

EY Curriculum Long Term Plan **Cycle 2 – Jolly Postman**

<u>Autumn 1 – Geography Focus</u> Text: The Three Bears – local geography and bear regions (polar, panda, brown bears) <u>Art – Rec:</u> Collage Picasso, cubism, collage a bear <u>Nursery:</u> Georges Seurat – Pointillism – bears.	ART	<u>Autumn 2 – History Focus</u> Text: Witches and Wizards Significant Individual: JK Rowling (Harry Potter – Wizard) <u>DT – Rec & Nursery: Textiles</u> Create a cloak/wand/hat	D&T	<u>Spring 1 – History Focus</u> Text: Cinderella Significant Event – Coronation of Queen Elizabeth II <u>Art – Rec:</u> Painting Yayoi Kusama – crowns with jewels <u>Nursery:</u> Castle collage/printing Banksy.	ART	<u>Spring 2 – Geography Focus</u> Text: Little Red Riding Hood – physical and human geography (buildings and environment) <u>DT – Rec & Nursery:</u> Structures Grandma's house	D&T	<u>Summer 1 – Art Focus</u> Text: Jack and the Beanstalk <u>Rec:</u> Sculpture Henry Moore, beanstalks <u>Nursery:</u> Observational drawing Flowers. Van Gogh, Sunflowers – Visit from Lynsey Powells – flowers	<u>Summer 2 – DT Focus</u> Text: Goldilocks – celebrations and occupations Trip: Play Avenue <u>DT:</u> Food Rec: Bake a cupcake <u>Nursery:</u> Bake a cookie Family celebrations –End of term party – different celebrations around the world. Singing Picnic – Parents in.
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Early Years	I will learn to be a Geographer Forest school Local geography and regions bears live (brown grizzly bears – North America, forest, polar bears – South pole, Giant pandas – China, bamboo forest). Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Reception Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.		I will learn to be an Historian Significant Individual: JK Rowling (<i>witches and wizards, Harry Pottter</i>) Story telling event Nursery: Begin to make sense of their own life-story and family's history Show interest in different occupations. Continue developing positive attitudes about the differences between people. Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		I will learn to be an Historian Significant Event: <i>Coronation of Queen Elizabeth II (longest reigning monarch)</i> Nursery: Begin to make sense of their own life-story and family's history Show interest in different occupations. Continue developing positive attitudes about the differences between people. Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. ELG: Past and Present Children at the expected level of development will: - 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		I will learn to be a Geographer Comparisons of physical and human geography (buildings and environments) Muddy Warrior/Colour run (PE) Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Reception Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. ELG: 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.		I will learn to be an Artist Create Jackand the beanstalk inspired Art. Reception: sculptures Nursery: Spray painting. Visit from flower shop. Nursery: Use all their senses in hands-on exploration of natural materials Talk about the differences between materials and changes they notice. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing. Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on	I will learn to be a Designer Design and make food for a celebration. (trip to Play Avenue) Nursery: Use all their senses in hands-on exploration of natural materials Talk about the differences between materials and changes they notice. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing. Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning,
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					and events encountered in books read in class and storytelling.				their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses ELG: Creating with Materials Children at the expected level of development will: - 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.	refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses ELG: Creating with Materials Children at the expected level of development will: - 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.
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	Science: Nursery: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Reception: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		Science: Nursery: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Reception: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		Science: Nursery: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Reception: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		Science: Nursery: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Reception: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.		Science: Nursery: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Reception: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. ELG: 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.		Science: Nursery: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Reception: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. ELG: 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
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	Computing: Nursery: Explore how things work. Match their developing physical skills to tasks and activities in the setting. Increasingly follow rules, understanding why they are important. Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important.		Computing: Nursery: Explore how things work. Match their developing physical skills to tasks and activities in the setting. Increasingly follow rules, understanding why they are important. Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important.		Computing: Nursery: Explore how things work. Match their developing physical skills to tasks and activities in the setting. Increasingly follow rules, understanding why they are important. Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important.		Computing: Nursery: Explore how things work. Match their developing physical skills to tasks and activities in the setting. Increasingly follow rules, understanding why they are important. Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important.	Computing: Nursery: Explore how things work. Match their developing physical skills to tasks and activities in the setting. Increasingly follow rules, understanding why they are important. Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important. ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Computing: Nursery: Explore how things work. Match their developing physical skills to tasks and activities in the setting. Increasingly follow rules, understanding why they are important. Reception: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: • -sensible amounts of 'screen time'. Explore how things work. Increasingly follow rules, understanding why they are important. ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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	R.E.: Nursery: Continue developing positive attitudes about the differences between people. Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.		R.E.: Nursery: Continue developing positive attitudes about the differences between people. Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.		R.E.: Nursery: Continue developing positive attitudes about the differences between people. Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.		R.E.: Nursery: Continue developing positive attitudes about the differences between people. Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. ELG Children at the expected level of development will: - - 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;	R.E.: Nursery: Continue developing positive attitudes about the differences between people. Reception: Talk about members of their immediate family and community Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. ELG Children at the expected level of development will: 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;
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PSHE: Nursery: Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Reception: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	PSHE: Nursery: Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. 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	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian		ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to	toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and
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	P.E: Nursery: Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group physical activities Revise and refine the fundamental movement skills they have already acquired: crawling, walking, jumping, Reception: Bikeability Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. I can confidently and safely use a range of large and small apparatus.		P.E: Nursery: Games Skip, hop, stand on one leg and hold a pose for a game like musical statues. Walk forwards/backwards /sideways Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Reception: Body management and movements I can develop overall body strength, balance, coordination and agility. I can revise and refine the fundamental movement skills I have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).		P.E: Nursery: Dance I can increasingly use and remember sequences and patterns of music that are related to music and rhythm. Reception: Dance I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can listen attentively, move to and talk about music, expressing my feelings and responses. I can explore and engage in music making and dance, performing solo or in groups. I can develop overall body strength, balance, coordination and agility.		P.E: Nursery Body Management Revise and refine the fundamental movement skills they have already acquired: crawling, walking, jumping, I can go up steps and stairs or climb apparatus using alternate feet Reception: Object control Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming		P.E: Nursery: Games I can continue to develop movements, balancing, riding and ball skills. Revise and refine the fundamental movement skills they have already acquired: crawling, walking, jumping, I can go up steps and stairs or climb apparatus using alternate feet Reception: Athletics Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming I can revise and refine the fundamental movement skills I have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). I can develop overall body strength, balance, coordination and agility.	P.E: Nursery: Athletics Revise and refine the fundamental movement skills they have already acquired: crawling, walking, jumping, I can go up steps and stairs or climb apparatus using alternate feet I can continue to develop movements, balancing, riding and ball skills. Reception: Team games I can start to take part in some group activities which I make up myself or in a team. I can be increasingly independent when getting dress/undressed. I can create collaboratively, sharing ideas, resources and skills. I can combine different movements with ease and fluency I can develop overall body strength, balance, coordination and agility.
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Literacy: Writing Nursery: Goldilocks and the 3 bears Reception: Biscuit bear 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 page sequencing count or clap syllables in a word recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Literacy: Writing N: Room on the broom R: Wizard of Oz 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 page sequencing count or clap syllables in a word recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Reception:	Literacy: Writing N: Cave Baby R: Stone girl, bone girl Nursery: 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 page sequencing count or clap syllables in a word recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a	Literacy: Writing Nursery: What the ladybird heard on Holiday Reception: Town Mouse, Country Mouse Nursery: 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 page sequencing count or clap syllables in a word recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip	Literacy: Writing Supertato Supertato: Veggies assemble Nursery: 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 page sequencing count or clap syllables in a word recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known	Literacy: Writing Nursery: 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 page sequencing count or clap syllables in a word recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.
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	Reception: Biscuit bear Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.		with good control when holding pens and pencils. Show a preference for a dominant hand. Reception: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.		sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Children at the expected level of development will: - 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.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Children at the expected level of development will: - 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.
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Literacy: Reading Nursery: 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 • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them. Reception: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words	Literacy: Reading Nursery: 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 • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them. Reception: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. 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	matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.		matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.		sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.		sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense. ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - 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.	of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense. ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - 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
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Maths: Nursery: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone - for example, "The	Maths: Nursery: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 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