



Reception Long term plan 2022-2023

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<i>All about me!</i>	<i>Terrific Tales</i>	<i>The Great Outdoors</i>	<i>Amazing animals</i>	<i>The Wide world</i>	<i>On the move</i>
General themes These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school and getting to know my new class. Being me in my world. Superheroes- linked to people who help us. My family and PSED focus on what am I good at? (linked to transition from Nursery Summer activity). Being kind and making friends.	Traditional Tales. Little Red Hen linked to Harvest festival. Begin weekly visits to the school library. Gingerbread Man- linked to UTW. Celebration Christmas. Christmas Lists Letters to Father Christmas and walking to post them in groups.	Plants & Flowers. Weather / seasons. The great outdoors. Planting seeds. Make a sculpture/ transient nature art linked to Andy Goldsworthy. How can we look after our Earth and animals?	Life cycles of frogs and ducks Mini beasts Animals around the world Climates / Hibernation	Where do we live in the UK / world? Where in the world have you been?	Growing older Transport Occupations
'Wow moments' (First hand experiences that support the children to receive a high – quality education and seeing the positive impact that this has as they grow.)	Autumn nature walk linked to the story - Leaf Man. People who help us visit. Harvest Time – Harvesting vegetables and making soup. Various cooking.	Bonfire Night Christmas Time Diwali and Hannukah Remembrance day World Food day Cooking experiences Children in Need Anti- Bullying Week Nursery rhyme week	Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day	Planting seeds Easter time Nature Scavenger Hunt Mother's Day Queen's Birthday Science Week Easter Egg Hunt Safari explorers theme week	Walk around key places in London Colney. Start of Ramadan Eid Visit to the farm Road safety	Transitions Sports day Father's Day Healthy Eating Week World Environment Day Older year groups selling Ice cream
Parental Involvement	Staggered Start Parents phone consultations. Wow moments PSED workshop	Wow moments Christmas event Maths workshop Bedtime story evening Autumn report to parents.	Wow moments Parents to share a story (Reading Cafe with parents) Random acts of kindness challenge Phonic workshop	Wow moments Academic review day Mother's day event	Wow moments Reading picnic	Wow moments Summer report to parents.

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<p><u>Communication and Language</u> (In our community, different faiths, beliefs and cultures are regularly celebrated through the year and we try and learn a few key words and celebrate multilingualism in Early Years)</p>	<p>All aspects of developing CLL are considered throughout daily classroom practice, continuous provision, sessions such as circle time, clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as speech link and nurture groups are designed to support children who are not making the expected</p>					
<p><u>Whole EYFS Focus</u> – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, weekly interventions, Pie Corbett Talk 4 Writing actions, role play, assemblies and a daily story time.</p>	<p><u>Welcome to EYFS</u> Settling in activities. Making friends. Children talking about experiences that are familiar to them through the use of news from home books. Rhyming and alliteration. Shared stories. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><u>Tell me a story!</u> Settling in activities Develop vocabulary. Tell me a story - retelling stories. Story language. Word hunts. Listening and responding to stories. Following instructions. Taking part in discussion. Understanding how to listen carefully and why listening is important – introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary.</p>	<p><u>Tell me why!</u> Using language with confidence. Encourage and model the use of how and why questions during new time. Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><u>Talk it through!</u> 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. Model using the features of non-fiction books.</p>	<p><u>What happened?</u> Re-read some favourite stories/stories we have listened to in our learning to revisit and consolidate vocabulary and events – making our learning sticky!</p>	<p><u>Time to share!</u> 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 conversation.</p>

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<u>Personal, Social and Emotional Development</u> <u>Managing Self</u> <u>PSHE Jigsaw scheme</u>	<u>Being Me In My World</u> <ul style="list-style-type: none"> • I can help others to feel welcome. • I can begin to recognise and manage my own feelings • I understand why it is good to have kind and gentle hands • I am beginning to understand what responsible means 	<u>Celebrating Difference</u> <ul style="list-style-type: none"> • I can talk about what I am good at. • I understanding that being different makes us all special • I know ways that we are different and the same • I can tell you how to be a kind friend • I can tell you why my home is special to me • I know ways to stand up for myself 	<u>Dreams and Goals</u> <ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you a time that I didn't give up • I can set a goal and work towards it • I can use kind words to encourage people • I know what it means to feel proud of myself. 	<u>Healthy Me</u> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand that moving and resting are good for my body • I know which foods are healthy and not healthy • I know how to help myself go to sleep and why it is good for me • I can wash my hands thoroughly and I know why it is important to stay healthy • I know what a stranger is and how to keep safe if a stranger approaches me. 	<u>Relationships</u> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend 	<u>Changing Me</u> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception
	<u>Suggestive stories</u> Colour Monster Dogger Hands are not for hitting	<u>Suggestive stories</u> Elmer Barry the Fish with Fingers The Family Book	<u>Suggestive stories</u> Love Monster Don't Worry Hugless Douglas	<u>Suggestive stories</u> Never Talk To Strangers	<u>Suggestive stories</u>	<u>Suggestive stories</u>
	<u>Self regulation</u> <ul style="list-style-type: none"> -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. 					

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<u>Physical development</u>	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.					
<u>Gross motor</u>	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. Provide regular reminders about thorough handwashing and toileting	Ball skills- throwing and catching. Crates play-balancing and climbing. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking 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.	Balance- children moving with confidence Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Gymnastics ./ Balance
<u>Fine motor</u>	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	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.	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.	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.	Form most letters correctly Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego

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<p><u>Literacy</u></p> <p><u>Comprehension:</u> Encouraging and developing a passion for reading.</p> <p>The children will visit the school library weekly.</p> <p>As the children progress, the children will be read with at least twice a week.</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme.</p> <p>Recognising environmental print. English text from left to right and from top to bottom.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images and Pie Corbett Actions to retell the story – Story Maps.</p> <p>Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus</p> <p>Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making.</p>	<p>Using Information leaflets about animals in the garden/plants and growing, to tell facts.</p> <p>Build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group</p> <p>Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story.</p> <p>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories</p>

<p><u>Word reading</u></p> <p>Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while ensuring books sent home are consistent with their phonic knowledge.</p>	<p>Through Read, Write Inc programme, children will learn :</p> <p>Set 1:</p> <p>Set 2:</p> <p>Throughout the year, the children will develop reading initial sounds, oral blending and segmenting. Listening to stories with attention and recall, to support the children to read the sounds speedily. These skills will help make sound-blending easier.</p>					
<p><u>Writing</u></p> <p>Using texts to support literacy skills.</p>	<p>Children will be experimenting with mark -making and writing patterns in a range of mediums. towards a tripod grip. Children will start to give meaning to marks and labels. Children will begin to write letters from their names.</p>	<p>Starting to use initial sounds to label characters / images. Writing initial sounds and simple captions. They will begin to develop a dominant hand and work</p>	<p>Orally telling stories sometimes with adults acting as scribe's captions about pictures from traditional tales e.g. it is a hen. Sequence stories. Order the Easter story. Labelling using initial sounds.</p>	<p>Labels and captions – life cycles</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Stating to form lower-case and capital letters correctly.</p>	<p>Story writing, writing 1 sentence. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Writing CVC words to label characters from stories.</p>

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<u>Mathematic</u>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><u>Early Mathematical Experiences</u> Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets Number recognition. 2D Shapes. <u>Pattern and early number</u> 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.</p>	<p><u>Numbers within 6</u> Count up to six objects. One more or one fewer Order numbers 1 – 6 <u>Addition and subtraction within 6</u> Explore zero Explore addition and subtraction <u>Measures</u> Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes Describe position accurately <u>Calendar and time</u> Sequence daily events</p>	<p><u>Numbers within 10</u> Count up to ten objects Confidently able to count 0- 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10)</p>	<p><u>Addition and subtraction within 10</u> One more or fewer, one greater or less Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems. <u>Grouping and sharing</u> Counting and sharing in equal groups Grouping into twos <u>Doubling and halving</u> Doubling and halving & the relationship between them</p>	<p><u>Shape and pattern</u> Describe and sort 2D and 3D shapes Recognise, complete and create patterns <u>Composition</u> Able to use a range of mathematical vocabulary. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</p>	<p><u>Measures</u> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths <u>Numbers within 15</u> Count up to 15 objects <u>Depth of numbers within 15</u> Explore numbers and strategies Apply number, shape and measures knowledge Count forwards and backwards <u>Addition and subtraction within 20</u> Commutativity (e.g. 3+2 is the same as 2+3)</p>

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<p><u>Understanding the World</u></p> <p>(Science History Geography RE / Festivals)</p> <p>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.</p>	<p>Identifying their family. Commenting on photos of 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. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Introduce children to different occupations</p>	<p>Can talk about what they have done with their families during celebration times' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. Changing materials</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) Remembering the past- our birthdays and celebrations Different cultures / food from around the world. Use Handa's Surprise to explore a different country. Planting various herbs, vegetables and fruit. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. What can we do here to take care of animals in the world Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the farm. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/ different? Maybe take children to places of worship and places of local importance to the community. Use the BeeBots</p>	<p>Encourage the children to use navigational language. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
	Special celebrations Harvest festival	Special celebrations Diwali Hannukah Christmas	Special celebrations Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day Jewish hololidays	Special celebrations Holi Palm Sunday Easter Vaisakhi Start of Ramadan	Special celebrations Eid	Specail celebrations Summer Solstice Eid

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<u>Expressive Arts and Design</u>	<p>Join in with familiar songs. Beginning to mix primary colours to make secondary colours.</p> <p>Joins in with role play games and uses resources available for props; build models using construction equipment.</p> <p>Sings call-and-response songs, echoing phrases adults sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Clay diva lamps/salt dough Christmas baubles.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Making paper lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue. Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows and light catchers using old CDs. Collage animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p>	<p>Learn a traditional African song and dance and perform it. Encourage children to create their own music. Exploration of other countries – dressing up in different costumes. Retelling familiar stories. Creating outer of space pictures Provide children with a range of materials for children to construct with.</p>	<p>Provide a wide range of props for play which encourage imagination. . Father's Day Crafts Junk modelling, houses, bridges boats and transport.</p>

EARLY LEARNING GOALS

End of Year Expectations - Best Fit Judgement

<u>Communication and Language</u>	<u>Personals, Social and Emotional development</u>	<u>Physical development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding of the World</u>	<u>Expressive art and Design</u>
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions 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</p> <p>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</p>	<p>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</p>	<p>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.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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:</p>	<p>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</p>	<p>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</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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.</p>

<p>stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>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.</p>		<p>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 other</p>	<p>and how quantities can be distributed equally.</p>	<p>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.</p>	
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