role-play capes Superhero outfits Princess dresses	Soil container Flower beds Worktop and cupboards Pans, trays, tins Bowls, mugs Cutlery, utensils Jugs Aprons Access to water butt Water jugs Potion pots	Instrument wall Dancing ribbons Dressing up outfits Wireless speaker	Bench
Key Learning Outcomes	Climbing and balancing, turn taking, discussing and developing ideas, safe movement of items, landing safely, creativity, role-play, storytelling using props,	Familiar role-play, dressing self, imaginative role-play, quiet time,	Dexterity- pulling/cutting flowers and leaves, stirring, pouring, creativity, writing recipes, capacity vocabulary,	Physical skills- turning, bending, jumping, dancing, enjoying music, moving to music, singing, playing instruments,	Quiet time,
Key Concept Vocabulary	Above, behind, below, between, big, bigger, biggest, corner, first, front, in, large, little, long, longer, longest, narrow, near, next to, short, small, tall, taller, tallest, through, top, under, wide,	Above, after, all, before, behind, below, first, in, more, through, top, under,	A bit, all, bendy, dry, empty, first, full, half, in, little, lots, more, most, rough, same, small, smooth, soft, straight, thick, thin, wet,	Backwards, behind, below, between, corner, different, fast, forwards, front, loud, near, next to, noisy, quiet, slow, smooth, through, under,	Next to, quiet,
	<b>Water Play</b>	<b>Sand Pit</b>	<b>Physical Play</b>	<b>Ride-Ons</b>	<b>Other</b>
Resources	Water trays Pipes Watering cans Sponges Number/letters	Shells Stones Sticks Buckets Spades, rakes, scoops	Large and small balls Bat and ball sets Hoops Skipping ropes Bats, rackets	Scooter Balance bikes Tricycle Road signs Zebra crossing	Large balance scales



	Nets Syringes Buckets Mops/ Large Brushes Paint brushes	Moulds Sand wheels	Bean bag Quoits Cones Bowling sets	Traffic light controls	
Key Learning Outcomes	Physical skills- pumping, carrying, pouring, squeezing, creativity,	Scientific changes- wet/dry sand, imagination, physical skills- digging, raking, weight/mass vocabulary, capacity vocabulary,	Hand eye co-ordination, perseverance, resilience, counting, physical skills- running, jumping, throwing, catching, skipping,	Physical skills- pedalling (hand and feet), pumping, scooting, role-play, road safety, turn taking, helping friends,	Weight/mass vocabulary,
Key Concept Vocabulary	A bit, above, bendy, dry, empty, full, half, large, less, lots, more, out, through, wet,	A bit, dry, empty, enough, full, half, heavier, heavy, in, less, light (not heavy), lots, more, quick, same, through, under, wet,	All, backwards, big, bigger, biggest, fast, first forwards, in, large, last, little, long, longer, longest, more, most, near, next, over, quick, second, slow, small, soft, through, under,	After, around, backwards, behind, empty, enough, fast, first, forwards, front, full, heavy, last, later, narrow, next, quick, second, slow, through, wide,	heavier, heaviest, light (not heavy),
<b><u>Continuous Provision (Indoor)</u></b>	<b>Creative Area</b>	<b>Construction</b>	<b>Small World/Loose Parts</b>	<b>Puppets</b>	<b>Book Area</b>
Resources	Large and small paper/card (different colours), Notebooks/post-it notes, Felt-tip pens, Colouring pencils, Scissors, Sellotape/masking tape, Pritt-stick glue, Playdough, Rolling pins, cutters, stamps, Stickers, Stampers, Sequins, Paper shapes, Foam	Wooden bricks Lego and characters Duplo K'Nex Marble Run Car mat and vehicles	Car mat and vehicles Wooden bricks Wooden people Dolls house resources Trees/fences Wood slices Buildings Cones Stones	Dinosaurs Mammals Pet puppets Story characters	Picture books Non-fiction books Poetry books Cushions Blanket Puppets Soft Toys Front facing shelves Atlases



	shapes, Cardboard wheels, Matchsticks, Highlighter pens, Paper rolls, Rulers, Glitter glue, Chalks, Pencil sharpeners, Hole punch, Clipboards, Pipe cleaners, Paint, Paintbrushes, aprons, paper clips, treasury tags,		Animals/Dinosaurs		Dictionaries Lamps and cosy resources
Key Learning Outcomes	Fine motor skills (pincer action, pencil grip and control, wrist and finger strength), scissor skills, emergent writing, letter formation, name writing, creativity, shape names, turn taking, colour recognition, colour mixing,	fine motor skills (pincer action, balancing), turn taking, following instructions, creativity, trying out ideas, planning, changing plans,	turn taking, creativity, trying out ideas, planning, changing plans, storytelling, story making,	Comfort, storytelling, story making,	Reading for pleasure, listening to stories, storytelling, story making, quiet time, comfort, alone time,
Key Concept Vocabulary	Around, before, big, bottom, corner, little, long, more, next, shiny, short, small, top, under,	Above, after, before, behind, below, bendy, between, both, corner, different, enough, first, front, in, lots, more, near, over, same, short, side, small, tall, top, under,	Around, back, backwards, behind, corner, fast, first, forwards, front, last, long, near, next, quick, short, slow, straight, through, under,	Behind, in, noisy, rough, smooth,	After, all, big, corner, empty, enough, noisy, quiet, under,
		<b>Maths Area</b>	<b>Technology</b>	<b>Orchard Toys Games</b>	<b>Investigation</b>
Resources		Numicon, tens and ones, compare bears, counters, threading, money, pegs, games, Sand Timers, Digital Timers, cubes, hundred square, number fans, number lines, ten frame,	Wireless speaker IWB screen Metal detectors I-pads Drawing pads Beebots Microphone Karaoke machine	Various games in the Maths areas	Magnifying glasses Bug finders Tweezers Magnetic games





	whole/part model, number bead strings,			
Key Learning Outcomes	Counting, number recognition, subitising, concept of time, turn taking,	Enjoyment of music, dancing, singing, using instruments, following instructions, enjoying stories, exploring the world,	Turn taking, subitising and counting (dice), winning and losing, following instructions, memory,	Fine motor skills, exploration,
Key Concept Vocabulary	All, big, bottom, different, empty, enough, few, first, front, full heavy, in, less, lots, more, same, top, under,	First, near, next, next to, noisy, quiet,	After, backwards, before, forwards, last, next, second,	Big, little, quick, slow, small,

### Enhanced Provision (indoor)

	Creative Area	Construction	Small World	Physical	Seasonal
Resources  (To be added as required to further engage children in those areas of provision)	Hama beads, fancy scissors, beads, elastic, string, dolly pegs, skewers, big lolly sticks, shape sequins, foil cases, cotton wool, wax crayons, animal pattern rocker stamps, alphabet paint stampers, foam rollers/paint tools, foam stampers- shapes & alphabet, sponges, air dry clay, water brushes, clingfilm, tin-foil, cake cases,	Stickle bricks, Duplo, mega blocks,	Pull back and go cars, dinosaur stencils,	Threading beads and laces, threading shapes, cotton reels,	Easter crafts, pancake day race frying pans,



## Investigation Area/Tuff Tray

	Autumn	Winter	Spring	Summer
Themes & Ideas	<p><b>Leaves-</b> sweeping, leaf pictures, pressed leaves, leaf prints (paint or playdough), leaf suncatchers, leaf mask painting, colour sorting,</p> <p><b>Apples-</b> apple picking, cooking- stewed apples/crumble, seed sorting, seed planting, apple scented dough, apple printing, fizzy apple art,</p> <p><b>Spiders-</b> web collecting, stick/weaving web, playdough spiders, spider web slime,</p> <p><b>Pumpkins-</b> seed planting, cooking- muffins, carving/decorating, orange pom-pom/tweezer challenge,</p> <p><b>Fire-</b> marshmallow toasting, firefighters, shaving foam pictures, cooking- parkin, spinning top firework paintings,</p>	<p><b>Stars-</b> willow weaving star, splatter paint pictures, tweezer star collecting challenge, star sticker pictures, tube telescope, shooting star pastel art,</p> <p><b>Decorations-</b> wreaths, snow lantern, lolly stick snowflakes, pipe cleaner and bead candy canes, reindeer food,</p> <p><b>Trees-</b> bark art, evergreen/deciduous, pipe cleaner bead/button threaded trees, bark/leaf rubbings, green man tree faces,</p> <p><b>Robins-</b> bird watching, make nests, bird feeders, find worms in the soil (tweezers as birds),</p> <p><b>Ice-</b> make ice lollies, ice/frozen art, small world animals in ice, icebergs, ice painting, igloo building, iced tea,</p>	<p><b>Worms-</b> spaghetti, wormery, playdough/clay worms, sock puppet worms, measuring worms,</p> <p><b>Rain-</b> rain/puddle art, umbrellas, rain sticks, evaporation, shaving cream clouds, boot/shoe prints,</p> <p><b>Rocks-</b> rock balancing, rock painting, cooking- rock cakes/rocky road, rock shape matching,</p> <p><b>Beans-</b> plant beans- castle, seed sorting, seed art, open different pods to find the beans,</p> <p><b>Flowers-</b> flower petal playdough, flower colour change, pressed flowers, petal perfume, petal paint, observational drawing, leaf,</p> <p><b>Life-Cycles</b> – butterfly, caterpillar, seed, plant, bean, grow, soil, cocoon, egg,</p>	<p><b>Sun &amp; Shadows-</b> changing shadows, shadow puppets, stained glass suncatcher, light paper, solar oven, melting, sundial, torches,</p> <p><b>Grasses-</b> grass heads,</p> <p><b>Fossils-</b> plaster casting, clay fossils, rock breaking, pasta skeletons, dinosaur dig, bread and items sedimentary rock experiment,</p> <p><b>The Beach-</b> shells, sand paint, kinetic sand, soapy sea foam, sand dough, ocean layers bottle, floating and sinking boats,</p>
Key Learning Outcomes	<p>Cooking skills (mixing, cutting, measuring), fine motor skills (pincer grip, manipulation, finger/wrist strength), plant growing, colour mixing, experimenting, gross motor skills (sweeping), local nature spotting, keeping safe,</p>	<p>Fine motor skills (pincer grip, finger strength, threading), local nature spotting, scientific changes- freezing/melting,</p>	<p>Fine motor skills (pincer grip, finger and wrist strength, pencil control), longer/shorter language, problem solving, exploring weather, scientific changes- evaporation, cooking skills (mixing, cutting, measuring), shape manipulation, seed growing, local nature spotting, exploring senses, drawing skills,</p>	<p>Scientific changes- shadows, melting, scientific concepts- floating and sinking, fine motor skills (scissors), seed growing, ocean creatures,</p>
Key Concept Vocabulary	<p>dry, empty, fast, full, slow, wet,</p>	<p>bottom, far, large, less, more, near, small, top,</p>	<p>dry, long, short, tall, wet, grow,</p>	<p>bottom, day, dry, long, night, short, top, wet,</p>



## Characteristic of Effective Learning

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
COEL  Playing & Exploring	<p>I know that my actions have an effect on the world, so I want to keep repeating them.</p> <p>I can plan and think ahead about how I will explore or play with objects.</p> <p>I can guide my own thinking and actions by referring to visual aids or by talking to myself while playing.</p> <p>I can make independent choices.</p> <p>I can bring my own interests and fascinations into school.</p> <p>I respond to new experiences.</p>					
COEL  Active Learning	<p>I can participate in routines.</p> <p>I can begin to predict sequences because I know routines.</p> <p>I can set myself a goal and try to work towards it.</p> <p>I can begin to correct my mistakes myself.</p> <p>I keep on trying when things are difficult.</p>					
COEL  Creating & Thinking Critically	<p>I take part in simple pretend play.</p> <p>I can review my progress as I try to achieve a goal.</p> <p>I can solve real problems.</p> <p>I can use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>I know more, so feel confident about coming up with my own ideas.</p> <p>I make more links between those ideas.</p> <p>I can concentrate on achieving something that's important to me.</p> <p>I am increasingly able to control my attention and ignore distractions.</p>					



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
Area	History	RE	Art	Science	Science	Geography
<b>Key Texts</b>  Texts may change due to children interest  Blue texts – The Reader Teacher List  Green texts – Pie Corbett List  Red texts – Additional books	The Colour Monster Dogger We are family You choose Feelings Only one you  Additional My family, Your family The Family Book Stick Man Here we are Funny Bones The Big Book of Families Pete the Cat Mommy, Mama and me Red Rockets & Rainbow jelly The same but different Stanleys Stick All Kinds of People	Pumpkin soup The Scarecrows wedding Stick man Binny's Diwali Bonfire Night Christmas bible story/Nativity  Additional Remembrance Day Rama and Sita Dipal's Diwali	Little Red Riding Hood Rosie's walk Sssssshhhh Owl Babies The Gruffalo Goldilocks and the three bears  Additional Three Little Pigs The Princess and the Pea	Farmer duck Handa's surprise Oliver's Vegetables Jasper's Beanstalk Jack and the beanstalk Things with wings  Additional The Tiny Seed The Very Hungry Caterpillar Tree, Seasons come and seasons go A stroll through the seasons Christopher's Caterpillars One little see Pip and the egg	The tiger who came to tea We're going on a bear hunt Superworm Arrrrghhhh spider Hungry Caterpillar Saturday night at the dinosaur stomp  Additional Elmer The Ugly five	Lighthouse Keeper's Lunch Rainbow Fish Commotion in the ocean The snail and the whale The odd fish Tiddler  Additional If sharks disappeared Under the Sea Non –Fiction One Plastic Bag Somebody swallowed Stanley Bloom
Focus texts and Drawing club books	Week 1 The Family Book Week 2 The Colour Monster Week 3 You choose Week 4 Dogger Week 5 Only one you Week 6 Stick Man	Week 1 Binny's Diwali Week 2 The Scarecrows wedding Week 3 Bonfire Night Week 4 Pumpkin soup Week 5 Remembrance Day Week 6 Christmas bible story/Nativity	Week 1 Goldilocks and the three bears Week 2 Little Red Riding Hood Week 3 Owl Babies Week 4 Sssssshhhh Week 5 The Gruffalo Week 6 Rosie's walk	Week 1 Jack and the beanstalk Week 2 Oliver's Vegetables Week 3 The Very Hungry Caterpillar Week 4 The Tiny Seed Week 5 Christopher's Caterpillars Week 6 Farmer duck	Week 1 The tiger who came to tea Week 2 We're going on a bear hunt Week 3 Arrrrghhhh spider Week 4 Saturday night at the dinosaur stomp Week 5 Superworm	Week 1 Lighthouse Keeper's Lunch Week 2 The odd fish Week 3 Commotion in the ocean Week 4 Rainbow Fish Week 5 Tiddler Week 6 The snail and the whale

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b>Communication and Language</b>  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, show and tell, role-play areas, sharing weekend news, EYFS productions, assemblies and weekly interventions.  Daily story time	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.					
	<ul style="list-style-type: none"> <li>- Welcome to EYFS</li> <li>- Settling in activities.</li> <li>- Making friends.</li> <li>- Children talking about experiences that are familiar to them.</li> <li>- Rhyming</li> <li>- Familiar Print</li> <li>- Sharing facts –All about me!</li> <li>- Mood Monsters and zones of regulation</li> <li>- Model talk routines through the day.</li> <li>- Learn rhymes and songs</li> <li>- Getting to know each other and their families and understanding/respecting family make ups</li> <li>- Family photos in the home corner to support discussion and respect</li> <li>- Understand how to listen carefully and why listening is important</li> <li>- Engage in story times</li> <li>- Understand how and when to move between areas of the classroom / school</li> <li>- Initiate play and conversations</li> <li>- Explore similarities and differences between myself and others</li> </ul>	<ul style="list-style-type: none"> <li>- Develop vocabulary</li> <li>- Engage in story times</li> <li>- Tell me a story and retelling stories</li> <li>- Story language</li> <li>- Listening and responding to stories</li> <li>- Following instructions</li> <li>- Taking part in discussion</li> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Use new vocabulary through the day.</li> <li>- Performing in a Nativity</li> <li>- Learn rhymes and songs</li> <li>- Ask questions to find out more and to check they understand what has been said to them</li> <li>- Develop social phrases</li> <li>- Answer simple questions about a story (retrieval)</li> <li>- Understand how to listen carefully and why listening is important.</li> </ul>	<ul style="list-style-type: none"> <li>- Using language well</li> <li>- Ask's how and why questions...</li> <li>- Retell a story with story language</li> <li>- Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Discuss events and characters in a story</li> <li>- Engage in non-fiction texts</li> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- Learn rhymes, poems and songs</li> <li>- Birdwatch event</li> <li>- Dental month – dentist visit</li> <li>- Articulate their ideas and thoughts in well-formed sentences</li> <li>- Connect one idea or action to another using a range of connectives</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Describe events in detail – time connectives</li> <li>- Sustained focus when listening to a story using new vocabulary</li> <li>- Engage in non-fiction texts</li> <li>- Learn rhymes, poems and songs</li> <li>- Use talk to help work out problems and organise thinking and activities</li> <li>- Explain how things work and why</li> <li>- Answer more detailed questions about a book</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Offer explanations for what happened using recently introduced</li> <li>- Learn rhymes, poems and songs</li> <li>- Listen to and talk about stories to build familiarity and understanding</li> <li>- Engage in non-fiction texts</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<ul style="list-style-type: none"> <li>- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</li> <li>- Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</li> <li>- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> <li>- Use new vocabulary in different contexts</li> <li>- Engage in non-fiction texts</li> <li>- Read speedily in preparation for even more fluent reading in Year 1</li> </ul>



					<b>ELG: Speaking</b> 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.	
Role play ideas – Outdoor role play area	Firestation Police station	‘Let’s Celebrate’ ie parties, anniversaries, Christmas, Diwali	Three Bears Cottage	Garden Centre Grow our own plants/ veg to sell in the shop. Link to the garden area.	Jungle/explorers den	Beach Hut and cafe



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b>Personal, Social, Emotional Development</b>	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.					
Self -Regulation	<ul style="list-style-type: none"> <li>- See themselves as a valuable individual and know what is special about me</li> <li>- Begin to build relationships</li> <li>- Express their feelings and consider the feelings of others</li> <li>- Express their own feelings using basic vocabulary and colours</li> <li>- Begin to initiate conversations and play</li> <li>- Respecting adults and other children</li> <li>- Handwashing</li> <li>- Class rules: Behavioural expectations and systems in the class/boundaries set, class charter</li> <li>- Understand rules, why we have rules and why they need to be followed</li> <li>- Introduce star in a jar, star of the day, pom pom rewards</li> <li>- What makes me special/unique/marvellous?</li> <li>- Birthdays</li> <li>- The importance of healthy eating</li> <li>- Oral Health – link to people who help us and dentists</li> <li>- Safety week – people who help me. Staying safe. Who to ask for help if I need it.</li> </ul>	<ul style="list-style-type: none"> <li>- Snuffle station</li> <li>- The importance of healthy eating</li> <li>- Show an interest in the lives of others and recognise feelings</li> <li>- Celebrating difference</li> <li>- I know what it means to be respectful and to be treated with respect</li> <li>- Perseverance</li> <li>- Independence</li> <li>- Remembrance Day</li> <li>- Celebrating cultural difference through celebrations</li> <li>- Anti Bullying week /</li> <li>- Online bullying</li> <li>- Children in Need</li> <li>- Understand staying warm and safe</li> <li>- Show and understand the rules of the setting</li> <li>- Initiate conversations and play</li> <li>- Continue to build relationships</li> <li>- Name and understand emotions</li> </ul>	<ul style="list-style-type: none"> <li>- Identify their own feelings socially and emotionally</li> <li>- See themselves as a valuable individual</li> <li>- Express their feelings and consider the feelings of others</li> <li>- Know things that are important to me</li> <li>- Understand others have differing views</li> <li>- Show an interest in the lives of others</li> <li>- Initiate conversations and play</li> <li>- Continue to build relationships</li> <li>- Follow rules successfully</li> <li>- Birdwatch event</li> <li>- Dental month – dentist visit</li> </ul>	<ul style="list-style-type: none"> <li>- Identify their own feelings socially and emotionally</li> <li>- Work towards their own simple goals</li> <li>- Form turn-taking and compromise behaviours</li> <li>- Consistently follow school/class rules</li> <li>- Know names for external parts of the body</li> <li>- Know how boys and girls bodies are different</li> <li>- Looking after my body and keeping it clean</li> <li>- To know my trusted family members and other trusted people</li> </ul>	<ul style="list-style-type: none"> <li>- Show resilience and perseverance in the face of challenge</li> <li>- Identify their own feelings socially and emotionally</li> <li>- Work towards their own simple goals</li> <li>- Form turn-taking and compromise behaviours</li> <li>- Know who my trusted adults are and who to ask for help</li> <li>- Know what to do if I get lost</li> <li>- Understand road safety skills</li> <li>- Safe and unsafe touch</li> <li>- Secrets</li> <li>- Understand what medicines are and when we use them</li> </ul> <p><b>ELG: Self-Regulation</b> 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.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show</p>	<ul style="list-style-type: none"> <li>- Respect the perspectives of others/needs of others</li> <li>- Understand others have different lifestyles that might be different to ours</li> <li>- Summer safety – sun, rivers, water, beach</li> <li>- Transition into Year 1</li> <li>- Transition sessions in the next class – meeting new friends in Year 1</li> <li>- Foods that they like and dislike and know why we need different foods in our body</li> <li>- Know what exercise is and why it is good for us</li> <li>- To know why we need sleep and how we can live a healthy life</li> <li>- Understand what makes a healthy lifestyle</li> </ul>
Managing Self						
Building relationship						
Link to Behaviour for Learning						



					<p>independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	
PSHE Units	<p>Myself and my relationships – Beginning and Belonging</p> <p>Lesson 1: To understand what is special about me and other people in my class</p> <p>Lesson 2: To understand what I have learnt to do and recognise what I would like to do next.</p> <p>Lesson 3: To know who and how to ask for help if they need it.</p> <p>Lesson 4: To understand ways of respecting the needs of other children in the class.</p> <p>Lesson 5: To begin to understand how to play and work alongside others at school</p> <p>Lesson 6: To know how to show I am listening to an adult.</p> <p>Lesson 7: To be able to follow simple instructions</p>	<p>Myself and my relationships – My Emotions</p> <p>Lesson 1: To recognise and identify feelings in themselves and others.</p> <p>Lesson 2: To recognise what might cause different feelings in themselves and others.</p> <p>Lesson 3: To recognise how they might feel, and how others might feel, if something changes or if they lose something.</p> <p>Lesson 4: To recognise simple ways of helping themselves feel better.</p> <p>Lesson 5: To recognise ways of helping others feel better.</p> <p>Lesson 6: To understand what is meant by perseverance and give examples of how they might do this.</p>	<p>Citizenship – Identities and Diversity</p> <p>Lesson 1: To name and describe themselves and people in their class and notice how they are similar and different.</p> <p>Lesson 2: To name and describe their family and show interest in other people's families.</p> <p>Lesson 3: To name and describe things which are important to them and their family.</p> <p>Lesson 4: To notice and describe some features of life in other countries.</p> <p>Lesson 5: To show interest in, and equally value, a range of people and the variety of ways they live their lives.</p> <p>Lesson 6: To understand different ways that people and families celebrate their beliefs.</p>	<p>Healthy and safer lifestyles – My Body and Growing up</p> <p>Lesson 1: To describe their own appearance and name external body parts.</p> <p>Lesson 2: To understand ways in which their body has changed since they were a baby.</p> <p>Lesson 3: To recognise similarities and differences between the bodies of girls and boys, including using agreed names for the sexual parts.</p> <p>Lesson 4: To understand ways of looking after their body and keeping it clean.</p> <p>Lesson 5: To understand how members of their family and other trusted people care for and look after them.</p> <p>Lesson 6: To recognise how they feel about growing up.</p>	<p>Healthy and safer lifestyles – Keeping safe</p> <p>Lesson 1: To be able to identify trusted adults who I could talk to and ask for help.</p> <p>Lesson 2: To develop a strategy to keep safer if I am lost.</p> <p>Lesson 3: To understand basic road safety skills.</p> <p>Lesson 4: To be able to identify safe and unsafe touch.</p> <p>Lesson 5: To be able to recognise a secret and to know that I can tell a trusted adult if I am worried about a secret.</p> <p>Lesson 6: To understand what medicines are and why some people need medicines</p>	<p>Healthy and safer lifestyles – Healthy lifestyles</p> <p>Lesson 1: To understand what their bodies need to stay healthy.</p> <p>Lesson 2: To be able to name and talk about foods they like and dislike.</p> <p>Lesson 3: To understand why different foods and drink are important for their bodies.</p> <p>Lesson 4: To understand what exercise is and why it is good for them.</p> <p>Lesson 5: To understand the importance of sleep for their bodies.</p> <p>Lesson 6: To be able to name some choices they can make which contribute to healthy living.</p>





	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b>Physical development</b>	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.					
<b>Gross motor skills</b>	<ul style="list-style-type: none"> <li>- Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> <li>- Cooperation games</li> <li>- Climbing – outdoor equipment</li> <li>- Different ways of moving to be explored with children</li> <li>- Changing for PE -buttons/zips</li> <li>- Help individual children to develop good personal hygiene.</li> <li>- Acknowledge/praise efforts.</li> <li>- Marching</li> <li>- Show a range of movements</li> <li>- Combine different movements</li> <li>- Begin to enter and exit the pool safely and build confidence with getting their face wet</li> </ul>	<ul style="list-style-type: none"> <li>- Ball skills-throwing and catching.</li> <li>- Negotiating space</li> <li>- Crates play-climbing.</li> <li>- Skipping ropes in outside area</li> <li>- Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> <li>- Use a range of small and large apparatus inside and outdoor.</li> <li>- Making simple shapes with their body and link 3 shapes together</li> <li>- Perform a sequence</li> </ul>	<ul style="list-style-type: none"> <li>- Ball skills-aiming, pushing, throwing &amp; catching, balance</li> <li>- Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</li> <li>- Combine different movements with ease and fluency</li> <li>- Move and perform in time to music</li> <li>- Move in different directions</li> </ul>	<ul style="list-style-type: none"> <li>- Further develop and refine a range of ball skills including rolling, striking and aiming and show confidence when using these skills</li> <li>- Link 2 movements together</li> <li>- To remember, repeat and extend a short movement phrase</li> <li>- Balance on different body parts</li> <li>- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. (Hungry caterpillar link)</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in outdoor games and follow rules in order to play games</li> <li>- Develop the foundations of a handwriting style which is accurate and efficient</li> <li>- Obstacle activities - children moving over, under, through and around equipment</li> <li>- Encourage children to be highly active outdoors</li> <li>- Compete in races / team games</li> <li>- Show confidence with getting in and out of the swimming pool</li> <li>- Show confidence when moving in the water</li> <li>- Put their face in the water and get it fully wet</li> <li>- Move from one side of the pool to the other</li> </ul> <p><b>ELG: Gross Motor Skills</b> 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.</p>	<ul style="list-style-type: none"> <li>- Engage in outdoor games and follow rules in order to play games</li> <li>- Take part in team games/races and participate in sports day</li> <li>- Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</li> <li>- Negotiating space safely</li> <li>- Confidently travel around the pool and take part in a range of water games</li> <li>- Understand how to be safe in the pool and why we need to be safe</li> </ul>
<b>Fine motor skills</b>	<ul style="list-style-type: none"> <li>- Cutting, playdough, funky finger activities.</li> <li>- Manipulate objects with good fine motor skills</li> <li>- Draw lines and circles using gross motor movements.</li> <li>- Show preference for dominant hand</li> <li>- Hold pencil/paint brush beyond whole hand grasp.</li> </ul>	<ul style="list-style-type: none"> <li>- Threading, cutting, playdough, funky finger activities.</li> <li>- Develop muscle tone to put pencil pressure on paper</li> <li>- Use tools to change materials</li> <li>- Show preference for dominant hand</li> <li>- Engage children in structured activities: guide them in what to draw, write or copy.</li> </ul>	<ul style="list-style-type: none"> <li>- Threading, cutting, playdough, funky finger activities.</li> <li>- Begin to form letters correctly</li> <li>- Correct pencil grip</li> <li>- Handle tools, objects, construction and malleable materials with increasing control</li> <li>- Encourage children to draw freely</li> <li>- Holding small items</li> <li>- Buttons/clothing</li> </ul>	<ul style="list-style-type: none"> <li>- Threading, cutting, weaving, playdough, chopping, funky finger activities.</li> <li>- Hold pencil effectively with comfortable grip</li> <li>- Write recognisable letters (lower case and capital) some of which are formed correctly</li> <li>- Develop accuracy and safety using scissors to cut</li> </ul>	<ul style="list-style-type: none"> <li>- Threading, cutting, weaving, playdough, chopping, painting, cutlery use, funky finger activities.</li> <li>- Demonstrate an established pencil grip (tripod grip)</li> <li>- Write recognisable letters (lower case and capital) most of which are formed correctly</li> <li>- Start to cut along a curved line.</li> </ul>	<ul style="list-style-type: none"> <li>- Cutting, weaving, playdough, chopping, painting, cutlery use, funky finger activities, sewing</li> <li>- Write recognisable letters (lower case and capital) all of which are formed correctly</li> <li>- Begin to draw diagonal lines, like in a triangle.</li> <li>- Build models with smaller finger skills, such as Lego and magnetix</li> </ul>



	<ul style="list-style-type: none"> <li>- Make meaningful marks and controls pencil mostly successfully</li> </ul>	<ul style="list-style-type: none"> <li>- Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>- Cutting with Scissors</li> <li>- Make different shapes with malleable materials</li> </ul>	<ul style="list-style-type: none"> <li>- Cut along a straight line with scissors.</li> <li>- Draw pictures that are recognisable</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to draw pictures that are recognisable and draw with accuracy</li> <li>- Funky fingers activities in preparation for smaller, more controlled handwriting</li> </ul> <p><b>ELG: Fine Motor Skills</b> 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>	
PE Unit	<p>Dance - On Parade</p> <p>Lesson 1- To perform marching actions in unison, keeping in time to the music</p> <p>Lesson 2 – To perform marching and other actions individually and in a pair/ group</p> <p>Lesson 3 – To march in unison and perform a range of marching actions on command</p> <p>Lesson 4 – To complete a short dance of 3 sections, working as a group of 3</p> <p>Lesson 5 – Know all the parts of the dance and remember what to do and when</p> <p>Lesson 6 - Be able to perform the whole dance to music without teacher input.</p>	<p>Gymnastics - Fun Gym Shapes</p> <p>Lesson 1 – To perform and repeat the standing straight shape with control</p> <p>Lesson 2 – To perform, repeat and link the standing star shape holding it for 3 counts each time.</p> <p>Lesson 3 – To perform and repeat a variety of different tuck shapes.</p> <p>Lesson 4- To accurately identify the straight, star and tuck shapes and develop own ability to perform the fun gym shapes with control</p> <p>Lesson 5 – To create, remember and repeat a short movement phrase combining body shapes based on the letters of the alphabet.</p> <p>Lesson 6 - To link 2 – 3 fun gym shapes into a short movement phrase performed with control.</p>	<p>Dance – Toys</p> <p>Lesson 1- Can move in different directions and speeds with control.</p> <p>Lesson 2 – Can move in different directions and speeds with control.</p> <p>Lesson 3 – Can move in different directions and speeds with control, show a range of actions.</p> <p>Lesson 4 – Can move in different directions and speeds with control, show a range of actions, mirror a partner and lead and follow.</p> <p>Lesson 5 - Can move in different directions and speeds with control, show a range of actions, mirror a partner and lead and follow</p> <p>Lesson 6 – Can move in different directions and speeds with control, show a range of actions, mirror a partner and lead and follow.</p>	<p>Gymnastics - Move and Hold</p> <p>Lesson 1- To remember and repeat a conditioning phrase linking basic positions of stillness and extend it to show individual body movements</p> <p>Lesson 2 – To link 2 on the spot whole body movements showing a clear start and finish position.</p> <p>Lesson 3 – To repeat travelling whole body movements on feet, then hands and feet and to negotiate benches safely whilst travelling.</p> <p>Lesson 4 – To create a short movement phrase by linking a travelling whole body movement to a position of stillness.</p> <p>Lesson 5 – To remember, repeat and extend a short movement phrase to include individual body movements showing clear start and finish positions in performance</p> <p>Lesson 6 – To remember, improve and perform a short movement phrase including positions of stillness, whole and individual body movements with a clear start and finish.</p>	<p>Sports Day Preparation skills</p> <p>Lesson 1- Running race</p> <p>Lesson 2 – Skipping race</p> <p>Lesson 3 – Sack race</p> <p>Lesson 4 – Egg and spoon race</p> <p>Lesson 5 – Fun race (TBC)</p> <p>Lesson 6 – Relay race</p>	Athletics
PE Unit - Outdoor	Swimming	Fundamentals – Unit 1	Fundamentals - Unit 2	Fundamentals - Unit 3	Swimming	Swimming



		<p>Lesson 1- Can move about the space changing direction with control, avoiding others, can carry an object safely.</p> <p>Lesson 2 – Can move about the space changing direction with control, avoiding others, can carry and aim an object safely.</p> <p>Lesson 3 – Can move about the space changing direction with control and can carry, aim and roll an object safely.</p> <p>Lesson 4 – Can move about the space and can carry and throw an object safely.</p> <p>Lesson 5 – Can throw and catch with increasing control, sometimes catching a bouncing ball.</p> <p>Lesson 6 - Can dribble a ball with increasing control and kick a ball.</p>	<p>Lesson 1- Can move about the space changing direction with control, avoiding others, can catch others.</p> <p>Lesson 2 – Can move about the space changing direction with control, avoiding others, can catch others.</p> <p>Lesson 3 – Can move about the space changing direction with control, avoiding others, can catch a balloon</p> <p>Lesson 4 – Can move about the space changing direction with control, avoiding others, can throw to a target successfully.</p> <p>Lesson 5 – Can move about the space changing direction with control, avoiding others, can hold a variety of balances successfully.</p> <p>Lesson 6 - Can catch a bean bag or medium size ball; use the correct technique for balance.</p>	<p>Lesson 1- Can roll a ball to a target showing some control.</p> <p>Lesson 2 – Can roll a ball to a partner showing some control.</p> <p>Lesson 3 – Can roll a ball to a partner and different size targets showing some control.</p> <p>Lesson 4 – Can strike a ball to a partner and different size targets showing some control.</p> <p>Lesson 5 – Can strike a ball to a partner and different size targets showing some control.</p> <p>Lesson 6 – Can strike a ball to a partner and different size targets showing some control skills in small games.</p>		
Focus texts and Drawing club books	<p>Week 1 The Family Book</p> <p>Week 2 The Colour Monster</p> <p>Week 3 You choose</p> <p>Week 4 Dogger</p> <p>Week 5 Only one you</p> <p>Week 6 Stick Man</p>	<p>Week 1 Binny's Diwali</p> <p>Week 2 The Scarecrows wedding</p> <p>Week 3 Bonfire Night</p> <p>Week 4 Pumpkin soup</p> <p>Week 5 Remembrance Day</p> <p>Week 6 Christmas bible story/Nativity</p>	<p>Week 1 Goldilocks and the three bears</p> <p>Week 2 Little Red Riding Hood</p> <p>Week 3 Owl Babies</p> <p>Week 4 Sssssshhhhh</p> <p>Week 5 The Gruffalo</p> <p>Week 6 Rosie's walk</p>	<p>Week 1 Jack and the beanstalk</p> <p>Week 2 Oliver's Vegetables</p> <p>Week 3 The Very Hungry Caterpillar</p> <p>Week 4 The Tiny Seed</p> <p>Week 5 Christopher's Caterpillars</p> <p>Week 6 Farmer duck</p>	<p>Week 1 The tiger who came to tea</p> <p>Week 2 We're going on a bear hunt</p> <p>Week 3 Arrrrghhhh spider</p> <p>Week 4 Saturday night at the dinosaur stomp</p> <p>Week 5 Superworm</p>	<p>Week 1 Lighthouse Keeper's Lunch</p> <p>Week 2 The odd fish</p> <p>Week 3 Commotion in the ocean</p> <p>Week 4 Rainbow Fish</p> <p>Week 5 Tiddler</p> <p>Week 6 The snail and the whale</p>
Outdoor Area -This provides ongoing opportunities for developing balance, hand eye coordination, spatial awareness, working collaboratively as a team with more space on a large scale.						
Handwriting - In Reception, children develop pre-handwriting skills and habits and access handwriting patterns. Children are taught the tripod grip to hold their pencil. The children are taught how to form the individual letters according to the RWI scheme.						



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b>Literacy</b>  Developing a passion for reading	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	<ul style="list-style-type: none"> <li>- Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>- Rhyming words</li> <li>- Understand the key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> </ul> </li> <li>- we read English text from left to right and from top to bottom</li> <li>- Sequencing familiar stories using pictures to tell the story.</li> <li>- Recognising initial sounds.</li> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Stories from other cultures and traditions</li> <li>- Retell stories related to events through acting/role play.</li> <li>- Retelling stories using images / apps.</li> <li>- Story maps.</li> <li>- Rhyming words</li> <li>- Editing of story maps and orally retelling new stories.</li> <li>- Sequence story –use vocabulary of beginning, middle and end.</li> <li>- Enjoys an increasing range of books.</li> <li>- Name parts of a book</li> </ul>	<ul style="list-style-type: none"> <li>- Making up stories with themselves as the main character.</li> <li>- Encourage children to record stories through picture drawing/mark making.</li> <li>- Order events, discuss characters and create story map sand use to retell stories.</li> <li>- Look at non-fiction texts linked to topic and begin to understand the difference between fiction and non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>- They develop their own narratives and explanations by connecting ideas or events</li> <li>- Act out stories in Role-Play</li> <li>- World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>- Retell a story/poem with actions and / or picture prompts as part of a group</li> <li>- Use story language when acting out a narrative</li> <li>- Understand that a non-fiction is a non-story-it gives information instead.</li> <li>- Can explain the key events of a story</li> <li>- Can draw pictures of characters/ event / setting in a story.</li> </ul> <p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate –where appropriate –key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<ul style="list-style-type: none"> <li>- Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>- Make predictions</li> <li>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</li> </ul>
Word reading – RWI Phonics	<ul style="list-style-type: none"> <li>- Read individual letters by saying the sounds for them</li> <li>- Blend RWI set 1 sounds (CVC words)</li> <li>- Recognise own name from a list/selection</li> </ul> <p>Read Write Inc – See separate progression grid</p>	<ul style="list-style-type: none"> <li>- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences, using all set 1 sounds</li> </ul> <p>Read Write Inc – See separate progression grid</p>	<ul style="list-style-type: none"> <li>- Read some letter groups that each represent one sound and say sounds for them</li> <li>- Read a few common exception words matched to RWI</li> </ul> <p>Read Write Inc – See separate progression grid</p>	<ul style="list-style-type: none"> <li>- Read simple phrases and sentences made up of words with known letter-sound correspondences</li> <li>- Read common exception words matched to RWI</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Read simple sentences and sentences made up of words with known letter-sound correspondences</li> <li>- Read common exception words matched to RWI</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Read sentences made up of words with known letter-sound correspondences</li> <li>- Read common exception words matched to RWI</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding</li> </ul>



				Read Write Inc – See separate progression grid	<p>Read Write Inc – See separate progression grid</p> <p><b>ELG: Word Reading</b>            Say a sound for each letter in the alphabet and at least 10 digraphs.            Read words consistent with their phonic knowledge by sound-blending.            Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	Read Write Inc – See separate progression grid
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b>Literacy</b>  Writing	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).					
Texts used as stimulus across the year Texts may change due to children's interests	<ul style="list-style-type: none"> <li>- Begin to show preference for a dominant hand</li> <li>- Writing initial sounds</li> <li>- Use initial sounds to label images</li> <li>- Begin to write their name correctly</li> <li>- Use some of their print and letter knowledge in their early writing</li> <li>- Make meaningful marks to represent their ideas</li> <li>- Use initial sounds</li> <li>- Oral rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidate Autumn 1</li> <li>- Sequence stories</li> <li>- Develop correct letter formation</li> <li>- Write their name correctly</li> <li>- Begin to spell CVC words correctly using GPC</li> <li>- Begin to write captions</li> <li>- Write labels</li> </ul>	<ul style="list-style-type: none"> <li>- Guided writing based around developing short sentences in a meaningful context.</li> <li>- Form some lower-case letters correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</li> <li>- Begin to write a variety of simple captions/phrases</li> <li>- Begin to reread what they have written</li> <li>- Spell CVC words and some CVCC words</li> </ul>	<ul style="list-style-type: none"> <li>- Guided writing based around developing short sentences in a meaningful context.</li> <li>- Write recognisable letters (lower case and capital) some of which are formed correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</li> <li>- Write a variety of fiction and non-fiction sentences / captions</li> <li>- Sequence 2-3 sentences within purposeful fiction/ nonfiction writing</li> <li>- Reread what they have written to make sure it makes sense</li> <li>- Lists</li> </ul>	<ul style="list-style-type: none"> <li>- Write recognisable letters (lower case and capital) most of which are formed correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</li> <li>- Write simple phrases and sentences that can be read by others including</li> <li>- Sequence 3-4 sentences within purposeful fiction/ nonfiction writing</li> <li>- Reread what they have written to make sure it makes sense</li> <li>- Lists, Posters, leaflets</li> </ul> <p><b>ELG: Writing</b> 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.</p>	<ul style="list-style-type: none"> <li>- Write recognisable letters (lower case and capital) all of which are formed correctly</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</li> <li>- Write phrases and sentences that can be read by others including: Finger spaces full stops capital letters</li> <li>- Sequence 4-5 sentences within purposeful fiction/ nonfiction writing</li> <li>- Reread what they have written to make sure it makes sense</li> <li>- Instructions</li> </ul>
Focus texts and Drawing club books	Week 1 The Family Book Week 2 The Colour Monster Week 3 You choose Week 4 Dogger Week 5 Only one you Week 6 Stick Man	Week 1 Binny's Diwali Week 2 The Scarecrows wedding Week 3 Bonfire Night Week 4 Pumpkin soup Week 5 Remembrance Day Week 6 Christmas bible story/Nativity	Week 1 Goldilocks and the three bears Week 2 Little Red Riding Hood Week 3 Owl Babies Week 4 Sssshhhhh Week 5 The Gruffalo Week 6 Rosie's walk	Week 1 Jack and the beanstalk Week 2 Oliver's Vegetables Week 3 The Very Hungry Caterpillar Week 4 The Tiny Seed Week 5 Christopher's Caterpillars Week 6 Farmer duck	Week 1 The tiger who came to tea Week 2 We're going on a bear hunt Week 3 Arrrrghhhh spider Week 4 Saturday night at the dinosaur stomp Week 5 Superworm	Week 1 Lighthouse Keeper's Lunch Week 2 The odd fish Week 3 Commotion in the ocean Week 4 Rainbow Fish Week 5 Tiddler Week 6 The snail and the whale





	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b>Maths</b>  Follow White Rose Maths	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.					
	<u>Getting to Know You</u> <ul style="list-style-type: none"> <li>Establish maths through routines (tens frame buses, 100 days in school, calendar activities)</li> </ul> <u>Match, Sort and Compare</u> <ul style="list-style-type: none"> <li>Match objects</li> <li>Match pictures and objects</li> <li>Identify a set</li> <li>Sort objects to a type</li> <li>Explore sorting techniques</li> <li>Create sorting rules</li> <li>Compare amounts</li> </ul> <u>Talk about measure and Patterns</u> <ul style="list-style-type: none"> <li>Compare size</li> <li>Compare mass</li> <li>Compare capacity</li> <li>Explore simple patterns</li> <li>Copy and continue simple patterns</li> <li>Create simple patterns</li> </ul> <u>It's Me 1, 2, 3</u> <ul style="list-style-type: none"> <li>Find 1, 2 and 3</li> <li>Subitise 1, 2 and 3</li> <li>Represent 1, 2 and 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1, 2 and 3</li> </ul>	<u>It's Me 1, 2, 3</u> <ul style="list-style-type: none"> <li>Find 1, 2 and 3</li> <li>Subitise 1, 2 and 3</li> <li>Represent 1, 2 and 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1, 2 and 3</li> </ul> <u>Circles and Triangles</u> <ul style="list-style-type: none"> <li>Identify and name circles and triangles</li> <li>Compare circles and triangles</li> <li>Shapes in the environment</li> <li>Describe position</li> </ul> <u>1, 2, 3, 4, 5</u> <ul style="list-style-type: none"> <li>Find 4 and 5</li> <li>Subitise 4 and 5</li> <li>Represent 4 and 5</li> <li>1 more</li> <li>1 less</li> <li>Composition of 4 and 5</li> <li>Composition of 1-5</li> </ul> <u>Shapes with 4 sides</u> <ul style="list-style-type: none"> <li>Identify and name shapes with 4 sides</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> <li>My day and night</li> </ul>	<u>Alive in 5</u> <ul style="list-style-type: none"> <li>Introduce zero</li> <li>Find 0 to 5</li> <li>Subitise 0 to 5</li> <li>Represent 0 to 5</li> <li>1 more</li> <li>1 less</li> <li>Composition</li> <li>Conceptual subitising to 5</li> </ul> <u>Mass and Capacity</u> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Find a balance</li> <li>Explore capacity</li> <li>Compare capacity</li> </ul> <u>Growing 6, 7, 8</u> <ul style="list-style-type: none"> <li>Find 6, 7 and 8</li> <li>Represent 6, 7, and 8</li> <li>1 more</li> <li>1 less</li> <li>Composition of 6, 7 and 8</li> <li>Make pairs-odd and even</li> <li>Double to 8 (find a double)</li> <li>Double to 8 (make a double)</li> <li>Combine 2 groups</li> <li>Conceptual subitising</li> </ul> <u>Length, Height and Time</u> <ul style="list-style-type: none"> <li>Explore length</li> <li>Compare length</li> <li>Explore height</li> <li>Compare height</li> <li>Talk about time</li> <li>Order and sequence time</li> </ul>	<u>Length, Height and Time</u> <ul style="list-style-type: none"> <li>Explore length</li> <li>Compare length</li> <li>Explore height</li> <li>Compare height</li> <li>Talk about time</li> <li>Order and sequence time</li> </ul> <u>Building 9 and 10</u> <ul style="list-style-type: none"> <li>Find 9 and 10</li> <li>Compare numbers to 10</li> <li>Represent 9 and 10</li> <li>Conceptual subitising to 10</li> <li>1 more</li> <li>1 less</li> <li>Composition to 10</li> <li>Bonds to 10 (2 parts)</li> <li>Make arrangements of 10</li> <li>Bonds to 10 (3 parts)</li> <li>Doubles to 10 (find a double)</li> <li>Doubles to 10 (make a double)</li> <li>Explore even and odd</li> </ul> <u>Explore 3d shapes</u> <ul style="list-style-type: none"> <li>Recognise and name 3D shapes</li> <li>Find 2D shapes within 3D shapes</li> <li>Use 3D shapes for tasks</li> <li>3D shapes in the environment</li> <li>Identify more complex patterns</li> <li>Copy and continue patterns</li> <li>Patterns in the environment</li> </ul>	<u>To 20 and Beyond</u> <ul style="list-style-type: none"> <li>Build numbers beyond 10 (10-13)</li> <li>Continue patterns beyond 10 (10-13)</li> <li>Build numbers beyond 10 (14-20)</li> <li>Continue patterns beyond 10 (14-20)</li> <li>Verbal counting beyond 20</li> <li>Verbal counting patterns</li> </ul> <u>How Many Now?</u> <ul style="list-style-type: none"> <li>Add more</li> <li>How many did I add?</li> <li>Take away</li> <li>How many did I take away?</li> </ul> <u>Manipulate, Compose and Decompose</u> <ul style="list-style-type: none"> <li>Select shapes for a purpose</li> <li>Rotate shapes</li> <li>Manipulate shapes</li> <li>Explain shape arrangements</li> <li>Compose shapes</li> <li>Decompose shapes</li> <li>Copy 2D shape pictures</li> <li>Find 2D shapes within 3D shapes</li> </ul> <b>ELG: Number</b> 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)	<u>Sharing and Grouping</u> <ul style="list-style-type: none"> <li>Explore sharing</li> <li>Sharing</li> <li>Explore grouping</li> <li>Grouping</li> <li>Even and odd sharing</li> <li>Play with and build doubles</li> </ul> <u>Visualise, Build and Map</u> <ul style="list-style-type: none"> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Explore own pattern rules</li> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans from story situations</li> </ul> <u>Make Connections</u> <ul style="list-style-type: none"> <li>Deepen understanding Patterns and relationships</li> </ul>



					<p>facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<p><b><u>Understanding the world</u></b></p> <p>People, culture and communities</p> <p>Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own and the wider community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<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>					
	<ul style="list-style-type: none"> <li>- Identifying their family, familiar people, people in the community</li> <li>- Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>- Can talk about what they do with their family and places they have been with their family.</li> <li>- Can draw similarities and make comparisons between other families.</li> <li>- Stranger danger/ Road Safety</li> <li>- Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>Link to Police Visit and safety week.</li> <li>- People in their local / school community... site manager, office manager, lollypop person, shop keeper</li> <li>- Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to understand that some places are special to members of their community</li> <li>- Talk about special places they go with their family... places of worship visited by children</li> <li>- Begin to recognise that people have different beliefs and celebrate special times (see below)</li> <li>- Develop a knowledge and awareness of other festivals ... Bonfire Night, Christmas</li> <li>- Introduce children to different occupations and how they do their jobs.</li> <li>- Talk about members of their immediate family and community</li> <li>- Describe family members ... grandparent, older, younger</li> <li>- Understand that there are many different types of families.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>	<ul style="list-style-type: none"> <li>- Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li> <li>- Explore people from different countries and different places in the world</li> <li>- Story characters from different cultures</li> <li>- Chinese New Year</li> <li>- Birdwatch event</li> <li>- Dental month – dentist visit – people who help us</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise that people have different beliefs and celebrate special times in different ways (Easter) – Easter traditions</li> <li>- To know the easter story</li> <li>- To know why crosses are important during Easter</li> <li>- Explore different foods from around the world</li> <li>- What do family members grow at home? Family traditions in the garden/greenhouse etc?</li> </ul>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts/maps</li> <li>- 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</li> <li>- 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</li> <li>- Understanding how Christians appreciate the world and know we need to look after it</li> <li>- National Bee Day</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps.</p>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Understand that some places are special to members of their community</li> <li>- 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</li> <li>Religions from around the world</li> <li>- Sea creatures from around the world</li> <li>- World Ocean day (8<sup>th</sup> June)</li> </ul>
	Harvest Diwali Safety week	Bonfire Night Remembrance Day Christmas	Chinese New Year	Shrove Tuesday Mother's Day Easter		Father's Day



<p>RE Units</p>	<p>LAS EYFS Unit Myself [Introduce people who belong to a religious group]</p> <p>Key Vocab Christian, Muslim, Jew, Hindu God</p> <p>Why this? Why now? At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</p>	<p>LAS EYFS Unit Special people to me [Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</p> <p>Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?</p> <p>Key Vocab Vicar, Imam, Rabbi, Jesus, Muhammad, God</p> <p>Why this? Why now? Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.</p>	<p>LAS EYFS Unit Our special books [Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books]</p> <p>Key Vocab Bible, Qur'an, Torah</p> <p>Why this? Why now? At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</p>	<p>Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?</p> <p>Key Vocab Christian, Jesus, God, Easter Cross</p> <p>Why this? Why now? Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</p>	<p>Creation UC F1 (core) Why is the word 'God' so important to Christians?</p> <p>Key Vocab Christian, God, Creation Care, Responsibility</p> <p>Why this? Why now? This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.</p>	<p>LAS EYFS Unit Our beautiful world [Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</p> <p>Key Vocab Muslim, Jew, Hindu, God, Creation, Care, Responsibility, Beautiful</p> <p>Why this? Why now? Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b>Understanding the world</b>  <b>Past and Present</b>  Children begin to explore History by first starting with their own and through reading and exploring high quality texts	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.					
	<ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community</li> <li>- Begin to make sense of their own life-story and family's history in terms of their family dynamics - linked to All About Me. Grandparent, older, younger etc.</li> <li>- Begin to comment on images of familiar situations in the past, when mum was little...</li> <li>- Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>- Naming and describing people who are familiar to them, then build on the author for a black history focus.</li> <li>- Make a simple timeline of key life stages</li> <li>- Jobs in the past and present</li> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to comment on familiar situations linked to celebrations in the past – Bonfire Night / Christmas / Diwali.</li> <li>- Can children talk about what they have done with their families during past celebrations?</li> <li>- Show photos of how Christmas used to be celebrated in the past.</li> <li>- Begin to identify similarities and differences.</li> <li>- Family history –Christmas focus -what was lifelike for children's parents / grandparents when they were 4/5 years old –what is the same / different –toys / celebrations / traditions?</li> <li>- Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.</li> <li>- Listen to what children say about their own past experiences with people who are familiar to them.</li> <li>- Research into the past</li> <li>- How do things move?</li> <li>- Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to stories and placing events in chronological order</li> <li>- Old stories and new stories</li> <li>- Traditional Tale Settings – use as a stimulus to discuss what life is like in the setting for the characters –then and now</li> <li>- Old traditional tales and new traditional tales</li> <li>- Compare and contrast characters from books, including figures from the past</li> <li>- Comment on images of familiar situations in the past</li> <li>- Talk about the lives of significant individuals and their contribution to the world</li> <li>- Important people</li> </ul>	<ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn't do in the past.</li> <li>- Changes in growing food in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>- Nursery Rhymes as a stimulus for discussing situations in the past–use to look at now and then / past and present, old / new.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>- Listening to stories and placing events in chronological order</li> <li>- Dinosaurs from the past, and how animals have changed</li> <li>- Minibeasts from the past – extinct minibeasts/animals</li> <li>- National Bee Day</li> </ul> <p><b>ELG: Past and Present</b>            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.</p>	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society –link to deep sea explorers such as Sylvia Earle</li> <li>- Look at how equipment to explore under the sea has changed over time and how this has helped to break records to go further and deeper.</li> <li>- Compare events from the past to now</li> <li>- Significant events/people from the past – touch on Florence Nightingale, Guy Fawkes,</li> </ul>
	Black History Month					



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<p><b>Understanding the world</b></p> <p>The Natural World</p> <p>We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. We use our outdoor provision to provide first hand experiences of the natural world.</p>	<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>					
	<ul style="list-style-type: none"> <li>- Navigating around our classroom and outdoor areas.</li> <li>- Create treasure hunts to find places/ objects within our learning environment.</li> <li>- Know about seasonal change</li> <li>- Autumn –signs, stories.</li> <li>- Collect natural objects to sort.</li> <li>- Make observations verbally, taking photos etc.</li> <li>- Talk about what they do with their family and places they have been with their family.</li> <li>- Can they draw similarities and make comparisons between other families?</li> <li>- Investigate the environment, compare to our classroom environment.</li> <li>- Encourage them to comment on what their home is like.</li> <li>- Show photos of the children's homes and encourage them to draw comparisons.</li> <li>- Natural self portraits</li> <li>- The local community</li> <li>- Explore the natural world around them – respect</li> <li>- Importance of a healthy lifestyle, diet, exercise</li> <li>- Human growth, stages of life, sequence events. What can I do now? Why couldn't I do this as a baby?</li> <li>- Parts of the body, our senses</li> <li>- Talk about different weathers</li> <li>- Online safety</li> </ul>	<ul style="list-style-type: none"> <li>- Use the Jolly Postman / Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>- Create their own story maps to show the journey of the postman.</li> <li>- Road safety –link to police visit – as follow up go on a walk around the school, crossing roads, following a map</li> <li>- Take photos -take photos and plot photos to create own maps.</li> <li>- Nocturnal animals.</li> <li>- Making sense of different environments and habitats.</li> <li>- Look at them in the school grounds.</li> <li>- After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change - Autumn.</li> <li>- Talk about different weathers</li> <li>- Light and dark, day and night</li> <li>- Properties of materials - which material for which job? What recycles? Why is it important? Link to school bins</li> <li>- Online safety</li> <li>- Technology at school</li> </ul>	<ul style="list-style-type: none"> <li>- Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li> <li>- Know about seasonal change - Winter –stories, signs.</li> <li>- Collect natural objects to sort.</li> <li>- Make observations verbally, taking photos etc.</li> <li>- Bring the outside in if we get any snow or frost –go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments.</li> <li>- Know about the North and South Pole as a contrasting climate – what is the landscape like there – what lives there –animal focus? How? Discuss weather.</li> <li>- Google Earth –how can we identify cold places –what colour might they be –why? Link to climate / weather.</li> <li>- Create simple maps</li> <li>- Encourage discussion, describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>- Animal habitats, which parts of the world do they live?</li> <li>- Animal habitats</li> <li>- Name a variety of animals/birds etc and sort animals into groups</li> <li>- Recognise some environments that are different to the one in which they live</li> <li>- Online safety</li> <li>- Technology in school</li> <li>- Birdwatch event</li> <li>- Class trip to the local woods</li> <li>- Online safety</li> <li>- Technology at home</li> </ul>	<ul style="list-style-type: none"> <li>- Insect habitats and where we would find certain insects</li> <li>- Know about seasonal change - Signs of spring</li> <li>- Lifecycles – caterpillar, butterfly, seed, plant, frog spawn, frogs</li> <li>- Plant beans and complete a weekly diary, children to record the changes they observe</li> <li>- How do plants grow and how do we look after them</li> <li>- Identify different types/parts of plants</li> <li>- Potato workshop experience – how do potatoes grow and planting our own potatoes</li> <li>- Online safety</li> <li>- Programmable toys</li> </ul>	<ul style="list-style-type: none"> <li>- Know about seasonal change - signs of spring/summer</li> <li>- Use bee-bots and encourage the use of navigational language</li> <li>- Environments – features of the local environment</li> <li>- Maps of the local area and looking at where different animals live</li> <li>- Animals from around the world</li> <li>- Comparing places on Google Earth –how are they similar/different?</li> <li>- Matching animals and their young</li> <li>- Researching into dinosaurs – naming them and looking at their lives</li> <li>- National Bee Day</li> </ul> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.</p> <ul style="list-style-type: none"> <li>- Online safety</li> <li>- Programmable toys</li> </ul>	<ul style="list-style-type: none"> <li>- Materials: Floating / Sinking – boat building Metallic / non-metallic objects. Experiment.</li> <li>- Forces – Push and Pull</li> <li>- Share non-fiction texts that offer an insight into contrasting environments.</li> <li>- Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>- Look at the environment of under the sea.</li> <li>- Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals –focus on sea pollution. World Ocean day (8<sup>th</sup> June)</li> <li>- Create further opportunities to discuss how we care for the natural world around us.</li> <li>- Online safety</li> <li>- Programmable toys</li> </ul>
	Autumn Focus looking at seasonal change		Winter Study	Signs of Spring	Summer focus	Summer focus



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b>Expressive Arts and Design</b>	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.					
<b>Creating with Materials</b>  Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures, Lots of links to Fine Motor Skills. Children to explain their work to others.	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.  - Begin to mix colours, join in with role play games and use resources available for props; build models using construction equipment. - Self-portraits, junk modelling, take pictures of children's creations and record them explaining what they did. - Paint family portraits – display in home role-play area. - Provide opportunities to work together to develop and realise creative ideas. - Use construction materials creatively - Naming colours - Using colour to represent feelings - Painting using body parts - Artist focus: Kandinsky (shapes – circles, triangles) - Picasso - Art - Painting pictures of themselves using a range of colour  Home Corner Role-Play	- Celebration artwork - firework pictures / large scale firework art, Christmas cards, Diva lamps - Exploration of other countries –dressing up in different costumes. - The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. - Shadow Puppets - Explore rubbing to create textures  Home Corner Role-Play – enhance with Christmas resources	- Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g make houses for the three little pigs and bridges for the Three Billy Goats - Collage owls - Making lanterns, Chinese writing, puppet making - Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. - Use a paintbrush accurately - Paint an outline and fill with a different colour  Home Corner Role-Play enhance with Chinese new Year resources	- Symmetrical butterflies - Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts - Bean diary – drawing what they see - Art – painting and colour mixing to create caterpillars - Naming primary and secondary colours - Mother's day cards - Art - Drawing self portraits using overlays  Home Corner Role-Play enhance with Easter resources	- Junk model animals - Retelling familiar stories - Creating different animal pictures looking at print and pattern to create pictures - Provide children with a range of materials for children to construct with - Painting different objects using a range of tools - Funky fingers activities in preparation for smaller, more controlled handwriting  Home Corner Role-Play  <b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; -Make use of props and materials when role playing characters in narratives and stories.	- Sand pictures / Rainbow fish collages - Puppet shows: Provide a wide range of props for play which encourage imagination. - Colour mixing –underwater pictures – tints (black and white) - Making boats – floating and sinking - Sewing fish - Father's Day Crafts and cards  Home Corner Role-Play





	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Themes - Enquiry question	What makes me marvellous?	How and why do we celebrate?	Who would you find in an enchanted wood?	What can we grow?	Are all creatures great and small?	What can we find in the sea?
<b><u>Expressive Arts and Design</u></b>  Being Imaginative and Expressive  Moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.  Teach weekly lessons using Kapow music scheme	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.					
	Home Corner Role-Play  - Develop storylines in their pretend play - Sing in a group or on their own, increasingly matching the pitch and following the melody  Lesson 1: Vocal sounds: To explore using voices to make a variety of sounds.  Lesson 2: Body sounds: To explore how to use our bodies to make sounds.  Lesson 3: Instrumental sounds: To explore the sounds of different instruments.  Lesson 4: Environmental sounds: To identify sounds in the environment and differentiate between them.  Lesson 5: Nature sounds: To use voices to imitate nature sounds.	Home Corner Role-Play  Performing in a Nativity  Lesson 1: Diwali music: To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement  Lesson 2: Hanukkah music: To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music.  Lesson 3: Kwanzaa music: To learn about music from another culture, particularly when related to the festival of Kwanzaa To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music  Lesson 4: Traditional Christmas music: To learn about traditional Christmas music To take part in a group song involving singing, voice sounds and playing instruments To sing and move to a Christmas song  Lesson 5: Christmas action songs: To suggest appropriate actions to match song lyrics To sing and move to Christmas songs	Home Corner Role-Play  Lesson 1: Moving to music: To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel.  Lesson 2: Storytelling with actions: To use actions to retell a story to music To sing and perform a group song  Lesson 3: Using instruments to represent actions: To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments  Lesson 4: Musical story composition: To create a musical story based upon a familiar routine To use instruments to represent moods or actions To play an instrument as part of a group story  Lesson 5: Musical story performance: To create a musical story based upon a familiar routine To use movement to express moods or actions within a musical story To play an instrument as part of a musical story and perform as a group	Home Corner Role-Play  Lesson 1: Action songs: To understand why songs have actions To learn some simple Makaton signs to accompany a song  Lesson 2: Finding the beat: To explore beat through body movement To express feelings and emotions through movement to music  Lesson 3: Exploring tempo: To explore beat through body movement To express feelings and emotions through movement to music  Lesson 4: Exploring tempo and pitch through dance: To explore pitch and tempo through scarf dancing and body movement To express feelings and emotions through movement to music  Lesson 5: Music and movement performance: To perform action songs to a small audience.	Home Corner Role-Play  - Listen attentively, move to and talk about music, expressing their feelings and responses  Lesson 1: Exploring different types of transport: To explore creating sound effects.  Lesson 2: Trains: To explore making sounds at different speeds.  Lesson 3: Boats: To explore moving to different tempos.  Lesson 4: Cars: To interpret symbols to show a change in speed.  Lesson 5: Transport journey: To interpret a simple score to show tempo changes.  <b>ELG: Being Imaginative and Expressive</b> 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.	Home Corner Role-Play  - Watch and talk about dance and performance art, expressing their feelings and responses  Lesson 1: What makes an instrument?: To discuss what makes a musical instrument To use recyclable materials to create a simple representation of a musical instrument  Lesson 2: Introduction to orchestra: To learn what an orchestra is To learn about the four different groups of musical instruments  Lesson 3: Follow the beat: To copy and follow a beat To follow a beat using an untuned instrument  Lesson 4: Tuned and untuned instruments: To experiment with playing tuned and untuned instruments To play in time to familiar songs  Lesson 5: Big band performance: To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.
Kapow Music Units	Kapow unit - Exploring sound	Kapow unit - Celebration music	Kapow unit - Musical stories	Kapow unit - Music and movement	Kapow unit - Transport	Kapow unit - Big band



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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate –where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p><b>ELG: Number</b></p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; -Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and –when appropriate –try to move in time with music.</p>



	Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.		Write simple phrases and sentences that can be read by others.		<b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.	
<b>Assessment opportunities</b>	<ul style="list-style-type: none"> <li>- Analyse pre-school assessments</li> <li>- Baseline on entry data</li> <li>- Government baseline test</li> <li>- Baseline analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing assessments</li> <li>- EYFS team meetings</li> <li>- Moderation</li> <li>- Pupil progress meetings</li> <li>- Parents evening</li> <li>- End of Term Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing assessments</li> <li>- EYFS team meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing assessments</li> <li>- EYFS team meetings</li> <li>- Parents evening</li> <li>- Pupil progress meetings</li> <li>- End of Term Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing assessments</li> <li>- EYFS team meetings</li> <li>- Moderation</li> <li>- Begin to make judgements for ELG</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing assessments</li> <li>- EYFS team meetings</li> <li>- Pupil progress meetings</li> <li>- Report to Parents</li> <li>- Finalise end of year ELG data</li> </ul>