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| 2024-2025 | Afternoon Coffee | | | | | Enfield Academy of New Waltham |
|  | Afternoon Coffee | Afternoon Coffee | Afternoon Coffee | Afternoon Coffee | Afternoon Coffee | Afternoon Coffee |
| Afternoon Coffee | PSED | PSED | Science | History | Geography | Geography |
| Afternoon Coffee  focus Icon - Download focus Icon 804396 | Noun Project  These themes are broad and are chosen in line with the whole school focus however these may be changed or adapted depending on the interests of each individual cohort. | Communication  Project thumbnail  This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them. | Celebrations  Events, Festivals & Celebrations - Classroom Resources for EYFS, KS1 & KS2  This project teaches children how different communities and cultures celebrate in different ways. It looks at what happens during a celebration and why these can be so important. | Seasons and Weather  What are seasons? | TheSchoolRun     This project teaches children about seasonal changes and the impact weather can have to our environment. We will also look at how climate change has made an impact as well as comparing and contrasting weathers around the world. | On the Farm  EYFS: Listen and Play - On the farm - BBC Teach  This project teaches children about the global community to which they belong and explores how living things, communities differ around the world. Children will focus on the importance of farming where they live. | Pirates  Best children's books - Pirate Books  This exciting project teaches children about the different animals that live in the ocean. We will be role playing a pirate and building ships. We will be creating treasure maps for children and adults to follow.. | Superheroes  Superheroes Topic Guide for Teachers - Teaching Packs  This mini project teaches children about people around the world who have and are doing incredible things. Children will look at real life and fictional superhero characters. Children will explore what makes them ‘super’. |
| Afternoon Coffee  Afternoon Coffee  enrich Icon - Download enrich Icon 1453452 | Noun Project | * Local walks * Invite in ‘people who help us’ | * Recreate a celebration the children are familiar with (wedding/christening) * Celebrate Bonfire Night * Grandparents’ Day | * Local walk * Nature walks * Den building * Fairy house building | * Bring your own vehicle day * Visit to the local farm | * Pirate day – dress up. * Grow our own butterflies. | * Visit from the fire brigade * Create super hero dens * Visit from the police |
| Afternoon Coffee  More Icon Svg Png Icon Free Download (#159305) - OnlineWebFonts.COM  Focussing on: each of the seasons and seasonal change; religious festivals; and national days of significance. | * Autumn * Rosh Hashanah * European Day of Languages | * Halloween * Diwali * Bonfire Night * Remembrance Day * Children in Need * Road Safety Week * Anti-Bullying * Advent * Christmas | * Chinese New Year * Valentine’s Day * Random Acts of Kindness Day * Safer Internet Day * Children’s Mental Health and Wellbeing | * African World Heritage Day * World Bee Day * Space Day * Bike Week | * African World Heritage Day * World Bee Day * Space Day * Bike Week * Spring * Pancake Day * World Book Day * Red Nose Day * Mother’s Day * Easter * Science Week | * Father’s Day * Sport’s Day * Butterfly Awareness * World Oceans Day * Healthy Eating Week |
| Afternoon Coffee  Afternoon Coffee  Social-Emotional Learning Skills Training — CalSAC  Managing self – Self Regulation. | Healthy and Happy Friendships   * Learning our school rules and values * Making friends * Being able to talk about worries * Basic choice making * Toilet hygiene | Similarities and Differences   * Caring for others * Kindness * Being unique * Positive relationships * Uniqueness * Turn-taking * Independent choice making * Road Safety | Caring and Responsibility   * The people that help us * Environmental responsibility * Showing sensitivity to others * Own and others’ feelings * Looking after the environment | Healthy Body, Healthy Mind   * About our bodies * Anatomical names * NSPCC Pantosaurus * Healthy food choices and trying new foods * Exercise and its importance | Families & Committed Relationships   * Our families * Different families * Kindness towards friends * Mother’s day * Why families are important | Coping with Change   * Revisiting our changes since birth * Changes through the year * Anticipating change * Embracing change * Transition to Year 1 |
| Afternoon Coffee  Afternoon Coffee  Communication Icon, Transparent Communication.PNG Images &amp; Vector -  FreeIconsPNG  Key Threads: developing speaking and listening skills through daily story times, High quality interactions, 1:1 back and forth exchange and group discussion, PSHE time, sharing circles, Singing, speech & language interventions. | * Listening to a range of key texts including stories, rhymes, poetry and non-fiction * Introduce nursery rhyme/ action song per week * Introduce school vocabulary linked to BLP * Role play & small world provocations that change by weekly * High-quality adult interactions | * Retelling simple stories. * Thinking of questions to ask and beginning to form opinions * Developing new topic vocabulary * Celebrating events such as Bonfire Night, Hanukkah and Christmas | * Acting out familiar stories * Using adjectives to describe * Asking questions to develop vocabulary. * Discuss and compare weather around the world. * Engaging in non-fiction books * Positional Language * Building peer discussion focused on a directed question | * Listen to news reports/video clips about the environment * Asking questions to deepen understanding * Developing vocabulary linked to the natural environment * Engage in peer discussion * Learn about the importance of knowing where our food comes from. | * Discussing characters within stories linked to PSED * Answering questions to show understanding with increased confidence * Reading and exploring new text types * Use non-fiction books to find out information * Exploring ‘why’ questions and forming opinions * Acting out familiar stories | * Reading familiar stories. * Recreate characters during role play scenarios * Develop story telling vocabulary such as ‘once upon a time.’ * Explore alternative versions of traditional tales to develop comparison discussion |
| Afternoon Coffee  Physical Activity Icon #52420 - Free Icons Library  Fine Motor:  A constant array of activities and provocations are offered throughout the year focussing on developing muscles in order to be able to hold a pencil effectively, use small tools and show accuracy and care when drawing and writing. | Introduction to PE – Unit 1  In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. | Fundamentals – Unit 1  In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. | Dance – Unit 1  In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. | Gymnastics – Unit 1  In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. | Ball Skills – Unit 1  In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner. | Games – Unit 1  In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.  . |
| GetSet4PE  **All units focus on:** developing overall strength and revising/refining fundamental movement skills; handling equipment effectively; moving confidently in a range of ways; safely negotiating space; showing good control and co-ordination in small and large movements; talking about ways to keep healthy and safe; and knowing the importance for good health and physical exercise. | | | | | |
| Afternoon Coffee  Mathematics Free Icon - Icon-Icons.com  Key threads: Develop a deep understanding of understanding numbers to 10; Subitising; number bonds; doubling; verbally counting beyond 20; comparing quantities up to 10; and number patterns*.* | **White Rose Maths**   * Matching and Sorting * Comparing amounts * Comparing size, mass and capacity. * Exploring Pattern * Introducing number one. | **White Rose Maths**   * Representing numbers to 5. * Comparing numbers 1,2,3. * Composition of numbers 1,2,3. * Identifying one more and one less * Exploring 2D shapes.- circles and triangles * Positional Language. * Develop understanding of time. | **White Rose Maths**   * Introducing zero. * Comparing numbers to 8. * Composition of numbers to 8. * Comparing mass * Comparing capacity. * Making pairs. * Combining 2 groups. | **White Rose Maths**   * Representing 9 and 10. * Comparing numbers to 10. * Composition of numbers to 10. * Number bonds to 10. * Exploring 3D shapes. * Exploring pattern. | **White Rose Maths**   * Building numbers beyond 10. * Counting patterns beyond 10. * Matching, rotating and manipulating shapes. * Positional language. * Add * Take away | **White Rose Maths**   * Finding patterns. * Doubling. * Sharing and grouping. * Odd and Even. * Positional language and direction. |
| NCETM  Alongside WRM, we also use the NCETM Mastering Number programme. This programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. | | | | | |
| Afternoon Coffee  Story - Free education icons  Key Threads: retelling stories and narratives using their own words; developing, remembering and using new vocabulary; anticipating key events in stories; accessing a range of fiction, non-fiction, rhymes and poems. | Focus Texts:  Circles all Around Us  Lost and Found  Mr Benn  Goldilocks  We’re Going on a Bear Hunt  Raggy Dolls  Topic Enrichment Texts:  Yeti And The Bird  Nadia Shireen  Max And Bird  Ed Vere  Colin And Lee, Carrot And Pea  Morag Hood  The Bumblebear  Nadia Shireen  Have You Filled A Bucket Today  Carol McCloud  Kind  Axel Schloeffer | Focus Texts:  Pingu  Peace at Last  The Gruffalo  The Enormous Turnip  Christmasaurus  Spooky Spooky House  Topic Enrichment Texts:  The Baby’s Catalogue  Allan Ahlberg and Janet Ahlberg  Mog The Forgetful Cat  Judith Kerr  My Two Grannies  Floella Benjamin  Major Glad, Major Dizzy  Jan Oke  Classic Nursery Rhymes  Nicolas Baxter  The History Of Toys  Deborah Jaffe  Clothes Then And Now  Richard Northcott  Houses Then And Now  Rose Goldsmith  Lost In A Toy Museum: An Adventure  David Lucas | Focus Texts:   Iggy Peck Architect  Three Little Pigs  Shark in the Park on a Windy Day  Gingerbread Man  The Snowflake – Benji Davies  Little Bear  Topic Enrichment Texts:  What To Do With A Box  Jane Yolen and Chris Sheban  The Three Little Wolves And The Big Bad Pig  Eugene Trivizas and Helen Oxenbury  Seasons come, Seasons Go Tree  **Britta Teekentrap**  A House In The Woods  Inga Moore  Moon  Britta Teekentrap  A Tree for all Seasons  Robin Bernard | Focus Texts:  Handa’s Surprise  The snail and the whale  Farmer Duck  What the Ladybird Heard  Little Red Tractor  Down on the Farm  Topic Enrichment Texts:  Our World: A First Book Of Geography  Sue Lowell Gallion and Lisk Feng  Fatou, Fetch The Water  Neil Griffiths and Peggy Collins  Don’t Spill The Milk!  Christopher Corr and Stephen Davies  Mama Panya’s Pancakes  Mary and Rich Chamberlin and Julia Cairns  Look Inside: Our World  Earth Heroes  Emily Bone and Marianna Oklejak  Under The Same Sky  Britta Teckentrup  Penguin On Holiday  Salina Yoon  How To Count: 1 To 5 In Five Languages  Kenard Pak | Focus Texts:  10 Little Pirates  The Pirate Next Door  Pirates in Pyjamas  Little Red Riding Hood  Trap Door  Camberwick Green  Topic Enrichment Texts:  Cave Baby  Julia Donaldson and Emily Gravett  The Dinosaur that Pooped a Pirate  Tom Fletcher and Dougie Poynter  The Night Pirates  **Peter Harris and Deborah Allwright**  Some Dinosaurs Are Small  Charlotte Voake  The Pirates are Coming  **John Condon and Matt Hunt**  **My Granny is a Pirate**  **Val Mcdermid and Arthur Robins**  Never Mess with a Pirate Princess  Holly Ryan and Sian Roberts | Focus Texts  Super Ted  Bananaman  Super Daisy  Cinderella  Smelly Peter  Supertato  Topic Enrichment Texts:  Borris Saves the Show  Carrie Weston and Tim Wannes  Nat Fantastic  Giles Andreas and Katherine McEwan  Superworm  Julia Donaldson  Superbat  Matt Carr  Superheroes are Everywhere  Kamala Harris |
| Afternoon Coffee  Writing Icon Vector Art, Icons, and Graphics for Free Download  Key Threads: 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. | **Writing Outcomes**  Mark Making  Correct Pencil Grip  Name Writing  Basic Letter formation | **Writing Outcomes**  CVC words  Spelling words with taught sounds  Improved letter formation  Verbally constructing lists (adult scribed)  Verbally constructing sentences (adult scribed) | **Writing Outcomes**  Labelling illustrations from a text  Creating simple sentences using phase 2 tricky words and phonetically decodable words with taught sounds.  Verbally constructing lists (adult scribed)  Verbally constructing sentences (adult scribed) | **Writing Outcomes**  Create simple sentences by promoting the use of supportive tools such as word banks.  Increased expectation on the precision of letter formation.  Verbally constructing lists (adult scribed)  Verbally constructing sentences (adult scribed) | **Writing Outcomes**  Labelling illustrations and creating captions for key points in the text.  Creating simple sentences using phase 2 and 3 tricky words and phonetically decodable words with taught sounds.  Verbally constructing lists (adult scribed)  Verbally constructing sentences (adult scribed) | **Writing Outcomes**  Increase the independence level of word and sentence creation by promoting the use of supportive tools such as word banks.  Increased expectation on the precision of letter formation.  Verbally constructing lists (adult scribed)  Verbally constructing sentences (adult scribed) |
| Afternoon Coffee  Bug Club Phonics  Key threads: know and 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. | Phase 2  Bug Club Entry Level Assessment & Government Baselines  Bug Club Phonics Set 1 – 4 Sounds:   1. s, a, t, p 2. i, n, m, d 3. g, o, c, k 4. ck, e, u, r   Irregular Word:  to  Consolidate learning  Allocate ‘Family Book’ and Phase 2 Bug Club Phonics book consistent with stage of learning. | Phase 2  Bug Club Phonics Set 5-8 Sounds:   1. h, b, f, ff, l, ll, ss 2. j, v, w, x 3. y, z, zz, qu 4. ch, sh, th, ng   Irregular Words:  the, no, go, I, into, her  Consolidate learning  Allocate ‘Family Book’ and Phase 2 Bug Club Phonics book consistent with stage of learning.  End of Phase Assessments. | Phase 3  Bug Club Phonics Set 8- 11 Sounds:   1. ai, ee, igh, oa, oo (long, oo (short) 2. ar, or, ur, ow, oi 3. ear, air, ure, er   Irregular words:  me, be, he, my, by, she, they  Consolidate learning  Allocate ‘Banded Book’ and Bug Club Phonics book consistent with stage of learning. | Phase 3  Bug Club Phonics Set 12 Sounds:  Adjacent consonants (cvcc, ccvc)  Adjacent consonants (ccvcc, cccvc, cccvcc)  Irregular words:  we, are, you, all, was, give, live  Consolidate learning  Allocate ‘Banded Book’ and Bug Club Phonics book consistent with stage of learning.  End of Phase Assessments. | Phase 4  Bug Club Phonics  Revisit Phase 2 and 3 and consolidate  Focus on blending  Irregular words:  said, have, like, so, do, some, come  Consolidate learning  Allocate ‘Banded Book’ and Bug Club Phonics book consistent with stage of learning. | Phase 4  Bug Club Phonics Revisit Phase 2 and 3 and consolidate  Focus on blending  Irregular words:  were, there, little, one, when, out, what  Consolidate learning  Allocate ‘Banded Book’ and Bug Club Phonics book consistent with stage of learning.  End of Phase Assessments. |
| Afternoon Coffee  Afternoon Coffee  Free Earth Icon. SVG, EPS, JPG, PNG. Download Earth Icon.  Key Threads: Children will develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. | * The Natural World: Autumn – Changing Seasons * Our families * Communicating to others * Our school community * Our community helpers * Our community * Key worker heroes * Mapping our local environment (human features) * Classroom roles and responsibilities * ICT – using IPad and QR codes | * The Natural World: Weather * Respect of other peoples beliefs * Memories * School Events * How we celebrate * Days of the Week * Different cultures | * The Natural World: Winter including Floating and Sinking * Explore locality – walk of the local area identifying some human and physical features in locality * Explore different types of homes – features * Explore how buildings are made – explore the job of an architect and a builder and how they are similar/different * Understand where they live and where there school is – identify village and town names | * The Natural World Spring – Growing and Changing * Journeying - Where have you travelled? * Map making * Exploring google Earth * Exploring leaflets with places to visit * Habitats * Other countries * Animals around the world * Life on a farm * Farming around the world * Stories around the world * Food around the world * Buildings around the world * Charles Darwin Exploration * Recycling | * The Natural World: Weather * Creatures under the sea * What do we use a map for * Characteristics of sea creatures * Life cycle of a toad * What did a pirate do? * Land and Sea * Volcanoes | * The Natural World Summer – Growing and Changing * Take photos of the natural World * Create careful observational drawings * Recognise heroes in our community * Understand the roles of people in our emergency services.. * Create their own ‘super’ worlds * Go on nature walks and observe the natural world around them. |
| Afternoon Coffee  Afternoon Coffee  Palette Icon Art Icon Vector Illustration Stock Illustration - Download  Image Now - iStock  Key Threads: 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; invent, adapt and recount narratives and stories with peers and their teacher; sing and perform a range of well-known nursery rhymes and songs. | * All About Me portraits. * Family pictures. * Begin to explore colour mixing. * Joining materials. * Introducing musical instruments. * Making telephones * Making pictures for people who are special to us. | * Design a decoration * Make and design a candle holder * Perform rhymes whilst exploring archaic language * Explore colour and how colours can hold meaning * Explore creating different types of buildings where we celebrate | * Making mud bricks! Explore consistency and use of containers. * Building bridges in large and small scale using different materials * Making seasonal pictures * Make a weave basket. | * Creating animal masks * Learn song ‘Hello to all children of the world’ * Farming landscape pictures * Transitional art * Junk model – creating their own farm * Create bug hotels and habitats for school wildlife * Den Building * Making pictures using natural resources. | * Sea shanties * Shell printing * Design and make sandcastles * Junk modelling pirate ships * Volcano bridge STEM cup activity * Make a treasure chest * Mud painting * Salt dough gold coins | * Explore colour, pattern and shape to respond to what they have seen in the natural world by using different art materials and techniques (such as chalking and smudging, watercolours or butterfly symmetry painting). * Children choreograph their own ‘superhero’ dance routine. * Provide modelling materials for children to create their own superhero den |
| Afternoon Coffee  skills Icon - Download skills Icon 369287 | Noun Project | **Gather information**  Describe simple features that they see in their environment  Find out geographical information by talking to people, examining photographs, simple maps and visiting local places  **Using maps**  Describe the location of features in their environment using simple prepositional phrases  **Making maps**  Draw pictures and write labels to communicate their geographical understanding  **Locational and Place Knowledge**  Know that there are other countries in the world  Know that they live in a home which is on a street or road in Grimsby  Know that Grimsby is a town  Know that New Waltham is a village  Know that Grimsby is in England  **Human and physical geography**  Know, find and name some natural features in their local environment  Know, identify and visit some human features/buildings in their local community  Know about important members of society such as police officers, nurses or firefighters  Know about how other cultures live and draw comparison to their own culture  Know about the features of their own immediate environment and how environments might vary from one another | **Chronological knowledge and understanding**  Use every day language related to time.  Order and sequence familiar events.  Describe many story settings, events and characters.  Talk about past and present events in their own lives.  **Historical terms**  Extend vocabulary e.g. past, before, present, future.  **Historical enquiry**  Be curious about people and show interest in stories.  Explain own knowledge and understanding and ask appropriate questions.  Know about similarities, differences, patterns and change.  Question why things happen and give explanations.  Recognise and describe special times or events. | **Scientific Enquiry**  Use their scientific skills to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.  **Classifying**  Understand how to classify minibeasts  **Collecting and analysing data**  Knowing which habitats to find minibeasts in  Collecting data to determine which habitats are home to the most minibeasts.  Analysing the data that they find. | **Gather information**  Describe simple features that they see in their environment  Find out geographical information by talking to people, examining photographs, simple maps and visiting local places  **Using maps**  Describe the location of features in their environment using simple prepositional phrases  **Making maps**  Draw pictures and write labels to communicate their geographical understanding  **Locational and Place Knowledge**  Know that there are other countries in the world  Know that they live in a home which is on a street or road in Grimsby  Know that Grimsby is a town  Know that New Waltham is a village  Know that Grimsby is in England  **Human and physical geography**  Know, find and name some natural features in their local environment  Know, identify and visit some human features/buildings in their local community  Know about important members of society such as police officers, nurses or firefighters  Know about how other cultures live and draw comparison to their own culture  Know about the features of their own immediate environment and how environments might vary from one another | **Chronological knowledge and understanding**  Use every day language related to time.  Order and sequence familiar events.  Describe many story settings, events and characters.  Talk about past and present events in their own lives.  **Historical terms**  Extend vocabulary e.g. past, before, present, future.  **Historical enquiry**  Be curious about people and show interest in stories.  Explain own knowledge and understanding and ask appropriate questions.  Know about similarities, differences, patterns and change.  Question why things happen and give explanations.  Recognise and describe special times or events. | .**Gather information**  Describe simple features that they see in their environment  Find out geographical information by talking to people, examining photographs, simple maps and visiting local places  **Using maps**  Describe the location of features in their environment using simple prepositional phrases  **Making maps**  Draw pictures and write labels to communicate their geographical understanding  **Locational and Place Knowledge**  Know that there are other countries in the world  Know that they live in a home which is on a street or road in Grimsby  Know that Grimsby is a town  Know that New Waltham is a village  Know that Grimsby is in England  **Human and physical geography**  Know, find and name some natural features in their local environment  Know, identify and visit some human features/buildings in their local community  Know about important members of society such as police officers, nurses or firefighters |
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| Communication and Language | Personal Social and Emotional Development. | Physical Development. | Literacy | Maths | Understanding of the World | Expressive Arts and Design. |
| **ELG: Listening, Attention and Understanding**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions  Make comments about what they have heard and ask questions to clarify their understanding  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers  **ELG: Speaking**  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | **ELG: Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **ELG: Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  ELG: Building Relationships  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers;.  Show sensitivity to their own and to others’ needs. | **ELG: Gross Motor Skills**  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **ELG: Fine Motor Skills**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing. | **ELG: Comprehension**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  **ELG: Word Reading**  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **ELG: Writing**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. | **ELG: Number**  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **ELG: Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | **ELG: Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **ELG: People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  **ELG: The Natural World**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  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. | **ELG: Creating with Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  **ELG: Being Imaginative and Expressive**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music |