

## Early Years Rolling Programme

<b>Characteristics of effective teaching and learning: On-going</b>		
<p><b><i>Playing and exploring</i></b>  <i>Realise that their actions have an effect on the world, so they want to keep repeating them.</i></p> <p><i>Plan and think ahead about how they will explore or play with objects</i>  <i>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</i></p> <p><i>Make independent choices.</i></p> <p><i>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</i></p> <p><i>Respond to new experiences that you bring to their attention.</i></p>	<p><b><i>Active learning</i></b>  <i>Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i></p> <p><i>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i></p> <p><i>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i></p> <p><i>Keep on trying when things are difficult.</i></p>	<p><b><i>Creating and thinking critically</i></b>  <i>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i></p> <p><i>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i></p> <p><i>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i></p> <p><i>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas</i></p> <p><i>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</i></p>

Cycle A			
	Autumn	Spring	Summer
<b>KS1Themes</b>	<b>Create:</b> Arts Weather/Arctic to Desert Key	<b>Discover:</b> History - Superheroes Key	<b>Explore:</b> Geography Where I Live: Food and Farming / Local area / Forests and woodland

<b>EYFS Themes</b>	<b>We love the weather!</b> Question: Can we have a pet penguin at North Clifton Primary?	<b>Superheroes/People who help us (hospitals)</b> Question: are superheroes real people?	<b>Where I live? /Old MacDonald had a Farm</b> Question: Do all children around the world live the same life?
<b>EYFS Texts</b>	<b>Traditional tale: The Three Billy Goats Gruff</b> Lost and Found - Oliver Jeffers Meet the Weather -Caryl Hart Penguins - National Geographic Bear Shaped- Dawn Coulter - Cruttenden How to Count to One – Casper Salmon & Matt Hunt  A selection of non-fiction books, rhymes and poems	<b>Traditional tale: Little Red Riding Hood/Rapunzel</b> Where the Wild Things Are - Maurice Sendack The Proudest Blue - Ibtihaj Myhammad Everybody Counts – Kristin Roskifte  A selection of non-fiction books, rhymes and poems	<b>Traditional tale: Jack and the Beanstalk</b> Rosies Walk - Pat Hutchins Pigs Might Fly - Jonathon Emmett & Steve Cox Jack and the Jellybean Stalk - Rachael Mortimer Sam and Dave Dig a Hole - Mac Barnett Katie and the Sunflowers - James Maythew Bugs- Yuval Zomme The Tiny Seed - Eric Carle The Hungry Caterpillar – Eric Carle Hairy McClarey – Julia Donaldson  A selection of non-fiction books, rhymes and poems

Cycle B			
	Autumn	Spring	Summer
KS1Themes	<b>Discover-History</b> The Great Fire of London	<b>Create- Arts &amp; Science</b> Earth and Space	<b>Explore: Geography</b> Sun, Sea and Sand

EYFS Theme	<b>All About Me</b> <i>Learn about who I am!</i> <b>Emergency! Emergency!</b>	<b>Space</b> <i>Can we fly to the moon?</i>	<b>Vehicles and Transport</b> <i>How will we get to the Seaside?</i>
EYFS Texts	<b>Traditional tale: Goldilocks and the Three Bears</b> Fireman Small - Wong Herbert Yee Owl Babies - Martin Waddell The Snail and the Whale – Julia Donaldson Going on a Bear Hunt – Michael Rosen Poppies Cbeebies Animation All Aboard the London Bus - Patricia Toht The Tiger Who Came to Tea – Judith Kerr  A selection of non-fiction books, rhymes and poems	<b>Traditional tale: The Gingerbread Man</b> Stardust - Jeanne Willis Back to Earth with a Bump (Twinkl) How to catch a Star - Oliver Jeffers Aliens Love Underpants - Claire Freedman Space Tortoise – Ross Montgomery  A selection of non-fiction books, rhymes and poems	<b>Traditional tale: The Train Ride /Anansi and the Golden Pot</b> Rainbow Fish - Marcus Pfister I Wanna Iguana - Karen Kaufman Orloff If Sharks Disappear – Lily Williams  A selection of non-fiction books, rhymes and poems

Phonics	Autumn		Spring		Summer	
<b>Nursery: Little Wandle Foundations for Phonics</b> <i>Direct teach to F1 children</i>	No sounds in Autumn 1. Focus on Rhyme time and settling children into routines.  <b>Autumn 2:</b> s, a, t, p, l, m, n		<b>Spring 1:</b> d, g, o, c, k, e  <b>Spring 2:</b> u, r, h, b, f, l		<b>Summer 1:</b> J, v, w, y, z, q, c  <b>Summer 2:</b> n, f, s, t, r, p	
<b>Little Wandle Rhyme Time Cycle A</b> <i>Direct teach to F1 children</i>	Ring A Ring A Roses Round and Round the Garden One two Buckle my Shoe		Humpty Dumpty Sat on a Wall Miss Molly Had a Dolly Jack and Jill		Baa Black Sheep Incy Wincy Spider Mary Mary Quite Contrary	
<b>Little Wandle Rhyme Time Cycle B</b> <i>Direct teach to F1 children</i>	The Grand Old Duke of York Hickory Dickory Dock Wind the Bobbin Up		Twinkle Twinkle Little Star Hey Diddle Diddle Pat-a-Cake, Pat-a-Cake		A Sailor Went to Sea, Sea, Sea The Wheels on the Bus Down at the Station Once I Caught a Fish Alive Row, Row, Row Your Boat	
<b>Reception Phonics</b> <i>Direct teach to F2 children</i>	Autumn 1 Phase 2 graphemes Tricky words (is, l, the)	Autumn 2 Phase 2 graphemes New tricky word	Spring 1 Phase 3	Spring 2 Phase 3	Summer 1 Phase 4	Summer 2 Phase 4

Communication and Language				
	Taught in F1, recapped in F2		Taught in F2	
<b>Listening, attention and understanding</b>	<p>Pay attention to more than thing at a time which may be difficult</p> <p>Sing a large repertoire of songs.</p> <p>Engage in story times.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Understand ‘why’ questions like: “Why do you think the caterpillar got so fat?”</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long</p>	<p>Understand how to listen and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>
<b>Speaking</b>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>	<p>Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p>

	Use longer sentences of four to six words.	bus... you sit there... I'll be the driver."  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Connect one idea or action to another using a range of connectives  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Develop social phrases.  Engage in story times.	
	<b>Personal, Social and Emotional development</b>			
	<b>Taught in F1, recapped in F2</b>		<b>Taught in F2</b>	<b>North Clifton additions</b>
<b>Building relationships</b>	Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas.  Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Build constructive and respectful relationships.  Think about the perspectives of others.	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.

		Begin to understand how others might be feeling.		
<b>Independence/ managing self</b>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Be aware of healthy choices about food, drink, activity and tooth brushing.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- Lining up and queuing. - Mealtimes.</li> <li>- Personal hygiene.</li> </ul>	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs-personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Regular physical activity.</li> <li>- Healthy eating.</li> <li>- Tooth brushing.</li> <li>- Sensible amounts of 'screen time'.</li> <li>- Having a good sleep routine.</li> <li>- Being a safe pedestrian</li> </ul>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<b>Self-regulation</b>	<p>Develop appropriate ways of being assertive</p> <p>Understand gradually how others might be feeling.</p>	<p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Build constructive and respectful relationships.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want</p>

		Express their feelings and consider the feelings of others.		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.	
	Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.				
<b>Key learning</b>	<b>Physical development</b>				
	Taught in F1, recapped in F2		Taught in F2		
Fine motor skills	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Develop manipulation and control when tearing and making marks on paper.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learn how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing and at mealtimes.</p>	<p>Writing: Know how to sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Know how to form capital letters correctly.</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p>



<b>Gross motor skills</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank,</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Be increasingly independent as they get dressed and undressed, e.g. pulling coats on and doing up zips.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and re new a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Know how to link movements to sounds and music.</p> <p>Know how to copy, explore and remember basic movements and body patterns.</p> <p>Know how to receive a ball with basic control.</p> <p>Know how to begin to develop hand-eye co-ordination</p> <p>Know how to participate in simple games.</p> <p>Know how to run at different speeds.</p> <p>Know how to jump from a standing position.</p> <p>Know how to perform a variety of throws with basic control.</p>

				activities that involve a ball.		
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Literacy							
Taught in F1, recapped in F2		Taught in F2					Links to KS1 curriculum
<b>Understand the five key concepts about print-</b>	print has meaning -print can have different purposes -we read English text from left to right and from top to bottom the name of different parts of a book -page sequencing						
<b>Develop phonological knowledge</b>	so that they can: -spot and suggest rhymes -count or clap syllables in a word -count or clap syllables in a word -recognise words with the same initial sound, such as money/mother	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each representing one sound and say sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.					
	Engage in extended conversations about stories, learning new vocabulary						
	Key learning	Small steps of progress					Links to KS1 curriculum
<b>Understanding print</b>		Read individual letters b					
<b>Word reading</b>		Develop their phonological awareness so that they can recognise words with the same initial sounds.	Recognise the initial sound of different words and pictures	Read single letter graphemes	Read the digraphs- ss, ll, ff, zz, ck.	Read the digraphs ch, sh, th, ng, nk, qu,	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

	<b>Read words by segmenting and blending</b>	Orally blend the sounds in words.	Begin to read simple cvc words by segmenting and blending.	Read words with four or five sounds.	Begin to read short phrases of two or three words.	Read sentences	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
	<b>Develop fluency</b>	Speedily read single letter graphemes.	Speedily read cvc words	Speedily read words that have four or five sounds			
	<b>Read tricky words</b>	Read the tricky words: is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.					Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Writing	<b>See Writing progression document and Fine Motor Skills above</b>	<b>See Writing progression document and Fine Motor Skills above</b>					<b>See Writing progression document</b>

		Key learning	Mathematics					Links to KS1 curriculum
<b>Counting and ordinality</b>	<b>Reciting numbers</b>	Recite numbers forwards from 1	Join in with number rhymes that count forwards and know that some of the words in number rhymes are numbers	<b>Recite numbers past 5</b>	Recite numbers from 1 to 10	Recite numbers from 1 to a given number up to 10, stopping at the correct number	Recite numbers from 1 to 20 and beyond	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in multiples of twos, fives and tens
		Recite numbers forwards from any given starting points	Recite numbers from 1 to 5	Know that you can start reciting numbers from numbers other than 1	Recite numbers from any given number to up 10 .	Recite numbers from one number to another number, starting and stopping at the correct number	Recite numbers from any given number up to 20	
		Recite numbers backwards from 20	Join in with number rhymes that count backwards and know that some of the words in number rhymes are numbers	Recite numbers backwards from 5 to 1	Recite numbers backwards from 10 to 1	Recite numbers backwards from 10 to a given number to 1, stopping at the correct number	Recite numbers backwards from 20 to 1	
		Recite numbers backwards from 20 from any given starting point	Recite numbers backwards from 5 to 1	Know that you can start reciting numbers backwards from numbers other than 5	Recite numbers backwards from any given number to up 10	Recite numbers backwards from one number to another number, starting and stopping at the correct number	Recite numbers backwards from any given number up to 20	

	<b>Subitising</b>	Subitise amounts up to 10	React to changes of amount in a group of up to three items	<b>Fast recognition of up to 3 objects (subitising)</b>	Fast recognition of up to 5 objects (subitising)	<b>Subitise</b> Fast recognition of up to 10 objects by using their knowledge of number bonds (subitising)	
	<b>Counting amounts</b>	Count moveable objects.	Develop counting like behaviours by pointing to one object while saying one number name (one to one correspondence) <b>and understand that the last number said is the number in the set (cardinality)</b>	Count up to 5 objects by saying one number for each object. Move each object as they are counted	Understand that objects can be counted in any order and the amount will be the same	Count up to 10 objects by saying one number for each object. Move each object as they are counted  <b>Count beyond 10</b>	Count up to 20 objects by saying one number for each object. Move each object as they are counted  <b>Link the number symbol (numeral) with its cardinal number value</b>
		Count pictures	Count up to 5 pictures, marking each one off as they are counted <b>Show finger numbers up to 5</b>	Count up to 10 pictures, marking each one off as they are counted.	<b>Count objects, actions and sounds</b> Count up to 20 pictures, marking each one off as they are counted		
		Counting sounds/ actions	<b>Say one number for each item in order</b>	Count up to 10 sounds or actions, keeping track of each as they are counted	Count up to 20 sounds or actions, keeping track of each as they are counted.		
	<b>Numerals</b>	Recognise numerals to 20	Recognise numerals 1 to 3	Recognise numerals 1 to 6	Recognise numerals 0 to 10	Recognise numerals 0 to 20	Count, read and write numbers to 100 in numerals
	<b>Match numeral to quantity to 20</b>	Match numeral to quantity to 20.	<b>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</b>	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10, including zero	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 20, including zero.		

		Order numerals to 20	Put the numerals 1 to 3 in order where all are given.	Put the numerals 1 to 6 in order where all are given	Put the numerals 0 to 10 in order where all are given	Find the numeral that comes between two other numerals		
	<b>Number sense</b>	Represent numbers to 20	Understand and represent numbers using objects and pictorial representations to 5	Understand and represent numbers using objects and pictorial representations from 0 to 10	Understand and represent numbers using objects and pictorial representations from 0 to 20, including the number line.	Identify and represent numbers using objects and pictorial representations including the number line		
			Show 'finger numbers' up to 5.	Show 'finger numbers up to 10'				
			<b>Experiment with their own symbols and marks as well as numerals.</b>					
<b>Comparison</b>	<b>Comparing quantities</b>	Compare quantities beyond 10	<b>Compare quantities using the language 'more', and 'fewer'.</b>	Compare amounts up to 5 that are more similar in value using the language 'more', and 'fewer'	Compare amounts up to 5 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space.	<b>Compare numbers</b> Compare amounts up to and beyond 10 using the language 'more' and 'fewer' when the objects are of different sizes and take up different amounts of surface space.	Use their knowledge of the value of numbers and comparison to make choices and explain their reasoning.	Use the language of: equal to, more than, less than (fewer), most, least
		Identify equal and unequal groups	Check to see if two groups are equal and have the 'same' amount by matching objects on a one to one basis	Identify equal and unequal groups Identify when two groups have equal amounts using the language 'same'.	Covert two unequal groups into equal groups	Use the language 'equal' to describe when two amounts are the same		

<b>Composition</b>	<b>One more and one less</b>	Find one more and one less of a given number	Using practical objects explore one more than numbers to 5	Using practical objects explore one less than numbers to 5	Find one more and one less of a given number Begin to understand the 'one more than/one less than' relationship between consecutive numbers and that if you add one more you will get the next number and if you have one less you will get the previous number.	Use their understanding of one more and one less to recognise that the quantity does not match the number and identify that this is not right  <b>Understand the 'one more than/one less than' relationship between consecutive numbers</b>	Given a number, identify one more and one less	
<b>Composition</b>	<b>Whole and part</b>	Understand whole and part	Understand that a whole can be represented by a group of objects and that if some of the objects are missing it is not a whole group		Understand whole and part Understand that whole object can be split into two parts and that each part will be smaller than the whole and that the two parts together make a whole	Understand that a whole can be represented by one object and that if part of the whole object is missing then it is not whole		
	<b>Addition and subtraction</b>	Combine amounts to find a total	Knows that the quantity changes when something is added	Understand that add means to combine quantities	Combine two groups and count all of them to see how many there are altogether up to 5	Combine two groups and count all of them to see how many there are altogether up to 10	<b>Explore the composition of numbers to 10</b> Combine two groups and count on from the first quantity to see how many there are altogether up to 10	Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects
		Takeaway an amount from a larger amount	Knows that the quantity changes when something is taken away	Understand that subtract/ takeaway means to take a quantity away	Takeaway a given amount from a larger amount and count to see how many are left up to 5.	Takeaway a given amount from a larger amount and count to see how many are left up to 10.		



		Partition quantities into smaller quantities	Separates a group of 3 or 4 objects in different ways	Identify smaller numbers within a number (conceptual subitising)	Partition an amount up to 5 into two groups and understand that if you put the two groups back together to make the same total	Explore the composition of numbers to 10 by partitioning the amount into two groups	Understand that an amount can be partitioned into more than two parts	
		Explore and recall number bonds	<b>Automatically recall number bonds to 0-5</b>	<b>Automatically Explore and recall some number bonds to 10</b>	Recall number bonds to 20	Use this knowledge of number bonds to solve problems and reason		
<b>Composition</b>	<b>Doubling and halving</b>	Double quantities	Understand that doubling is adding the same amount twice	Explore doubling to 5 using practical objects	Recall doubling facts up to double 5	Use doubling fact knowledge to solve problems and reason	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
		Halve and share quantities	Understand that halving is dividing something into two equal parts.	Halve shapes and objects	Halve quantities by sharing them equally into two groups using practical objects	Share amounts into different amounts of groups by sharing them equally	Understand that an even number can be shared into two equal groups and that an odd number cannot be shared into two equal groups	

<b>Pattern</b>	<b>Colours</b>	<b>Name colours</b>	Can name primary colours		Can name secondary colours		
	<b>Matching and sorting</b>	Match and sort	Match two objects that are identical (same colour, item, shape, size, orientation)	Sort objects into two groups (by colour, item, shape, size)	Sort objects into three or more groups (by colour, item, shape, size)	Create and explain their own criteria for sorting	
<b>Pattern</b>	<b>Matching and sorting</b>	Use language to describe patterns	Notice patterns and arrange things in patterns.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	Use informal language like 'pointy', 'spotty', 'blobs' etc.	Use the language AB, ABC, AAB, ABB etc. to describe repeating patterns	
	<b>Repeating patterns</b>	Continue, copy, create and spot and fix errors in AB repeating patterns	<b>Extend and create ABAB patterns -stick, leaf, stick, leaf</b>	Continue an AB pattern mid unit repeat	<b>Name and correct an error in a repeating pattern</b>	<b>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</b>	
		Continue, copy, create and spot and fix errors in other repeating patterns	Continue an ABC/ AAB/ ABB pattern end unit repeat	Continue an ABC/ AAB/ ABB pattern mid unit repeat	Copy an ABC/ AAB/ ABB pattern Create an ABC/ AAB/ ABB pattern	Spot and correct an error in an ABC/ AAB/ ABB pattern	
		Apply knowledge of repeating patterns	Explore which type of repeating patterns you can make in an un-fixed border pattern		<b>Continue, copy and create repeating patterns</b> Explore which type of repeating patterns you can make in a fixed border pattern.		
<b>Measuring</b>	<b>Height/ length/ width</b>	Understand and use language to compare height/ length	Understand and use the language 'tall' and 'short' (height) 'long' and 'short' (length) and 'narrow' and 'wide' (width) to describe size	Find objects that are taller/shorter (height) or longer/shorter (length) or narrower/wider (width) than a given reference item.	Order two objects by height from shortest to tallest. Order two objects by length from shortest to longest. Order two objects by width from narrowest to widest	Order three objects by height from shortest to tallest. Order three objects by length from shortest to longest. Order three objects by width from narrowest to widest	Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume Measure and record lengths and heights, mass/weight, capacity and volume

		Understand the concept of the conservation of length/width/height	Recognise that the length / width / height of an item does not change when the item is moved to another place.	Recognise that the length / width / height of an item does not change when its orientation changes, e.g. the length of a pencil does not change when you stand it up vertically		
		Use uniform nonstandard units to measure length/width/height	Understand that the length / width / height of an item can be represented by a number.	Use non-standard units which are not uniform (such as pine cones) to measure length / width / height to recognise that different results may be obtained when measuring the same item	Recognise that the number of uniform nonstandard items (such as Multilink cubes) must span from one end of the dimension being measured to the other with no gaps between the non-standard items	
<b>Measurement</b>	<b>Weight and mass</b>	Understand how to use balance scales	Explore what happens when two objects are placed on each side of a balance scale	Use a balance scale to compare the weights of two objects understanding that the lower side contains the heavier object and the higher side contains the lighter object	Understand that if the balance scale is level, the objects being compared are equal in weight	
		Compare weight.	Understand and use the language 'heavy' and 'light'	Find objects that are heavier and lighter than a given reference item	<b>Compare length, weight and capacity</b> Order two objects by weight from heavy to light	Order three objects by weight from heavy to light.
		Understand the concept of the conservation of weight	Recognise that the weight of an item does not change when the item is moved to another place	Recognise that the weight of an item does not change when its orientation changes.		
		Use uniform nonstandard units to measure weight	Understand that the weight of an item can be represented by a number,	Understand that to measure the weight of an object using a balance scale, the object needs to be placed on one side and counting items placed on the other side until the balance is level.	Use non-standard units which are not uniform (such as pine cones) to measure weight to recognise that different results may be obtained when measuring the same item	
<b>Measurement</b>	<b>Volume/capacity</b>	Use language to describe the measurement of volume and capacity	Use the language full and empty to describe volume	Use the language half-full to describe volume	Use the language nearly empty and nearly full to describe volume.	

		Order by volume (how much liquid is in the container)	Compare two identical containers holding different amounts saying which has more and which has less	Order two identical containers holding different amounts from least full to most full	Compare three identical containers holding different amounts saying which has more and which has less	Order three identical containers holding different amounts from least full to most full.	
		Order by capacity (how much liquid a container can hold)	Compare the capacity of two different containers by counting how many cups of liquid they can hold.	Order two containers by capacity from can hold the least to can hold the most by measuring how many cups of liquid they can hold	Compare the capacity of three different containers by counting how many cups of liquid they can hold	Order three containers by capacity from can hold the least to can hold the most by measuring how many cups of liquid they can hold	
	<b>Time</b>	Know the names of the days of the week	Join in with rhymes for the days of the week order	Know that some of the words in the days of the week rhymes are days	Name the days of the week (not necessarily in order)	Name the days of the week in order	
		Understand and use language – before, after, yesterday. Use the word ‘after’, understanding today, tomorrow.	Use the word ‘before’, understanding that it refers to preceding a particular time or event	Use the word ‘after’, understanding that it refers to following a particular time or event	Use the word ‘today’, understanding that it refers to the current day.	Use the word ‘yesterday’, understanding that it refers to the day before today	Use the word ‘tomorrow’, understanding that it refers to the day after today.
<b>Measurement</b>	<b>Time</b>	Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower	Understand that we can compare time durations using words such as ‘longer’ and ‘shorter’	Use the word ‘longer’ to compare two events, understanding that it refers to the event which takes more time.	Use the word ‘shorter’ to compare two events, understanding that it refers to the event which takes less time.	Understand that we can compare speeds using words such as ‘faster’ and ‘slower.’	
		Begin to measure time	Count how many sleeps there are until an event such as a trip or Christmas. Understand that as the number gets less, this event is sooner.	Experience specific time durations (seconds)- 1 second, 10 seconds, 30 seconds	Experience specific time durations (minutes)- 1 minute, 10 minutes, 30 minutes	Experience specific time durations (hours)- 1 hour, 3 hours, 6 hours	

		Begin to tell the time	Know that a clock tells us the time.	Know that there are digital and analogue clocks	Identify the hour hand and minute hand on an analogue clock	Begin to tell the time to the hour using o'clock			
	<b>Money</b>	Understand that we need to pay for goods and talk about different ways we can pay for things	Understand that we need to pay for goods	In roleplay, exchange goods for coins.	Understand that items can have different prices	Understand that money can be in the form of coins or notes	Understand that money can be paid in other ways such as bank card/ the internet/ on a mobile phone.	Recognise and know the value of different denominations of coins and notes.	
<b>Measurement</b>	<b>Money</b>	Recognise that there are different coins	Recognise that there are different coins.	Identify the properties of a 1p coin e.g. brown/ copper, small, round.	Select the 1p coin from a large group of mixed coins.	Sort coins based on properties.			
		Use 1p coins to pay for objects	Select a set of objects to match a given numeral on a price tag e.g. a box of 6 chocolates for 6p.	Recognise the prices may have 'p' after them that represents pence.	Pay for items using 1p coins, by understanding that the amount of 1p coins needs to match the amount on the price tag.	Use 1p coins to pay for objects.			
<b>Shape</b>	<b>2d and 3d shapes</b>	<b>Talk about and explore 2D and 3D shapes</b> (circle, triangle, square, rectangle, pentagon, hexagon)	Select shapes appropriately	Talk about and explore 2D and 3D shapes using informal and mathematical language.	Recognise and name a square. Select a square from a selection of 2d shapes.	Recognise and name a rectangle. Select a rectangle from a selection of 2d shapes.	Recognise and name a pentagon. Select a pentagon from a selection of 2d shapes.	Recognise and name a hexagon. Select a hexagon from a selection of 2d shapes.	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-
			Recognise and name a circle. Select a circle from a selection of 2d shapes	Recognise and name a triangle (any shape with 3 sides). Select a triangle from a selection of 2d shapes.			<b>Select rotate and manipulate shapes so that children recognise a shape can have other shapes within it, just as numbers can</b>		

		Name common 3-D shapes (sphere, cube, cone, cuboid, cylinder, pyramid)	Recognise and name a sphere. Select a sphere from a selection of 3d shapes.	Recognise and name a cube. Select a cube from a selection of 3d shapes	Recognise and name a cone. Select a cone from a selection of 3d shapes	Recognise and name a cuboid. Select a cuboid from a selection of 3d shapes	Recognise and name a cylinder. Select a cylinder from a selection of 3d shapes.	Recognise and name a pyramid. Select a pyramid from a selection of 3d shapes	D shapes [for example, cuboids (including cubes), pyramids and spheres
		Build and make models with 3d shapes	Recognise that some 3d shapes roll and some do not.	Understand that some shapes such as cubes and cuboids are better for building.		Understand that cylinders can be used for building if positioned in the correct orientation			
		Know that shapes can appear in different ways and be different sizes	Find pairs of shapes that are identical (same shape, size, orientation)	Find pairs of shapes that are the same despite being different sizes.	Find pairs of shapes that are identical (same shape, size, orientation)	Find pairs of shapes that are the same despite being different sizes. Find pairs of shapes that are the same despite being different sizes.	Sort shapes by their type despite being different in size or orientation		
		Talk about shapes using mathematical language (straight, curved, sides, flat, solid)...	Understand and use mathematical language to describe shapes- straight, curved, round, flat, solid.	Understand and use mathematical terms to describe shapes	Use the words 'sides' and 'corners' to describe 2d shapes and 'faces', 'edges' and 'corners' to describe 3d shapes		Using mathematical language, say what is the same and what is different about given shapes		
<b>Position</b>	<b>Position and direction</b>	Understand and use positional language in everyday situations			Understand and use the positional language in front of, behind and next to.	Understand and use the positional language above and below			Describe position, direction and movement, including whole, half, quarter and three-quarter turns
		Understand and use the language of movement/direction	<b>Describe a familiar route.</b> <b>Discuss routes and locations, using words like, 'in front of', and 'behind'</b>		Uses the directional language forwards, backwards and turn	Understand and use left and right			
		Understand and use ordinal numbers when describing position	Understand and use the terms 'first' and 'last' to describe position in a line		Understand and use the terms 'first', 'second', 'third', 'fourth' and 'fifth' to describe position in a line	Understand and use the full range of ordinal numbers			

Key Learning/Vocabulary	Understanding the World			Links to KS1 Curriculum
Explore (Senses)	Use all their natural senses in hands on exploration of natural materials	Explore collections of materials with a similar and/or different property.	Describe what they see, hear and feel while outside.	
		Talk about what they see, using a wide vocabulary.		
Family	Begin to make sense of their own life-story and family's history.		Talk about members of their immediate family and community.	
Occupations	Show interest in different occupations.			
Technology	Explore how things work.			
Nature	Plant seeds and care for growing plants.		Explore the natural world around them.	Recognise some environments that are different to the one in which they live.
	Explore the key features of a life cycle of a plant and an animal.	Begin to understand the need to respect and care for natural environment and all living things.	Understand the effect of changing seasons on the natural world around them.	
Forces	Explore and talk about different forces they can feel.			
Materials	Talk about the differences between materials and changes they notice.			
People	Continue developing positive attitudes about the differences between people.		Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.
Geography	Know there are different countries in the world and talk about the differences they have experienced or see in photos.		Draw information on a simple map.	Recognise similarities and differences between life in this country and life in other countries.

History			Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.
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	Key learning	Expressive Arts and Design						Links to Year 1 curriculum		
<b>Painting</b> <u>Key vocabulary: F1</u> Brush Paint <u>F2</u> Brush Paint Mix	<b>Know how to use different types of paint</b>	Loads ready mixed paint onto a brush.		Dips paint brush in water to clean when changing ready mixed paint colours using a sponge for excess water		Dips paint brush in the water and then onto the water colour block		Mixes powder paint with water to the correct consistency Recite numbers from 1 to 20 and beyond	Understand watercolour is a media which uses water and pigment.  Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.  Explore watercolour in an intuitive way to build understanding of the properties of the medium.  Paint without a fixed image of what you are painting in mind.  Respond to your painting, and try to "imagine" an image within.  Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.	
	<b>Colour mixing</b>	Name primary colours		Name secondary colours		Able to mix primary colours to make secondary colours		Add white or black paint to alter tint or shade		Colour matching to a specific colour and shade
	<b>Use tools to paint</b>	Hold a paintbrush in the palm of their hand		Enjoys using hands, feet and fingers to paint		Use thick brushes		Use thin brushes to add detail		Hold a paintbrush using a tripod grip
<b>Printing</b> <u>Key vocabulary: F1</u> Dip Print <u>F2</u> Dip Print Pattern	<b>Can print</b>	Print with large blocks and larger sponges or with resources that use gross motor skills			Print with small blocks, small sponges, fruit, shapes and other resources that use fine motor skills			Create patterns or meaningful pictures when printing	Understand prints are made by transferring an image from one surface to another.  Understand relief prints are made when we print from raised images (plates).  Use hands and feet to make simple prints, using primary colours.  Collect textured objects and make rubbings, and press them into plasticine to create plates/prints.	

								Explore concepts like “repeat” “pattern” “sequencing”.
<b>Drawing</b>  <u>Key vocabulary:</u> F1 mark draw F2 draw mark line	<b>Can draw a range of lines and shapes</b>	Hold and use drawing tools with some control to make marks	Draws straight lines, curved lines, crosses and dots	Draws circles and squares	Draws triangles and diamonds	Draws lines of different sizes	Draws lines of different thickness	Understand drawing is a physical activity. Understand there is a relationship between drawings on paper (2d) and making (3d).
	<b>Can draw people</b>	Draw a potato person (just a head and stick legs- no body or neck)	Draws faces with features such as eyes, nose, mouth	Draws bodies with more detail e.g. arms, trunk, legs, fingers	Draws a portrait with more detail e.g. ears, hair, glasses	Draws a detailed portrait where features are in proportion	Draws a portrait of bodies of appropriate sizes e.g. family	Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.
	<b>Can draw objects, buildings and landscapes</b>	Draws simple representations of objects from observation		Draws accurate representations of objects, buildings and landscapes from observation		Draws representations of objects, buildings and landscapes from memory with increasing detail		Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen.  Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.
	<b>Can use colour in their drawings</b>	Name primary colours	Name secondary colours	Select colours for a purpose	Select the correct colour of paper linked to what they are drawing	Alter colour to meet the desired effect e.g. with chalk		
	<b>Can talk about what they have drawn</b>	Ascribe meaning to the marks that they make		Decides before they make marks what they are going to draw		Draws spontaneously and begins to show their own background, interests and experiences		
<b>Collage</b>  <u>Key vocabulary:</u> F1 cut stick	<b>Use different resources to join materials</b>	Use glue sticks	Use glue spreaders and pva glue	Use masking tape	Join items with Sellotape independently	Join items in a variety of ways – Sellotape, masking tape, string, ribbon, treasury tags, split pins	Understand collage is the art of using elements of paper  Understand we can create our own papers with which to collage.	

<u>F2</u> cut stick join	<b>Create a collage</b>	Product is all one texture	Adds other materials to develop models (tissue paper, glitter...)	Knows how to improve models (scrunch, twist, fold, bend, roll)	Knows how to secure boxes, toilet rolls, decorate bottles	Collage with painted papers exploring colour, shape and composition.  Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture
	<b>Use vocabulary to describe texture</b>	Use the language smooth and bumpy to describe the texture	Use the language bendy and hard to describe the texture	Use a wide range of vocab to describe the texture- flexible, rigid, silky etc.		
<b>Sculpture</b>  <u>Key vocabulary: F1</u> roll pinch <u>F2</u> roll pinch twist squash	<b>Build models</b>	Builds towers by stacking objects	Builds walls to create enclosed spaces	Builds simple models using walls, roofs and towers.	Builds models which replicate those in real life.	Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.  Use a combination of two or more materials to make sculpture.  Use construction methods to build.  Work in a playful, exploratory way, responding to a simple brief.
	<b>Manipulates malleable materials</b>	Explores malleable materials	Makes marks in malleable materials	Manipulates malleable materials (rolls, cuts, squashes, pinches, twists...)	Manipulates malleable materials to look like something recognisable.	Creates a papier mache sculpture with support
	<b>Use natural materials to create a sculpture</b>	Can use a variety of natural resources to create a sculpture				
<b>Textiles</b> <u>Key vocabulary: F1</u> weave material <u>F2</u> weave material sew	<b>Weave and sew</b>	Weave materials (gross motor skills)	Weave materials (fine motor skills)	Sew a running stitch into hole punched material using a needle		Know how to make a variety of shapes and structures. Know how to create cords and plaits for decoration. Know how to experiment with constructing and joining recycled, natural and manmade materials.
<b>Music</b>	<b>Responds to music</b>	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'.	Talks about how music makes them feel.	Responds to music.	Enjoys listening to music.	Listen with concentration and understanding to a range of high-quality live and recorded music.

	<b>Use instruments</b>	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)	Name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)	Knows how to use a wide variety of instruments	<p>Experiment with, create, select and combine sounds using inter-related dimensions of music. Play tuned and untuned instruments musically.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhyme.</p>	
	<b>Can create a simple beat</b>	Can clap along to a simple beat (pulse)	Plays a given instrument to a simple beat	Selects own instruments and plays them in time to music, matching the beat.		
	<b>Explores dynamics, tempo or pitch</b>	Make loud and quiet sounds (dynamics)	Make fast and slow sounds (tempo)	Make high and low pitch sounds (pitch)		
	<b>Begin to create their own compositions</b>	Beginning to write own compositions using symbols, pictures or patterns				
	<b>Can sing</b>	Knows some words when singing	Sings in a small group	Sings in a group, trying to keep in time	Sings in a group, matching pitch and following melody	Sings by themselves, matching pitch and following melody

	<b>Dances to music</b>	Moves to music	Copies basic actions	Learns short routines, beginning to match pace	Learns longer dance routines, matching pace	Know how to copy, explore and remember basic movements and body patterns.  Know how to link movements to sounds and music.
	<b>Watches dance performances</b>	Beginning to watch performances for short periods of time	Watches dances and performances	Shares likes and dislikes about dances/performances	Replicates dances and performances	
<b>Role Play</b>	Uses their imagination to tell a story	Plays with familiar resources	Uses own experiences to develop storylines	Uses experiences and learnt stories to develop storylines	Uses imagination to develop own storylines	
	Uses resources to tell a story	Uses simple small world (farm, cars, trains, dolls)	Participates in small world play related to rhymes and stories	Enhances small world play with simple resources	Enhance with resources that they pretend are something else	
<b>Independence</b>	<b>Selects the correct paper needed</b>	Takes one piece of paper from a pile	Choose a piece of paper from a selection of 2/3 colours	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Begins to paint on other materials – card, fabric, clay	
	<b>Creates and evaluates their art</b>	Creates their own piece of art	Creates their own piece of art and gives meaning	Creates their own piece of art and begins to self-correct any mistakes	Returns to work on another occasion to edit and improve	
	<b>Work collaboratively</b>	Children work independently to develop basic skills	Works with a friend, copying ideas and developing skills together	Creates collaboratively, sharing ideas with peers and developing skills further		

Early Learning Goals – for the end of the year - Holistic / best fit Judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion,</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p>	<p>tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the</p>	<p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	
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	<p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>		<p>sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>		<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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