**Stoke Prior Primary School**



**EYFS Long Term Plan Year A**

**2021 - 2022**

At Stoke Prior Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people.

We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

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**SPRING**

**SUMMER**

**AUTUMN**

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**OUR BRITISH VALUES**

**ASSEMBLIES**

**PSHE**

**CIRCLE TIME**

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**PARENTAL INVOLVEMENT**

New parent information evening

Open day

Harvest

Parents evening

Phonics & Early Reading Workshop

Nativity

Tapestry

Parents evening

Reading morning

Maths morning

Easter celebrations

Tapestry

Summer reports

Induction for new parents

Tapestry

Stay and Play Session

Parent Survey

**SUMMER**

**SPRING**

**AUTUMN**

**GENERAL THEMES**

NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision.

**HOLIDAYS**

**Summer**

**Seaside**

**Holidays in the past**

**Contrasting places**

**Toys**

**Colour**

**Land Sculpture**

**Special places**

**Staying safe**

**ALL AROUND US**

**Transport & Buildings**

**People Who Help Us**

**Neil Armstrong, Florence Nightingale, George Stephenson**

**Houses and Homes, Materials**

**Maps**

**Space**

**Spring, Easter, Weather**

**Chinese New Year**

**CELEBRATIONS**

**All about me**

**My home and where I live**

**Families, Friendships and Belonging**

**Autumn**

**Harvest**

**Bonfire Night/Guy Fawkes**

**Diwali**

**Christmas**

**ENRICHMENT OPPORTUNITIES**

**People Who Help Us visitors**

**Local Walk**

**Easter**

**Mother’s Day**

**Chinese New Year**

**Story Morning**

**Forest School**

**Queenswood Trip**

**Remembrance Service**

**Harvest Service**

**Children in Need**

**Nativity**

**Maths Morning**

**Forest School**

**Seaside Trip**

**Father’s Day**

**Science Day**

**Forest School**

**Sports Day**

**AUTUMN**

**SPRING**

**SUMMER**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**Communication and Language**

Tell Me why

Using language well. Encourage and model the use of how and why questions during news time. Discovering Passions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events in some detail during news time and in the puppet area. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.

What happened

Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events – making our learning sticky!

**Welcome To EYFS**

Settling in activities Making friends Children talking about experiences that are familiar to them through the use of News. Rhyming and alliteration Shared Stories Model talk routines through the day. For example, arriving in school ‘Good morning, how are you?’

Talk it through

Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time. Sustained focus when listening to a story.

**Tell Me a Story**

Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners. Use new vocab through the day. Carefully chosen stories to develop children’s vocab.

Time to Share

Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photos and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies.

**DAILY STORY TIME**

**SUMMER**

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**

**SPRING**

**AUTUMN**

Awareness of needs of others

Resolving conflict

Respect for own culture and the culture of others

Knowing how to care for others and living things

Talk about their own and others behaviour and its consequences

Introduction to a new setting

Class boundaries and routines Feelings of self as part of a class, school, family and community

Forming relationships Sharing and taking turns Feelings of self as part of the wider world

Anti-bullying week

Sharing

Take into account others ideas

Organise own activities

**MANAGING SELF**

Controlling own feelings and behaviours

Applying personalised strategies to return to a state of calm

Being able to curb impulsive behaviours

Being able to concentrate on a task

Being able to ignore distractions

Behaving in ways that are pro-social Planning

Thinking before acting

Delaying gratification

Persisting in the face of difficulty.

**SELF-REGULATION**

**SUMMER**

**AUTUMN**

**SPRING**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Physical Development**

Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks

Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.

Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.

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**Fine Motor**

Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance- moving your body to music in different ways.

Cooperation games including parachute games. Climbing using the outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Gymnastics- balancing, travelling.

Balance- children moving with confidence Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Obstacle activities children moving over, under, and through equipment. Races / team games involving gross motor movements. Throwing and jumping, Athletics activities.

**Gross Motor**

**AUTUMN**

**SPRING**

**SUMMER**

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)

**Literacy**

Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions 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.

Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day 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 .

Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. 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.

**Comprehension**

**Word Reading**

Follow **Twinkl Phonics**

**Level 4**: CVVC words, CCVC words, adjacent consonants, polysyllabic words, three letter adjacent consonants

**Tricky Words**: said, so, have, like, come, some, were, there, little, one, do, when, out, what

Follow **Twinkl Phonics**

**Level 3** **sounds**: jvwx, y zzz qu ch, sh th th ng, ai ee igh oa, oo o oar or, ur ow oi ear, air ure er,

**Tricky Words**: he, we, she, me, be, was, my, you, they, here, all, are

Follow **Twinkl Phonics**

**Level 2 sounds** :satp, inmd, gock, ckeur, hbfl, ff ll ss s(z)

**Tricky Words**: to, the, no, go, I

**AUTUMN**

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**SUMMER**

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**Literacy**

**Text as a stimulus**

Julian is a Mermaid by Jessica Love, And Tango makes Three by Justin Richardson, My first heroes Eco warriors, My first heroes Sports, Mad about minibeasts by Giles Andrea, The Very Hungry Caterpillar By Eric Carle, The bad tempered ladybird by Eric Carle, The Rainbow fish by Marcus Pfister, Sharing a shell by Julia Donaldson, Commotion in the ocean by Giles Andrea, Tiddler by Julia Donaldson, Billy’s bucket by Kes Grey, Lighthouse keepers lunch, What the ladybird heard at the seaside by Julia Donaldson, Handas surprise by Eileen Browne, Big Bear Little Bear, Oi Frog, Non-fiction underwater books.

My first heroes Scientist, My first heroes, Explorers, My first heroes Space, Lost and Found by Oliver Jeffers, The Emperor’s Egg By Martin Jenkins, Elmer in the snow by David McKee, Here we go round the Mulberry bush (Cold & Frosty morning), Looking at animals in cold places by Moira Butterfield, The Enormous Turnip, Oliver’s Vegetables by Vivian French, The Enormous Carrot, The Enormous Potato, We’re going on a Lion hunt by David Axtell, Dinosaur Rumpus, The Jolly Postman by A & J Ahlberg, Busy People set of books about People who help us, Mog and the Vee Ee Tee by Judith Kerr, Three Little pigs (different variations), Jungle Jamboree by Jo Empson.

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Kind by Alison Green, The Family Book & It’s OK to be different by Todd Parr, Starting school by J & A Ahlberg, What makes me a me? By Ben Faulks, Incredible You by Rhys Brisenden, Funnybones by J & A Ahlberg, Sulwe by Lupita Nyong’o, My first heroes Black History, All are welcome by Alexandra Penfold, All kinds of families by Sophy Henn, The best Diwali ever by Sonali Shah, Owl babies by Martin Waddle, Can’t you sleep little Bear by Martin Waddle, The Christmas Pine by Julia Donaldson, The Little Red Hen, A Squash and a squeeze by Julia Donaldson, The fox in the dark.

Guided writing based around developing short sentences; writing postcards from the seaside. Writing lists e.g. what would we pack to take to seaside? 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. Recount of our trip to the Beach. Beginning to use full stops, capital letters and finger spaces.

**Writing**

Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Drawing and labelling our own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions. Character descriptions. Write 2 sentences

Children will be experimenting with mark -making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Children will begin to write letters from their names. Name writing. Sequence stories e.g. The Christmas Story

**SUMMER**

**SPRING**

**AUTUMN**

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. We follow the White Rose Maths curriculum in Reception.

**Mathematics**

**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 r e c o g n i s e d i f f e r e n t representations • Order and explore numbers to 15 • One more or fewer. **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

**Early Mathematical Experiences** • Counting rhymes and songs • Classifying objects based on one attribute • Matching equal and unequal sets • Comparing objects and sets. • Subitising. • Ordering objects and sets / introduce manipulatives. • Number recognition. • 2D Shapes. **Pattern and early number** • Recognise, describe, copy and extend colour and size patterns • Count and represent the numbers 1 to 3 • Estimate and check by counting. • Recognise numbers in the environment. • A number a week **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** • Days of the week, seasons • Sequence daily events

**Shape and pattern** • Describe and sort 2D and 3D shapes Recognise, complete and create patterns **Addition and subtraction within 20** • Commutativity (e.g. 3+2 is the same as 2+3) • Explore addition and subtraction • Compare two amounts • Relationship between doubling and halving Money • Coin recognition and values **Measures** • Describe capacities • Compare volumes • Compare weights • Estimate, compare and order lengths **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

**SUMMER**

**SPRING**

**AUTUMN**

**Understanding the World**

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.

###### Science History Geography RE / Festivals Our RE Curriculum enables children to 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

Identifying their family • 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. Talk about belonging to a community• Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Give simple instructions. Habitats• Discussions regarding their experience of past celebrations. • Long ago – How time has changed. How they have changed and will change. Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. Name parts of the body. Look at food chains. Trip to Queenswood. Talk about seasons especially Autumn. Harvest and Harvest in the past. E-Safety.

Materials: Floating / Sinking – boat building • Seasides long ago – Magic Grandad •Trip to the seaside. Share non-fiction texts that offer an i n s i g h t i n t o c o n t r a s t i n g environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Use bee-bots on simple maps. Encourage the children to use navigational language. Send postcards, emails and other messages. Begin to understand events and changes that happened before they were born. • Can children differentiate between land and water. • Special places and stories. Identify changes in the seasons- Summer. Explore and name plants and animals.

• Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Spring. Local walk. 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. Looking at and exploring plants • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Exploring different materials. Vehicles and houses over time and around the world. Directions. Introduce them to significant people e.g. Neil Armstrong, Florence Nightingale, George Stephenson. Easter, Chinese New Year. Meeting people who help us and asking questions. People in our community.

**SPRING**

**AUTUMN**

**SUMMER**

Join in with familiar songs.

Beginning to mix primary colours to make secondary colours. Collage, printing.

Joins in with role play games and uses resources available for props; build models using construction equipment.

Christmas songs.

Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Moving picture with sliders and levers.

Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.

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

Listen to music and make their own dances in response.

Clay diva lamps.

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

Role play parties and celebrations. The Nativity Play.

Making veg soug, fruit kebabs, Autumn apple pie.

Rainbow fish collages Water colour painting Colour mixing

Land art -Andy Goldsworthy

Paper plate jellyfish

Puppet shows: Provide a wide range of props for play which encourage imagination

Colour mixing, wax resistant painting – underwater pictures.

Father’s Day Crafts

Learn sea-shanties and dances and perform it. Listen to music and make their own dances in response.

Artwork themed around the seaside/ The summer

Children will be encouraged to select the tools and techniques they need to assemble materials that they are using to design and make a toy.

Rainbow fruit salad

Weaving summer baskets

Musical sound effects to represent a journey

Making paper lanterns, Chinese writing, puppet making, Chinese music and composition Encourage children to create their own music.

Junk modelling, houses, bridges boats and transport.

Retelling familiar stories

Observational drawing – sunflowers, daffodils,

Mixed media – Looking at Frank Stella

Mother’s Day crafts Easter crafts

Home Corner role play

The Seasons

Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc

Simple joining techniques for sewing to make bunting.

Sing call and response songs, echoing phrases adults sing.

Looking at pattern in Music. Keeping in time. Pitch, explore percussion.

**Expressive Arts and Design**

**Expressive Arts and Design**

**END OF YEAR EXPECTATIONS**

**HOLISTIC/BEST FIT JUDGEMENT**

**Literacy**

**END OF YEAR EXPECTATIONS**

**HOLISTIC/BEST FIT JUDGEMENT**

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**Maths**

**END OF YEAR EXPECTATIONS**

**HOLISTIC/BEST FIT JUDGEMENT**

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**Physical Development**

**END OF YEAR EXPECTATIONS**

**HOLISTIC/BEST FIT JUDGEMENT**

**Personal, Social and Emotional Development**

**END OF YEAR EXPECTATIONS**

**HOLISTIC/BEST FIT JUDGEMENT**

**Knowledge and Understanding of the World**

**END OF YEAR EXPECTATIONS**

**HOLISTIC/BEST FIT JUDGEMENT**

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**Communication**

**and**

**Language**

**END OF YEAR EXPECTATIONS**

**HOLISTIC/BEST FIT JUDGEMENT**

**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.

**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.

**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: 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 roleplay.

**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: 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: 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** how 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.