









EYFS -Year B Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | 'All About Me' | Pupil Voice 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. | 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 | 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? | Plants & Flowers Weather Seasons School Planting seeds Make a sculpture: Andy Goldsworthy |

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| | | People who help us / Careers Staying healthy / Food / Human body Being kind / staying safe Autumn Trail Where I live Chinese New Year | | | | Send me a postcard! Marine life Fossils – Seasides in the past Compare: Now and then! Seaside art Grace Darling Lighthouses | 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. Grandparents day | Remembrance Day Guy Fawkes / Bonfire Children in Need Advent Class Assembly Christmas play Christmas in Church Cinema trip Fireman | Epiphany St Valentine’s Day Grandparents day Book Day Easter Easter in Church Buddhist Temple | Class Assembly Mothers Day | Windermere Ferry Museum Dock Museum St George’s Day Ascension Day Pentecost | Brockhole Class Assembly Hill Top and Sawrey |
| Prime Areas | <u>Personal Social and Emotional Development</u> ➤ Self- Regulation ➤ Managing Self ➤ Building Relationships | New beginnings See themselves as a valuable individual. Being me in my world Class rules and routines Supporting children to build 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 . | | | | | |
| | <u>Physical Development</u> ➤ Gross Motor Skills ➤ Fine Motor Skill Squiggle while you wiggle | 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 | 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 | Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. | Threading, cutting, weaving ,playdough, fine motor activities. Develop pencil grip and letter formation continually. | 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 |

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| <p>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>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>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>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>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>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>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>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> | | | | | | |
| <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><u>Communication and Language</u></p> <ul style="list-style-type: none"> ➤ Listening, Attention and Understanding ➤ Speaking | <p>Throughout the year children will:</p> <ul style="list-style-type: none"> • 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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| Specific | <p><u>Literacy</u></p> <ul style="list-style-type: none"> ➤ Comprehension ➤ Word Reading ➤ Writing <p>Library visits- every 2 weeks Helicopter Stories Message centre</p> <p>Children will work through reading books according to their phonic knowledge. Children will be listened to 2x per week.</p>  | <p>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.</p> <p><u>Writing:</u> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams</p> <p><u>Reading:</u> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> | <p>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.</p> <p><u>Writing:</u> Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence.</p> <p><u>Reading:</u> 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.</p> | <p>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.</p> <p><u>Writing:</u> 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. Create a story board.</p> <p><u>Reading:</u> 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</p> | <p>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.</p> <p><u>Writing:</u> Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences.</p> <p><u>Reading:</u> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-</p> | <p>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.</p> <p><u>Writing:</u> 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.</p> <p><u>Reading:</u> 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’</p> | <p>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.</p> <p><u>Writing:</u> 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. Character description. Write three sentences – B, M & E.</p> <p><u>Reading:</u> Read simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p> |



Help children to read the sounds speedily. This will make sound- blending easier.

For exception words such as 'the' and 'said', help children identify the sound that is tricky.

to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

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.

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)

Phonics- Twinkl Phonics scheme

Phase 1 – Phase 2

Phase 2

Phase 2

Phase 3

Phase 4

Phase 5

Mathematics

- Number
- Numerical Patterns

Early Mathematical Experiences
 Counting rhymes and songs
 Classifying objects based on one attribute
 Matching equal and unequal sets.
 Comparing objects and sets.
 Subatising.
 Ordering objects and sets.
 Number recognition.
 2D Shapes.

Pattern and early number
 Recognise, describe, copy and extend colour and size patterns
 Count and represent the numbers 1 to 5
 Estimate and check by counting. Recognise

Numbers within 6
 Count up to six objects.
 One more or one fewer.
 Order numbers 1 – 6.
 Conservation of numbers within six.
Addition and subtraction within 6.
 Explore zero.
 Explore addition and subtraction
Measures
 Estimate, order compare, discuss and explore capacity, weight and lengths
Shape and sorting
 Describe, and sort 2-D & 3- D shapes.
 Describe position accurately.
 Calendar and time.


Numbers within 10
 Count up to ten objects.
 Represent, order and explore numbers to ten.
 One more or fewer, one greater or less.
Addition and subtraction within 10.
 Explore addition as counting on and subtraction as taking away.
Numbers within 15
 Count up to 15 objects and recognise different Representations.
 Order and explore numbers to 15.
 One more or fewer.
 Problem solving – Easter eggs.



Grouping and sharing
 Counting and sharing in equal groups.
 Grouping into fives and tens.
 Relationship between grouping and sharing.
Numbers within 20
 Count up to 10 objects.
 Represent, order and explore numbers to 15.
 One more or fewer.
Doubling and halving
 Doubling and halving & the relationship between them.

Shape and pattern
 Describe and sort 2-D and 3-D shapes.
 Recognise, complete and create patterns.
Addition and subtraction within 20
 Commutativity.
 Explore addition and subtraction.
 Compare two amounts.
 Relationship between doubling and halving.
Money
 Coin recognition and values
 Combinations to total 20p.
 Change from 10p.
Measures

Depth of numbers within 20
 Explore numbers and strategies.
 Recognise and extend patterns.
 Apply number, shape and measures knowledge.
 Count forwards and backwards.
Numbers beyond 20
 One more one less.
 Estimate and count.
 Grouping and sharing.

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| | | <p>numbers in the environment. A number a week.</p> | <p>Days of the week, seasons. Sequence daily events Patterns – wrapping paper</p> | | | <p>Describe capacities. Compare volumes. Compare weights. Estimate, compare and order lengths.</p> | |
| <p>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.</p> | | | | | | | |

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| <p><u>Understanding the world</u></p>  <ul style="list-style-type: none"> ➤ Past and Present ➤ People, Culture and Community ➤ The Natural World <p>Weekly Forest School Birthday chair Weekly cooking Friday Cafe</p> | <p>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 between themselves regarding their experience of past birthday celebrations. Belonging to the class and school community</p> | <p>Guy Fawkes and the gunpowder plot.</p> <p>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.</p> <p>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.</p> <p>Freezing and melting.</p> | <p>Listening to stories and placing events in chronological order.</p> <p>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</p> <p>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.</p> <p>Use the BeeBots</p> <p>Make dragon poo</p> | <p>What can we do here to take care of minibests. Bug Hotels Maddie Moat – Bee B&Bs</p> <p>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.</p> <p>After close observation, draw pictures of the natural world, including minibests 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.</p> | <p>Who was Grace Darling? Materials: Floating / Sinking – boat building Metallic / non- metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Build a lighthouse. Magic beads in the water. Coral reefs. BeeBots – Moving around island mat.</p> | <p>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.</p> <p>Watch the caterpillars change. Growing plants and vegetables. Who was Beatrix Potter</p> |
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| | 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. | | | | | |
| 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? | Special celebrations | Introducing other beliefs Buddhism |
|  Values | Respect | Friendship | Forgiveness | Honesty | Hope | Kindness |
| <u>Expressive Arts and Design</u> ➤ 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. | 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. | Chinese lanterns and dragons. Easter cards Puppet shows: Provide a wide range of props for play which encourage imagination. <i>BBC Bring The Noise - Yolanda Band Jam-Bass Face</i> | 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. <i>BBC Bring The Noise – Music Time</i> | 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. <i>BBC Bring The Noise - I Am a robot</i> | 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 <i>BBC Bring The Noise - Summertime</i> Drawing of Beatrix Potter characters. Sketching plants and flowers like Beatrix Potter |

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| | | <i>BBC Bring The Noise – Hands in the air.</i> | | | | | |
| | | <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | |

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| <i>Early Learning Goals for the end of the year – Holistic/best fit judgement</i> | | | | | | |
| <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</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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| | | | | | <p>their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | |
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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.

