







EYFS -Year B Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	'All About Me'	Super heros Come join the celebration The spirit of Christmas. Traditions and customs	Dragons 	A Bugs life 	Wet, wet, wet! 	Beatrix Potter  Growing
Suggested Text and 'Old Favourites'	Colour Monster goes to school. Pete the Cat Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Only one you The girl with two Dads And Tango makes three Its ok to be different Goldilocks Red Riding Hood The Little Red Hen	Fireman Sam Christmas Story / Nativity The Jolly Postman. The Jolly Christmas Postman. Christmas stories. Celebrations around the world. Traction Man Eliot Incredible you Supertato How to be a Superhero Comics	Chinese New Year Non-fiction castle books. Dinosaur Roar! The Knight and the Dragon Tell me a dragon	The Very Hungry Caterpillar Mad About Minibeasts Non-fiction mini beast books. Snail trail Superworm The bug collector Yucky bugs Bug Hotel	The snail and the whale Lighthouse Keeper's Lunch. Katie Morag. Under the Sea Non – Fiction. Tiddler The Rainbow fish The fish who could wish Someone swallowed Stanley. Commotion in the ocean. Lost and Found Sharing a shell	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed Beatrix Potter stories

General themes and ideas	Starting school / my new class. New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body Being kind / staying safe Autumn Trail Where I live Chinese New Year	Firework Safety Christmas Lists Letters to Father Christmas	Chinese New Year Easter	Life cycles Happy Habitats Healthy eating	Pirates Under the sea Under the lakes Where in the world shall we go? Send me a postcard! Marine life Fossils – Seasides in the past Compare: Now and then! Seaside art Grace Darling Lighthouses	Plants & Flowers Weather Seasons School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials
Enrichment Activities. Church. Visits. Parental involvement	Home visits Welcome meetings for parents. Harvest Nurse, dentist, hygienist visit. What do I want to be when I grow up? Video for parents.	Remembrance Day Guy Fawkes / Bonfire Children in Need Advent Class Assembly Christmas play Christmas in Church Cinema trip Class Assembly Superhero day	Epiphany St Valentine’s Day Grandparents day Book Day Easter Easter in Church Buddhist Temple	Class Assembly Mothers Day Class Assembly	Windermere Ferry Museum Dock Museum St George’s Day Ascension Day Pentecost	Brockhole Class Assembly Hill Top and Sawrey
P r i m e A r e a s 3 Pri me Are	<u>Personal Social and Emotional Development</u> > Self- Regulation > Managing Self > Building Relationships	I am special Dreams and goals. What makes me unique. Healthy me. Good to be me.	Friendship; Getting on and falling out. How to deal with anger. Self –confidence. Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Feelings; Relationships What makes a good friend? Random acts of Kindness. Looking after pets Looking After our Planet. Talk them through why we take turns, wait politely, tidy up after ourselves etc	Feelings; Learning about qualities and differences. Celebrating differences. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others.	Changes Taking part in sports day - Winning and losing. Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Moving up a year.
	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 .					

as of Learning and Development	<p>Physical Development</p> <ul style="list-style-type: none"> ➤ Gross Motor Skills ➤ Fine Motor Skill <p>Squiggle while you wiggle Write Dance Yoga</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Progression of scissor type.</p> 	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip.</p> <p>Cooperation games i.e. parachute games. Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Explore the chopsticks- how to hold- pincer grips</p> <p>Healthy eating – Fruit kebabs</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pen pressure on paper tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Ball skills- throwing and catching. Crates play- climbing. Dance related activities. Wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes. wheelbarrows, prams and carts.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items Button Clothing. Cutting with Scissors. Ball skills- aiming, dribbling, pushing, throwing, kicking & catching, Dance - moving to music Gymnastics. Balance</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.</p> <p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle Draw a cross.</p> <p>Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath. several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>Races / team games involving gross motor movements. Dance related activities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics.</p> <p>Balance</p>
	<p>PE Sports Coach Corey</p>	<p>Multi skills</p>	<p>Dance</p>	<p>Ball Skills</p>	<p>Gymnastics</p>	<p>Swimming Multi-skills</p>	<p>Swimming Athletics</p>
<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>							

Communication and Language

- Listening, Attention and Understanding
- Speaking

Throughout the year children will:

- Learn to speak with confidence during circle/carpet times/assembly
- Learn to listen and respond appropriately with relevant comments, questions or actions
- Use appropriate story language to re-enact/re-tell simple and familiar stories
- Learn new vocabulary relating to topics and use in role play /tasks and activities
- Share personal interests and recall experiences with adults and peers in a range of situations 1-1/paired/small group/ larger group and whole class situations eg-through Show and Tell, review of and additions to Learning Journeys at school and home, buddy input and peer teaching and learning
- Weekly 'talk' home activity to promote discussion about previous weeks learning or in preparation for the following weeks theme

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Literacy

- Comprehension
- Word Reading
- Writing

Drawing club
Library visits- every 2 weeks
Helicopter Stories

Children will work through reading books according to their phonic knowledge. Children will be listened to 2x per week.



Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.

Writing: Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams. Sequence a story.

Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound- blending easier.

Retell stories related to events through acting/ role play. Christmas letters/lists. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.

Writing: Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence a story. Write a sentence.

Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound.

Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/ mark making. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phonics.

Writing: Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.

Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.

Stories from other cultures and Traditions. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.

Writing: Writing captions and labels, writing simple sentences. Writing short sentences to accompany stories. Labels and captions. Write 2 sentences.

Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.

Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.

Writing: Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems.

Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’

Can draw pictures of characters/event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.

Writing: Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write three sentences or more.

Reading: Read simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

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)
 We use Drawing Club for our approach to writing.

Phonics- **Twinkl**
Phonics scheme

Phase 1 – Phase 2

Phase 2

Phase 2

Phase 3

Phase 4

Phase 5

<p>Mathematics</p> <ul style="list-style-type: none"> ➤ Number ➤ Numerical Patterns <p>Counting rhymes and songs daily.</p> <p>Signing in board 5 frames.</p> <p>Daily timetable. Monthly calendar. Time. Seasons</p>	<p><u>Reception</u> Subitising. Comparing numbers to 10. Ordering objects and sets. Number recognition. Number bonds to 5.</p> <p><u>Nursery</u> Subitise to 3 Recite numbers to 10 Link numbers to amounts to 5 Compare quantities</p>	<p><u>Reception</u> Subitising. Count beyond 10. One more or one fewer. Estimate, order compare, discuss and explore capacity, weight and lengths Describe, and sort 2-D & 3- D shapes. Spatial reasoning Compare with length, weight and capacity. Continue, copy and create repeating patterns. Composition of numbers to 10.</p> <p><u>Nursery</u> Subitise to 3 Recite numbers to 10 Link numbers to amounts to 5 Compare quantities Explore 2D and 3D shape Understand position Describe a route Identify patterns Follow ABAB pattern Make comparisons with size, length, weight and capacity Solve real world life problems with numbers to 5</p>	<p><u>Reception</u> Subitising. Comparing numbers to 10. Select, rotate, manipulate shapes. Spatial reasoning Compare with length, weight and capacity. Compose and decompose shapes. Count up to ten objects, sounds and actions. Represent, order and explore numbers to ten. Compare number. Problem solving – Easter eggs.</p> <p><u>Nursery</u> Subitise to 3 Recite numbers past 10 Link numbers to amounts to 5 Compare quantities using 'more than' 'fewer than' Explore 2D and 3D shape Understand position Describe a route Identify patterns Create ABAB pattern Make comparisons with size, length, weight and capacity Solve real world life problems with numbers to 5</p>	<p><u>Reception</u> Subitising. Composition of numbers to 10. Link number symbols to cardinal number value. Compare with length, weight and capacity. Continue, copy and create repeating patterns. Number bonds to 5 and 10. Doubling and halving & the relationship between them. Count beyond 10</p> <p><u>Nursery</u> Subitise to 3 Understand position Describe a route Make comparisons with size, length, weight and capacity Talk about 2D and 3D shapes Experiment with mark making symbols and numerals Solve real world life problems with numbers to 5 Describe a sequence of events</p>	<p><u>Reception</u> Subitising. Continue, copy and create repeating patterns. Compose and decompose shapes. One more or one fewer. Compare with length, weight and capacity. Continue, copy and create repeating patterns. Count up to ten objects, sounds and actions. Compare two amounts. Relationship between doubling and halving. Coin recognition and values</p> <p><u>Nursery</u> Subitise to 3 Extend and create ABAB patterns Count actions and sounds Identify patterns Describe a sequence of events Make comparisons with size, length, weight and capacity Solve real world life problems with numbers to 5</p>	<p><u>Reception</u> Subitising. Recognise and extend patterns. Apply number, shape and measures knowledge. One more one less. Estimate and count. Grouping and sharing Odd and even numbers. Composition of numbers to 10. Number bonds to 10. Spatial reasoning. Select, rotate and manipulate shapes. Continue, copy and create repeating patterns. Count beyond 10.</p> <p><u>Nursery</u> Subitise to 3</p>
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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.

Understanding the world



- Past and Present
- People, Culture and Community
- The Natural World

Weekly Forest School
 Birthday chair
 Weekly cooking
 Friday Cafe

Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children's discussion regarding their experience of past birthday celebrations. Belonging to the class and school community

Computing – Mouse and trackpad skills

Guy Fawkes and the gunpowder plot.

Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.

To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.

Freezing and melting.

Computing – Keyboard skills

Listening to stories and placing events in chronological order.

Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see

Ice eggs. Think about the ice, turning to water. How can you get the dragon out of the egg? Make a volcano using coke and mentos.

Make dragon poo

Computing skills – Drawing skills

What can we do here to take care of minibeads. Bug Hotels Maddie Moat – Bee B&Bs

Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Listen to children describing and commenting on things they have seen whilst outside.

After close observation, draw pictures of the natural world, including minibeads and plants Wormery – observe. 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. Create opportunities to discuss how we care for the natural world around us.

Computing - Robots

Who was Grace Darling?
 Materials: Floating / Sinking – boat building
 Metallic / non- metallic objects

Seasides long ago – Magic Grandad

Share non-fiction texts that offer an insight into contrasting environments.

Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.


Build a lighthouse. Magic beads in the water. Coral reefs. BeeBots – Moving around island mat.

Computing - Sounds

Trip to Seawood or Grizedale for extra Forest School session in the woods. Change in living things – Changes in the leaves, weather, seasons. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

Watch the caterpillars change. Growing plants and vegetables. Who was Beatrix Potter?

Computing - Photography

	<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>					
RE	Harvest Our special world – why are we special to God	The Christmas story. Why is Jesus special?	Easter What are special stories for Christians?	What is a special place?	Friendships	Introducing other beliefs Buddhism
 Values	Respect	Friendship	Forgiveness	Honesty	Hope	Kindness

Expressive Arts and Design

- Creating with materials
- Being Imaginative and Expressive



Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Join in with songs. Beginning 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 picture of children's creations and record them explaining what they did.

Provide opportunities to work together to develop and realise creative ideas. Superhero masks.

Sing call-and-response songs, so that children can echo phrases of songs you Sing.

Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple Rhythms.

Music (Spark yard) – My Musical classroom.

DT (Kapow) – Cooking and nutrition, making soup.

Fire work art Christmas card designs. Design and create Christmas photo frames. Listen to music and make their own dances in response.

Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.

The Nativity – acting, learning the songs, instruments.

Music (Spark yard) - My Musical classroom.

DT (Kapow) – Seasonal Santa's climbing chimneys. Junk models

Chinese lanterns and dragons. Easter cards Puppet shows: Provide a wide range of props for play which encourage Imagination.

Music (Spark yard) – Musical patterns and performing

DT (Kapow) - Textiles bookmarks

Mothering Sunday cards

Collage - Minibeast pictures. Symmetrical butterflies. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Artwork themed around Eric Carle.

Music (Spark yard) - Musical patterns and performing

DT (Kapow) – Seasonal hanging egg decoration

Sand pictures. Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage Imagination.

Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing. Underwater pictures/ collages.

Music (Spark yard) – Sound stories

DT (Kapow) - Boats

The Seasons –Art Life cycles, Flowers-Sun flowers Make different textures; make patterns using different colours

Children will explore ways to protect the growing of plants by designing scarecrows.

Collage Natural materials- Sculpture-Andy Goldsworthy Observational drawing Drawing of Beatrix Potter characters. Sketching plants and flowers like Beatrix Potter?

Music (Spark yard) - Sound stories

DT (Kapow) – Seasonal Rainbow salad.

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

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

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

