

Peter Gladwin Primary School

EYFS Long Term Overview 2023-24



Dream Believe Achieve

respectful trustworthy friendly courageous caring responsible



Curriculum Intent:

At Peter Gladwin School we offer an inclusive curriculum rich in wonder, memorable experiences, exploration, adventure and promoting a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for all our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum Implementation:

At Peter Gladwin School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Twinkl Phonics programme. The children develop their mathematical thinking through direct teaching and exploration in provision. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and paddock area. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult-facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school and operate an open door policy where no question is ever too small. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

A Unique Child

Positive Relationships

Enabling
Environments and
Adult Support

Learning and
Development

The New EYFS Statutory Framework 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

PRIME AREAS

Communication and Language

Listening, Attention and Understanding

Speaking

Personal, Social and Emotional Development

Self-Regulation

Managing Self

Building Relationships

Physical Development

Gross Motor Skills

Fine Motor Skills

Literacy
Comprehension
Word Reading
Writing

Mathematics
Number
Numerical Patterns

Understanding the World
Past and Present
People, Culture and Communities
The Natural World

Expressive Arts and Design
Creating with materials
Being imaginative and expressive

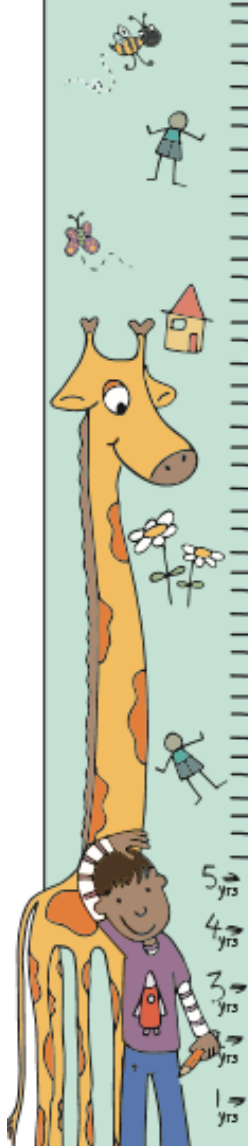
SPECIFIC AREAS

Creating and Thinking Critically

Active Learning

Playing and Exploring

Seven Features of Effective Practice



1 The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next.



- These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



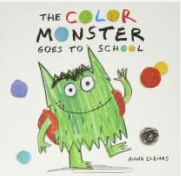
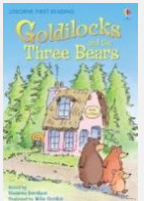
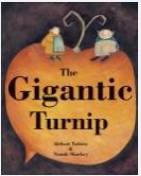
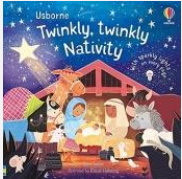
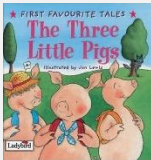
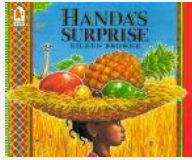


- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



- It is important to encourage all parents to chat, play and read with their children.

PGS - Year R - Long Term Overview

	<i>Autumn 1 Marvellous Me</i>	<i>Autumn 2 Let's celebrate!</i>	<i>Spring 1 Off we go!</i>	<i>Spring 2 Here, There & Everywhere</i>	<i>Summer 1 Bloom!</i>	<i>Summer 2 Be Wild!</i>
Core texts:	  	  	  	  	 	  
Complimentary texts:	<p>Starting school Nursery rhymes Feelings Homes Families Owls</p>	<p>Autumn Harvest Christmas</p>	<p>Winter Space Bears Chinese New Year</p>	<p>Farms Ladybirds Maps Easter Spring</p>	<p>Kenya, Africa Food – fruit and veg Teeth and oral hygiene Plants and growing Diff versions of Jack and the Beanstalk</p>	<p>Mini-beasts – snails, caterpillars and butterflies, bees Nature Summer Beach and sea creatures</p>
UN Convention on the Rights of the Child – overarching themes	 			 		

PGS - Year R - Long Term Overview

	<i>Autumn 1</i> Marvellous Me	<i>Autumn 2</i> Let's celebrate!	<i>Spring 1</i> Off we go!	<i>Spring 2</i> Here, There & Everywhere	<i>Summer 1</i> Bloom!	<i>Summer 2</i> Be Wild!
Special Weeks / Local and World Events	Starting school Halloween (half term)	Harvest Festival Bonfire Night Yr R Nativity Play Diwali Hannukah Black History Month Remembrance day Children in Need Day Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day	Easter time Easter Egg Hunt World Book Day Red Nose Day Autism Awareness and Acceptance Week	Start of Ramadan Eid School Art Exhibition	Baton Relay race Celebration of learning and Sports Day
'Other themes'	<p>Children are often captivated by many other 'themes/topics'.</p> <p>By following a child led approach these interests will appear as enhancements in the continuous provision throughout the year.</p> <p><i>Space / Planets – Vets and Pets – Volcanos – Dinosaurs – Vehicles and Transport – Pirates – Princesses, Dragons and Castles – Superheroes</i></p>					

	<i>Autumn 1</i> Marvellous Me	<i>Autumn 2</i> Let's celebrate!	<i>Spring 1</i> Off we go!	<i>Spring 2</i> Here, There & Everywhere	<i>Summer 1</i> Bloom!	<i>Summer 2</i> Be Wild!	
COMPUTING	<p><i>Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children.</i></p> <p><i>Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing in the EYFS also ensures that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important eSafety.</i></p>						
<p>The Reception Year provides the foundation for developing computational skills children will build upon in Year one.</p>	<p>The National Curriculum (2014) states that...</p> <p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p><u>KS1 Pupils should be taught to:</u></p> <ul style="list-style-type: none"> -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology beyond school -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 						
What COMPUTING might look like in the EYFS...	~ Planning a route for a friend or robot ~	~ Knowing they can tell a trusted adult if something on their digital device upsets them ~	~ Making resources work using buttons or switches, e.g. RC cars, torches ~	~ Using a digital device to take photos, videos or play music ~	~ Talking about ways to stay safe when using a digital device ~	~ Playing and listening to digital stories ~	~ Using a search engine to help them find information ~
'Barefoot' Computational Thinking	<p>Busy Bodies</p> <p><i>Parts of our body</i></p> <p><i>Make a body</i></p> <p><i>Look how we grow</i></p> <p><i>Movement algorithms</i></p>	<p>Awesome Autumn</p> <p><i>Garlands Galore</i></p> <p><i>Leaf Labyrinth</i></p> <p><i>Pumpkin soup</i></p> <p><i>Internet Safety Day</i></p>	<p>Winter Warmers</p> <p><i>Feed the birds</i></p> <p><i>Let's Make an Igloo</i></p> <p><i>Scarves for Snowmen</i></p> <p>Space</p> <p><i>Space Chase</i></p> <p><i>Amazing aliens</i></p> <p><i>Build a rocket</i></p>	<p>Springtime</p> <p><i>Seed sequencing</i></p> <p><i>Junk scarecrows</i></p> <p><i>Rabbit Run</i></p>	<p>Boats Ahoy</p> <p><i>What is a good boat?</i></p> <p><i>Is this a good boat?</i></p> <p><i>Onboard roleplay</i></p> <p><i>Build a boat</i></p>	<p>Summer Fun</p> <p><i>Colour Collections</i></p> <p><i>Seaside Tangrams</i></p> <p><i>Journeys</i></p>	
<p>Continuous Provision</p> <p>Unplugged opportunities – Keyboards, phones, remote controls, cameras,</p> <p>Plugged opportunities – Beebots, Toni box, iPad (camera), IWB games, remote control toys, battery operated toys</p>							

INTENT: PGS EYFS Curriculum Goals at a glance

Prime Communication and Language	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.
Prime Physical Development	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.
Prime Personal, Social and Emotional Development	To become an Independent Individual who can set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.
Specific Literacy	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.
Specific Mathematics	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.
Specific Understanding the World	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Brighton is special, have an awareness of other people's cultures and beliefs.
Specific Expressive Arts and Design	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.






CL	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
PRIME: COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (DfE Statutory Framework for EYFS, Sept 2021)</p>					
The Reception Year provides the foundation for communication and language skills children will build upon in Year one.	<p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.</p>					
INTENT: Curriculum Goal	<p>To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>					
IMPLEMENTATION: Vocabulary	<p><i>listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem, instruction, book, fiction, non-fiction, why, how, predict, pretend, friends, compromise, fair, what, who, where, when.</i></p>					
IMPLEMENTATION: Poems / Rhymes incl. 'The Poetry Basket' <i>Poems we listen to, learn, recite and perform with actions.</i>	<ul style="list-style-type: none"> -Nursery Rhymes -Falling Apples -Basket of Apples -Wise Old Owl 	<ul style="list-style-type: none"> -The Enormous Turnip -Leaves are Falling -Chop Chop -Breezy Weather 	<ul style="list-style-type: none"> -Let's put on our Mittens -Cup of tea -Under a stone (worm) -A Little House 	<ul style="list-style-type: none"> -Pancakes -Spring wind -Hungry birdies -I have a little frog 	<ul style="list-style-type: none"> -A little seed -5 Little Peas -Sliced bread -Stepping stones 	<ul style="list-style-type: none"> -A little shell (snail) -If I were so very small -Who has seen the wind? -Thunderstorm
IMPLEMENTATION: Story Telling <i>Listening to, reciting and innovating on well- known favourite stories.</i>	Goldilocks and the 3 Bears	The Enormous Turnip The Gingerbread Man	We're Going on a Bear Hunt by Michael Rosen	The Three Little Pigs	Jack and the Beanstalk	The Very Hungry Caterpillar by Eric Carle

CL	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
IMPLEMENTATION: Domestic role-play enhancements	-Birthday celebrations	-Winter / Christmas time celebrations	Chinese New Year	-Shrove Tues / Pancakes - Spring time / Easter traditions	-Summer time	-Days out, holidays, beach trips
IMPLEMENTATION: Direct Teaching and Provision Enhancements	Poetry basket login - https://helicopterstories.co.uk/ Drawing Club – Greg Botrill, 3M's – mark making, making conversation and mathematics Helicopter Stories – Vivian Gussin Paley Everywhere Bear Daily story time / singing Whole school assembly Visitors					
IMPLEMENTATION: Possible intervention / support	Early Talk Boost – 9 weeks Use of visuals (Widgit) to accompany key vocabulary					
IMPACT: CHECK POINT: Listening, Attention and Understanding	<i>I can follow a one or two part instruction. I enjoy joining in at group times and story times. I can talk to others and take it in turns to speak.</i>	<i>I can demonstrate good listening behaviours. I can follow simple instructions. I engage in story times. I like to join in with familiar songs and rhymes. I can wait and take turns in conversation.</i>	<i>I can respond to what I have heard by asking questions and saying what I think. I can say what I think. I ask questions about what I have heard. I can respond to what others say.</i>	<i>I can listen carefully. I can respond with questions, comments and actions. I can make comments about what I have heard. I can ask questions to help me understand. I can engage in conversation with my friends and teachers.</i>		
IMPACT: CHECK POINT: Speaking	<i>I can express a point of view. I can use talk to share what I think. I can use sentences of 4-6 words. I can use speech as a way of starting to express myself.</i>	<i>I am starting to share my ideas with familiar adults. I can use talk to organise my thoughts. I can listen to and talk about stories, rhymes, non-fiction. I can share my ideas and say how I feel using talk as a tool.</i>	<i>I can share my ideas in small groups. I can share my ideas with familiar adults. I can explain events that have already happened in detail. I can engage in stories, rhymes and non-fiction sharing my ideas about them. I can start to use full sentences I am starting to use past, present and future tenses.</i>	<i>I can take part in whole class and group discussions. I can explain why things happen / might happen. I can use vocabulary from stories, non-fiction, rhymes and poems. I can express ideas and feelings. I can use full sentences using past, present and future tenses. I can use conjunctions (with support and modelling) to connect my ideas.</i>		

PD	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
PRIME: Physical Development	<i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. (DfE Statutory Framework for EYFS, Sept 2021)</i>					
The Reception Year provides the foundation for physical skills children will build upon in Year one.	The National Curriculum (2014) states that... Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.					
INTENT: Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
What PE might look like in the EYFS...	~ Mark making using a variety of different tools ~	~ Daily energetic play outdoors – running, jumping, skipping ~	~ Talking about being healthy, e.g. eating, exercise, sleep, well-being ~	~ Moving and responding to different types of music ~	~ Learning how to manage space, obstacles and risks safely ~	~ Playing simple games with a variety of resources, bean bags, hoops etc ~ ~ Riding bikes and scooters ~
IMPLEMENTATION: Vocabulary	<i>Pen, pencils, scissors, snip, paintbrush, fingers, dough, letter formation, letters, rhymes, writing, weaving, threading, accuracy, drawing, detail, tracing.</i> <i>physical activity, healthy eating, food groups, tooth brushing, screen time, bedtime routine, road safety.</i>					
	<i>Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll</i>	<i>Balance, control, fast, high, jump, link, low, stretch, pattern</i>	<i>Dance, twist, turn, rhythm, stgep, music, beat, stretch, feet, curl, high, low, fats, slow</i>	<i>Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes</i>	<i>Pause, prepare, freeze, high, low, switch, agility, music, beat</i>	<i>Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body, shape, number</i>



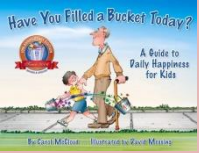
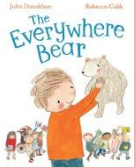
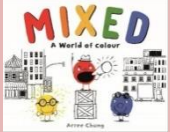
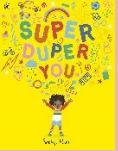



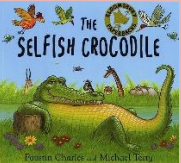



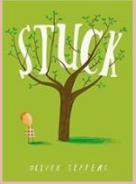
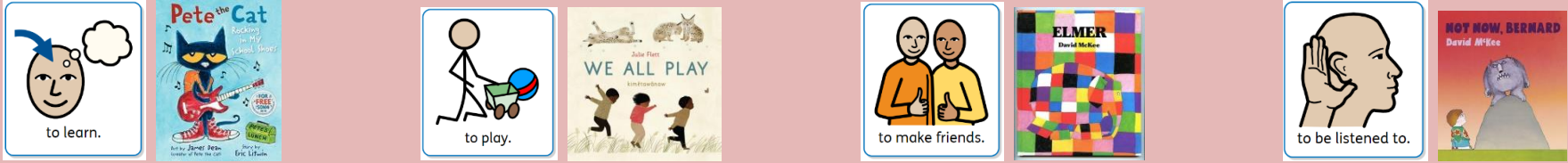
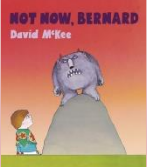
PD	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
IMPLEMENTATION: Gross Motor Skills PE Hub SoW	Body Management	Gym -Bikeability	Dance	Manipulation and Coordination	Speed, Agility, Travel -Baton Relay -Bikeability	Cooperate and Solve Problems -School Sports Day
IMPLEMENTATION: Fine Motor Skills <i>At PGS the Twinkl Phonics letter patter and visuals are used when teaching individual letter formation.</i>	<p><u>Letter Formation</u> In Levels 2-6 of Twinkl Phonics, letter formation is embedded into every lesson. As children are introduced to each letter of the alphabet in Levels 2 and 3, an opportunity to practise letter formation is built into the teach section. A letter formation rhyme linked to the mnemonic is introduced and an animated 'magic pencil' models the correct letter formation. In Level 3, children continue to practise their letter formation when digraphs and trigraphs are introduced. Here, the grapheme mnemonics are included to prompt recall of the previously taught letter formation. In all levels, there are opportunities to practise letter formation and handwriting, initially practising single letters, before moving on to digraphs/trigraphs and then whole words.</p> <p><u>Introducing Capital Letters</u> Twinkl Phonics teaches each capital letter alongside its corresponding lower-case letter. Throughout the whole of Level 2 and in weeks 1 and 2 of Level 3, as each new single-letter GPC is taught, children are introduced to the corresponding capital letter and are guided through the correct letter formation. Each capital letter teaching slide includes a magic pencil demonstration of the letter formation and a patter to prompt correct capital letter formation. This early introduction enables children to make vital links between capital and lower-case letters. They will develop an understanding that the lowercase and capital letter have the same name and represent the same sound, e.g. 't' and 'T' are called the letter /tee/ and make the /t/ sound.</p>					
IMPLEMENTATION: Direct Teaching and Provision Enhancements	<p>Squiggle Whilst you Wiggle / Dough Disco / Pen Disco Daily Active 10 Loose parts continuous provision Movement and coordination songs/stories - Go Noodle, Jump Start Jonny, Jack Hartman, Cosmic Kids Yoga, Danny Go Drawing club Lunch in the hall Children having daily access to a range of large and small apparatus both indoors and outdoors. Scooters and balance bikes</p>					
IMPLEMENTATION: Possible intervention / support	<p>Busy Hands Programme Small group/1:1 sessions of the above teaching ideas</p>					
IMPACT: CHECK POINT: Gross Motor	<i>I can climb stairs using alternate feet. I can work with others to manage large items.</i>	<i>I can use lots of different ways of moving appropriately. I can climb over, under and through obstacles.</i>	<i>I can throw, kick, pass and catch a large ball I can move and use both large and smaller scale equipment (building blocks etc)</i>	<i>I can travel around space and obstacles safely I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb</i>		
IMPACT: CHECK POINT: Fine Motor	<i>I show a preference for a dominant hand with a comfortable pencil grip I can draw a picture</i>	<i>I can show good pencil control when mark making and drawing I can use cutlery and other one handed equipment</i>	<i>I can sit at a table to write I can hold a pencil in a tripod grip I can use scissors</i>	<i>I can hold a pencil effectively (tripod) I can use a range of tools e.g. scissors I can draw with accuracy</i>		

DEVELOPMENTAL STAGES OF PENCIL GRIP

1 – 2 years	2 – 3 years	3 – 4 years	4 – 6 years	6 – 7 years
Fisted grip or Palmar Supinate Grip	Digital Pronate grip.	'Splayed' or 4 finger grip	Static Tripod grip.	Dynamic Tripod Grip
Children often hold their writing tool like a dagger, scribbling using their whole arm.	All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Children begin to stabilise their shoulders, so that movement now comes mostly from the elbow. At this age, children should start being able to copy a horizontal, vertical and circular line.	4 fingers are held on the writing tool, beginning to form the arc between the thumb and index finger (web space). Movement will occur mostly from the wrist and the hand and fingers move as one whole unit. At this age, children should be able to complete simple dot-to-dots, imitate zig-zag and crossed lines, trace dotted lines and draw simple humans (eg. Head, stick body and one other body part such as arm or leg).	This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit. At this age, children should be able to copy a diagonal line, a square, a diagonal cross, a circle and a triangle. Pictures of humans become more detailed, including both arms and legs and even facial features. Sometimes this can also have a fourth finger involved, and be termed a Quadrapod grip.	As the fingers begin to move independently, the ring & little fingers gently curl into the palm, the web space opens & becomes more circular, the writing tool is held closer to the nib & movement of the writing tool comes from the fingertips (the hand, wrist, elbow & shoulder are stabilised) the static tripod grip develops into a fully matured Dynamic Tripod Grip. Children will consistently be using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately and at a good speed.
				

PSED	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!	
<p>PRIME: Personal, Social and Emotional Development</p> <p>-Self-regulation -Managing self -Building relationships</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (DfE Statutory Framework for EYFS, Sept 2021)</p>						
<p>The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.</p>	<p>Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating. PSED plays a part in all lifelong skills.</p>						
<p>INTENT Curriculum Goals</p>	<p>To become an Independent Individual who can set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p> <p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.</p>						
<p>What PSHE might look like in the EYFS...</p>	~ Talking about ways we can keep healthy ~	~ Knowing some strategies to regulate emotions ~	~ Naming different feelings and understand how others might be feeling ~	~ Understanding what makes them special, valued and unique ~	~ Recognising rules keep everything fair, safe and enjoyable for everyone ~	~ Understanding all families are valuable and special ~	~ Talking about what makes a good friend ~
<p>IMPLEMENTATION <i>PGS values</i> Continuous – feeling vocabulary, happy, sad etc</p>	<p><i>Friendly</i> feeling – care – safe – just right – family – friends – charter – right – responsibility</p>	<p><i>Respectful</i> kind – same/similar – different – rules</p>	<p><i>Responsible</i> choice – safe – danger -</p>	<p><i>Trustworthy</i> Body parts including penis – vagina -</p>	<p><i>Courageous</i> healthy – unhealthy – exercise – job - money</p>	<p><i>Caring</i> reduce – reuse – recycle -</p>	

PSED	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
<p>IMPLEMENTATION Brighton and Hove PSHE SoW</p>	<p><u>Families and Friendships:</u> New Beginnings Class Charter Who cares for me? Taking turns and playing with others; Recognising and naming feelings Making up after falling out, managing angry feelings. Roles of different people; families; feeling cared for</p> <p><u>Safe Relationships:</u> Say why someone is special to me. Recognise ways in which my family is special. Recognise what I am good at from what others tell me. Show a willingness to care about others. Learn when to say "thank you" and "sorry".</p>	<p><u>Respecting Ourselves and Others</u> Recognise that you are unique. Express your own likes, dislikes and preferences. Understands that we have lots of similarities and differences. Appreciate that others might think differently to us or believe in different things. Understand that bullying is something that happens again and again; and that it is not acceptable.</p>	<p><u>Keeping Safe</u> Make simple choices between activities, foods, etc. Know when I feel well or unwell. Identify dangers in pictures e.g. home Shows awareness of keeping safe within the indoor and outdoor classroom.</p>	<p><u>Growing and Changing</u> RSE Name parts of the body, linked to their learning. Understand the idea of growing from young to old.</p>	<p><u>Physical Health and Mental Well-being</u> Learn and practise skills for maintaining hygiene. Learn about different food type- some healthy, some not. Aware that we need to drink, exercise and sleep to keep healthy. To speak to adults/ peers if they are worried.</p> <p><u>Money and Work</u> I understand that everything costs money so we need to look after our resources.</p>	<p><u>Belonging to a community</u> We take care of our class environment. We show care and concern for our school environment. Recycle paper and plastic in my classroom.</p> <p>Transitions</p>

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<p>IMPLEMENTATION PSED texts</p> <p>-Exploration of feelings -Promote diversity and inclusion -Teach growth mind-set and promote school motto and values -Reinforce Class Charter and UNCRC</p>	     	 	<p><u>Autism Awareness and Acceptance week:</u></p> 	  	 		
	<p><u>UNCRC Class Charter</u></p> 						
<p>IMPLEMENTATION Ongoing provision throughout the year</p>	<p>Class calm area/basket for co- and self-regulation Story time School motto, values and UNCRC Class Charter Just Right co-/self-regulation</p>						

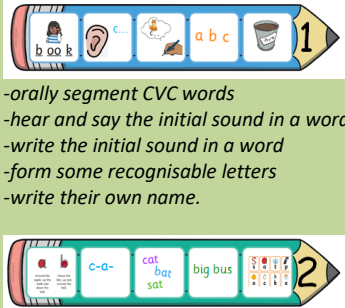
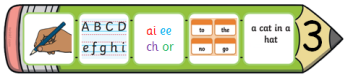

PSED	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
IMPLEMENTATION Additional Direct Teaching and Provision Enhancements	Collaborative Problem Solving Friendship Terrace Nurture groups – feelings Lego therapy					
IMPACT CHECK POINT: Self-Regulation	<i>I can talk about feelings (happy, sad, angry)</i> <i>I can choose what I need to complete a goal (short term)</i> <i>I am starting to follow instructions</i>	<i>I can identify a range of different feelings</i> <i>I can keep on trying when I find something difficult</i> <i>I am starting to sit and listen more consistently during adult focus time</i> <i>I can follow simple instructions</i>	<i>I can say how others are feeling based on their expressions and actions</i> <i>I can say what I am good at and what I would like to improve</i> <i>I can sit and listen during adult focus time</i> <i>I can follow instructions with two or more parts</i>		<i>I can say how I and others are feeling</i> <i>I can show my understanding of feelings by changing my behaviour</i> <i>I can set myself goals</i> <i>I can wait for my requests and needs to be met</i> <i>I can listen to and respond to adults</i> <i>I can follow instructions accurately (several ideas/ actions)</i>	
IMPACT CHECK POINT: Managing self	<i>I am starting to become more confident when things are new (dealing with the transition)</i> <i>I am showing an awareness of rules and how to behave in the classroom</i> <i>I can toilet myself</i>	<i>I am starting to try new activities</i> <i>I am starting to be aware of rules in the school and classroom</i> <i>I can dress and undress for PE/ Forest School etc.</i> <i>I am starting to know ways to stay healthy</i>	<i>I can keep on trying even when I am finding something difficult</i> <i>I can follow the school and class rules</i> <i>I can talk about the school and class rules</i> <i>I can talk about what is right and wrong</i> <i>I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.</i>		<i>I can try new activities</i> <i>I can show resilience and perseverance when things are difficult</i> <i>I can explain and follow rules (in the classroom and around school)</i> <i>I can show I know right from wrong by my behaviour</i> <i>I can manage my own basic hygiene and personal needs e.g. toileting and dressing</i> <i>I can explain healthy food</i>	
IMPACT CHECK POINT: Building Relationships	<i>I can play with one or more children cooperatively</i> <i>I can start to talk about the way I feel</i>	<i>I can play with a small group of children, sharing ideas</i> <i>I am starting to form good relationships with the familiar adults in my class</i> <i>I can express and identify my feelings</i> <i>I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.</i>	<i>I can use words to help solve conflicts with others</i> <i>I can work well with others listening and sharing ideas</i> <i>I can show friendly behaviour in the classroom and around school</i> <i>I am developing friendships with lots of different people</i> <i>I can identify how others feel and respond to them appropriately</i>		<i>I can work with others in a group</i> <i>I can play with others, take turns and share</i> <i>I can form good relationships with the adults in the classroom and around school</i> <i>I have lots of friends and positive friendships</i> <i>I know what my own needs are and can share them</i> <i>I am sensitive to the needs of others</i>	

LIT	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
SPECIFIC: Literacy	<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (stories necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) (DfE Statutory Framework for EYFS, Sept 2021)</i></p>					
<p>The Year 1 expectations in Literacy/English from the National Curriculum.</p>	<p>Year 1 – Reading (Word Reading):</p> <ul style="list-style-type: none"> -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading <p>Year 1 – Reading (Comprehension):</p> <ul style="list-style-type: none"> -Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them. 			<p>Year 1 – Writing (Transcript):</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week -Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Year 1 – Writing (Composition):</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> -Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Year 1 – Writing (Handwriting):</p> <ul style="list-style-type: none"> -Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting ‘families’ and to practise these <p>Year 1 – Writing (vocabulary, grammar and punctuation)</p> <ul style="list-style-type: none"> -Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing. 		

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INTENT Curriculum Goals	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.							
What WRITING might look like in the EYFS...	~ Mark making and writing indoors and outside ~	~ Writing their own versions of stories ~	~ Developing their fine motor skills through activities using small tools ~	~ Writing cards and notes for a purpose, e.g. for family or friends ~	~ Making marks with their fingers in trays of salt, rice, flour etc ~	~ Being active and developing gross motor skills in large scale activities ~	~ Writing meaningful signs and labels for classroom use ~	~ Writing as part of daily phonics sessions ~
What READING might look like in the EYFS...	~ Looking at non-fiction books that capture interests or experiences ~	~ Reading aloud books matched to their phonic knowledge ~	~ Re-enacting favourite stories, e.g. dressing up, small world ~	~ Engaging in daily phonics sessions ~	~ Enjoying learning and performing songs, poems, rhymes ~	~ Being captivated and fascinated when stories are read to them ~	~ Recognising print in the environment, e.g. signs ~	~ Selecting their own name on the lunch register ~
IMPLEMENTATION Comprehension <u>Quality texts:</u> -Promote talk and discussion -Introduce new and rich vocabulary -Include rhythm and rhyme -Provide rich illustrations and opportunities for 'noticing' -Develop thinking skills <u>Blooms taxonomy:</u> 1. Remembering 2. Understanding 3. Applying 4. Analysing 5. Evaluating 6. Creating	<u>The Colour Monster Goes to School</u> <i>feeling – happy – sad – loving – scared – calm – angry - confused</i> <u>Goldilocks and the 3 Bears</u> Once Upon a Time... <i>demolished – guzzle – slumber – piping hot – freezing cold - tasty</i> <u>Owl Babies</u> <i>tallon – nocturnal – habitat - owlet – owl – prey – woods - tree trunk</i>	<u>Gigantic Turnip</u> <i>crooked – sow – harvest – big – enormous – gigantic</i> <i>Repeated refrain - "Pulled and heaved and tugged and yanked"</i> <u>Nativity</u> <i>manger – stable – Bethlehem – star – Mary – Joseph – baby - angel</i> <u>Gingerbread Man</u> <i>Repeated refrain - "Run, run as fast as you can you can't catch me I'm the Gingerbread Man"</i> <i>leap – pursue – block – cunning - soggy - gobble</i>	<u>Whatever Next</u> <i>rocketing – ascending – consume – enclosed – companion - lunar</i> <u>Bear Hunt</u> <i>adventure – obstacles - destination – courage – fear – excitement</i> <i>Repeated refrain – 'we can't go over it' etc.</i> <u>The Great Race (CNY)</u> <i>lunar new year – celebration – traditions – emperor – race - dragon</i>	<u>What the ladybird Heard</u> <i>Repeated refrain – 'and the cow said moo etc</i> <u>The Three Little Pigs</u> <i>construct – sturdy – flimsy – obliterate – celebrate - exhale</i> <u>Hooray for Hoppy</u> <i>senses – sight – smell – touch – taste – hearing</i>	<u>Handa's Surprise</u> <i>Exotic – pinch – oblivious – delicious – bold – wander – greedy - surprised</i> <u>Jack and the Beanstalk</u> <i>hero – clambering – booming – descending – ginormous – chopping – magic - heaved</i>	<u>Be Wild Little One</u> <i>stomp – trek – dive – dig – chase – run – dance - nature</i> <u>Matisse's Magical Trail</u> <i>artistic – avoid – notice – astonished –</i> <u>Somebody Swallowed Stanley</u>		

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<p>IMPLEMENTATION</p> <p>Word Reading</p> <p>SSP – Twinkl Phonics Daily whole class lessons</p>	<p>Level 1 / 2</p> <p>Level 1 - games 2.1 s, a, t, p 2.2 i, n, m, d 2.3 g, o, c, k 2.4 ck, e, u, r Read: to, the</p>	<p>Level 2 / 3</p> <p>2.5 h, b, f, l Read: no, go, l 2.6 ff, ll, ss, s /z/ Read: revise all tricky words 2.7 revise all Ph2 Read: revise all tricky words 3.1 j, v, w, x Read: no, go, l, the, to 3.2 z, zz, qu, ch Read: he, she Spell: the, to</p>	<p>Level 3</p> <p>3.3 sh, th, th, ng Read: we, me, be 3.4 ai, ee, igh, oa Read: was Spell: no, go, l 3.5 oo, oo, ar, or Read: my 3.6 ur, ow, oi, ear Read: you 3.7 air, ure, er Read: they</p>	<p>Level 3</p> <p>3.8 revise all Ph3 GPCs Read: here 3.9 revise all Ph3 GPCs Read: all, are 3.10 trigraphs and consonant digraphs Read: was, my 3.11 Letter sounds and vowel digraphs Read: we, they 3.12 Revise all Ph3 GPCs Read: All L3 tricky words Spell: the, to, no, go, l</p>	<p>Level 4</p> <p>4.1 CVCC words Read: said, so Spell: he, she, me, we, be 4.2 CCVC words Read: have, like, come, some Spell: was, you 4.3 Adjacent consonants Read: were, there, little, one Spell: they, are, all 4.4 Polysyllabic words Read: do, when, out, what Spell: my, here 4.5 Three-Letter Adjacent Consonants Read: Revise all L4 Tricky words Spell: Revise all L4 Tricky words</p>	<p>Revision and consolidation based on assessments</p> <p>Application of phonic knowledge into daily writing</p>

LIT	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
<p>IMPLEMENTATION</p> <p>Writing</p> <p>'Drawing Club' <i>Greg Botrill</i> 'Children living at the edge of mystery and magic'</p> <ol style="list-style-type: none"> Character Setting I wonder...? <p><u>3M's</u> Making Conversation Mark-making Maths</p>	<p>The Colour Monster Goes to School</p> <ol style="list-style-type: none"> <i>The Colour Monster</i> <p>Goldilocks and the 3 Bears (Trad Tale)</p> <ol style="list-style-type: none"> <i>Baby Bear</i> <i>House in the woods</i> <i>Goldilocks buys a present for the bears to say sorry – what is it?</i> <p>Owl Babies by Martin Wadell</p> <ol style="list-style-type: none"> <i>Owl</i> <i>Nest in the tree</i> <i>Invent a mummy owl tracker so babies know where she is!</i> <p>The Adventure of the Past (short video clips) Wacky Races</p>	<p>The Gigantic Turnip</p> <ol style="list-style-type: none"> <i>The mouse</i> <i>The farm</i> <i>What was holding onto the turnip underground? Invent a machine to pull the turnip out.</i> <p>The Gingerbread Man</p> <ol style="list-style-type: none"> <i>The Gingerbread Man</i> <i>The kitchen</i> <i>The old woman baked a new character – the stinky cheese man!</i> <p>The Adventure of the Past (short video clips) Road Runner</p>	<p>Whatever Next by Jill Murphy</p> <ol style="list-style-type: none"> <i>Alien to avoid on another planet</i> <i>Rocket</i> <i>I wonder ... how can we trap the alien?</i> <p>We're Going on a Bear Hunt by Michael Rosen</p> <ol style="list-style-type: none"> <i>The Bear</i> <i>The Forest</i> <i>I wonder...what does it look like inside the bears cave?</i> <p>The Adventure of the Past (short video clips) Trap Door</p>	<p>World Book Day – book making – Map of My Heart</p> <p>What the Ladybird Heard</p> <ol style="list-style-type: none"> <i>Hefty Hugh / Lanky Len</i> <i>Farm map</i> <i>I wonder...</i> <p>The Three Little Pigs</p> <ol style="list-style-type: none"> <i>The Big Bad Wolf</i> <i>The Brick House</i> <i>The wolf catches the pigs – what will he do with them???</i> <p>The Adventure of the Past (short video clips) Batfink</p>	<p>Handa's Surprise</p> <ol style="list-style-type: none"> <i>Elephant taking the mango</i> <i>Map of Handa's journey to see her friend Akeyo</i> <i>One of the fruits drops on the floor and the seeds grow into something marvellous!</i> <p>Jack and the Beanstalk</p> <ol style="list-style-type: none"> <i>The Giant</i> <i>The castle in the clouds</i> <i>The Giant's favourite 3 course meal!</i> <p>The Adventure of the Past (short video clips) Magic Roundabout</p>	<p>Matisse's Magical Trail</p> <ol style="list-style-type: none"> <i>Matisse</i> <i>Wall/pebble with his drawings on</i> <i>A vehicle to get around a little quicker!</i> <p>Somebody Swallowed Stanley</p> <ol style="list-style-type: none"> <i>Stanley and a friend</i> <i>The polluted sea</i> <i>I wonder...</i> <p>The Adventure of the Past (short video clips) Mr Benn</p>
<p>IMPLEMENTATION</p> <p>Direct Teaching and Provision Enhancements</p>	<p>Weekly reading with Class Teacher Drawing Club Daily phonics – reading and writing Daily morning writing Writing/mark making opportunities inside and outside</p>					
<p>IMPLEMENTATION</p> <p>Possible intervention / support</p>	<p>Phonics boost group Additional reading for children below ARE</p>					

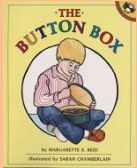




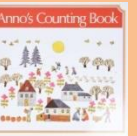
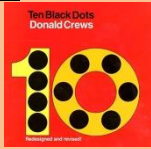

LIT	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
IMPACT CHECK POINT: Comprehension	<i>I can talk about stories I have heard</i> <i>I can join in with familiar rhymes and songs (and some patterned stories)</i>	<i>I can retell the key events in stories</i> <i>I am starting to recall facts from non-fiction</i> <i>I can talk about what has happened in the story so far</i> <i>I can listen carefully to stories, rhymes, non-fiction and songs</i>	<i>I can retell key events from stories I have read</i> <i>I can describe the key events in detail</i> <i>I can recall facts from a non-fiction book</i> <i>I can say what might happen next linked to other similar stories</i> <i>I can talk about stories, rhymes, non-fiction and songs</i>		<i>I can explain what I have read or has been read to me</i> <i>I can retell simple stories</i> <i>I can recall facts from information</i> <i>I can say what I think might happen next</i> <i>I can use new vocabulary throughout my play</i>	
IMPACT CHECK POINT: Word Reading	<i>I can hear and say the initial sounds for words.</i> <i>I can say the sound name for some letters.</i> <i>I can orally segment words.</i> <i>I can orally blend words.</i>	<i>I can match most of the phase 2 letters and sounds.</i> <i>I can say the phase 2 sounds in CVC words.</i> <i>I can blend the sounds together to read CVC words.</i> <i>I can read the Ph2 tricky words.</i> <i>I am starting to read captions, e.g the cat and the dog.</i>	<i>I can match all phase 2 single letters and sounds.</i> <i>I can match all phase 3 single letters and sounds.</i> <i>I can start to identify some digraphs.</i> <i>I can segment and blend the sounds in a CVC word for reading.</i> <i>I can segment and blend simple words matched to my phonics knowledge.</i> <i>I can read captions.</i> <i>I can read most of the phase 3 tricky words.</i>		<i>I can match all phase 2 single letters and sounds.</i> <i>I can match all phase 3 single letters and sounds.</i> <i>I can match the letter and sound for at least 10 phase 3 digraphs.</i> <i>I can read CVC words containing known digraphs.</i> <i>I can read simple sentences and books matched to my phonics.</i> <i>I can read Phase 2 and 3 tricky words confidently and most of Phase 4 tricky words.</i>	
IMPACT CHECK POINT: Writing	 <p><i>-orally segment CVC words</i> <i>-hear and say the initial sound in a word</i> <i>-write the initial sound in a word</i> <i>-form some recognisable letters</i> <i>-write their own name.</i></p> <p><i>-form some lower case letters correctly.</i> <i>-hear and write more than one sound in a word</i> <i>-write a CVC word, e.g. van, but, cat, dog, net</i> <i>-write two words together such as 'big bus'</i> <i>-use a sound mat to support writing</i></p>		 <p><i>-use a tripod grip</i> <i>-form many lower case letters and some capital letters correctly</i> <i>-use digraphs in their writing such as 'rain, keep, fork'</i> <i>-correctly spell Ph 2 and some Ph3 tricky words</i> <i>-write captions and short simple sentences</i></p>		 <p><i>-form most letters correctly (pen grip, letter size, position on a line)</i> <i>-write more than one idea/sentence</i> <i>-leave a finger space between words</i> <i>-read their own sentences</i> <i>-spell Ph 2 and 3 tricky words correctly.</i></p> <p>Children working at 'greater depth' can also ... <i>-use capital letters for start of a sentence/names/I</i> <i>-use full stops to end their idea/sentence</i> <i>-write short stories</i> <i>-use a wide range of more adventurous vocabulary</i> <i>-spell a range of words with greater accuracy</i></p>	

MATHS	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!	
SPECIFIC: MATHEMATICS	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (DfE Statutory Framework for EYFS, Sept 2021)</i></p>						
<p>The Reception Year provides the foundation for mathematical skills the children will build upon in Year one.</p> <p>NC Year 1 Statutory Requirements:</p>	<p><u>Number – Number and Place Value</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens -given a number, identify one more and one less -identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -read and write numbers from 1 to 20 in numerals and words. 	<p><u>Number – Addition and Subtraction</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -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 and pictorial representations, and missing number problems such as $7 = \quad - 9$. 	<p><u>Number – Multiplication and Division</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<p><u>Number – Fractions</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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. 			
	<p><u>Measurement</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -compare, describe and solve practical problems for: -lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] □ mass/weight [for example, heavy/light, heavier than, lighter than] -capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] -time [for example, quicker, slower, earlier, later] -measure and begin to record the following: -lengths and heights -mass/weight -capacity and volume 				<p><u>Geometry - Properties of shapes</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -recognise and name common 2-D and 3-D shapes, including: -2-D shapes [for example, rectangles (including squares), circles and triangles] -3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p><u>Geometry – Position and Direction</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe position, direction and movement, including whole, half, quarter and three quarter turns. 	
INTENT Curriculum Goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.						
What MATHS might look like in the EYFS...	~ Singing number songs and rhymes ~	~ Talking about daily and weekly routines, counting down to special events ~	~ Noticing and talking about patterns and shapes in the environment ~	~ Using mathematical resources such as 5 and 10 frames ~	~ Using positional and/or directional instructions in play ~	~ Writing numerals for a purpose, e.g. in play ~	~ Exploiting the opportunities for mathematical teaching through stories ~

MATHS	<i>Autumn 1</i> Marvellous Me	<i>Autumn 2</i> Let's celebrate!	<i>Spring 1</i> Off we go!	<i>Spring 2</i> Here, There and Everywhere	<i>Summer 1</i> Bloom!	<i>Summer 2</i> Be Wild!
<p>IMPLEMENTATION NCETM Mastering Number Overview</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 			


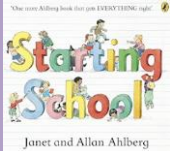


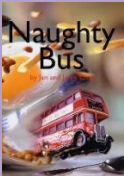

MATHS	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
	<p><u>Subitising</u> Subitising within 3</p> <p><u>Counting, ordinality and cardinality</u> Focus on counting skills</p> <p><u>Composition</u> Explore how all numbers are made of 1's Focus on composition of 3 and 4</p> <p><u>Subitising</u> Subitise objects and sounds</p> <p><u>Comparison</u> Comparison of sets – 'just by looking' Use the language of comparison: more than and fewer than.</p>	<p><u>Counting, ordinality and cardinality</u> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p><u>Comparison</u> Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number</p> <p><u>Composition</u> Explore the concept of 'whole' and 'part'</p> <p><u>Composition</u> Focus on the composition of 3, 4 and 5</p> <p><u>Counting, ordinality and cardinality</u> Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20.</p>	<p><u>Subitising</u> Subitise within 5 focussing on die patterns. Match numerals to quantities within 5.</p> <p><u>Counting, ordinality and cardinality</u> Counting – focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number.</p> <p><u>Composition</u> Focus on 5.</p> <p><u>Composition</u> Focus on 6 and 7 as '5 and a bit'</p> <p><u>Composition</u> Compare sets and use language of comparison: more than, fewer than, and equal number to. Make unequal sets equal.</p>	<p><u>Counting, ordinality and cardinality</u> Focus on the staircase pattern and ordering numbers.</p> <p><u>Comparison</u> Focus on ordering numbers to 8. Use language of less than.</p> <p><u>Composition</u> Focus on 7</p> <p><u>Composition</u> Doubles – explore how some numbers can be made with 2 equal parts.</p> <p><u>Composition</u> Sorting numbers according to attributes – odd and even numbers.</p>	<p><u>Counting, ordinality and cardinality</u> Counting – larger sets and things that cannot be seen.</p> <p><u>Subitising</u> Subitising – to 6, including in structured arrangements.</p> <p><u>Composition</u> Composition – 5 and a bit</p> <p><u>Composition</u> Composition of 10</p> <p><u>Comparison</u> Comparison – linked to ordinality Play track games</p>	<p>Subitise to 5 Introduce the rekenrek</p> <p>Review and assess</p> <ul style="list-style-type: none"> • Automatic recall of bonds to 5 • Composition of numbers to 10 • Comparison • Number patterns • Counting

MATHS	<i>Autumn 1</i> Marvellous Me	<i>Autumn 2</i> Let's celebrate!	<i>Spring 1</i> Off we go!	<i>Spring 2</i> Here, There and Everywhere	<i>Summer 1</i> Bloom!	<i>Summer 2</i> Be Wild!
<p>IMPLEMENTATION</p> <p>Shape, Space and Measures</p> <p>WRM small steps</p>	<p><u>Talk about and Measure Pattern</u> (WRM – Aut block 2)</p> <p>Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>	<p><u>Circles and triangles</u> (WRM – Aut block4)</p> <p>Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p><u>Shapes with 4 sides</u> (WRM – Aut block6)</p> <p>Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p><u>Mass and Capacity</u> (WRM – Spr block2)</p> <p>Compare mass Find a balance Explore capacity Compare capacity</p>	<p><u>Length, height and time</u> (WRM – Spr block4)</p> <p>Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p><u>Explore 3D shape</u> (WRM – Spr block6)</p> <p>Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p><u>Manipulate, compose, decompose</u> (WRM – Sum block3)</p> <p>Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p><u>Visualise, Build and Map</u> (WRM – Sum block5)</p> <p>Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p><u>Make connections</u> (WRM – Sum block6)</p> <p>Deepen understanding Patterns and relationships</p>

MATHS	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
IMPLEMENTATION Supporting text/s	 	   		<p>Double dave – sue hendra</p> 	 <p>Jaspers beanstalk Jack and the beanstalk Titch Mr Wolfs week – colin hawkins Tall – jez a</p>	<p>20 big trucks in the middle of the street</p> <p>Mr gumpys outing</p> <p>The shopping basket</p> <p>Who sank the boat</p>
IMPLEMENTATION Direct Teaching and Provision Enhancements	Daily maths mastery lesson - NCETM Daily routines – self registration (10 frames), calendar, visual timetable, book voting, marble jar					
IMPLEMENTATION Possible intervention / support	NCETM guidance – small group work					
IMPACT CHECK POINT: Number	<p><i>I can show numbers to 5 using concrete resources</i></p> <p><i>I can match numeral and quantity to 3</i></p> <p><i>I can say one number name for each item</i></p> <p><i>I can quickly say how many there are (up to 3)</i></p> <p><i>I can solve some simple problems with numbers to 5</i></p>	<p><i>I can count to 5 using different mathematical resources</i></p> <p><i>I can match numeral and quantity to 5</i></p> <p><i>I can quickly say how many there are (up to 3) in different arrangements</i></p> <p><i>I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this</i></p>	<p><i>I can count objects, claps, movements up to 10</i></p> <p><i>I can match numeral and quantity (within 10)</i></p> <p><i>I can quickly say how many there are (up to 5)</i></p> <p><i>I can recall number bonds to 5</i></p> <p><i>I can start to give some linked subtraction facts</i></p> <p><i>I can start to recall some double facts e.g. 1 and 1 is 2</i></p>		<p><i>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame</i></p> <p><i>I can recognise the numerals to 10 and match to quantity consistently</i></p> <p><i>I can recognise quantities up to 5 without counting</i></p> <p><i>I can recall number bonds up to 5 and some to 10</i></p> <p><i>I can match subtraction facts with number bonds</i></p> <p><i>I can recall some double facts within 10</i></p>	
IMPACT CHECK POINT: Numerical Patterns	<p><i>I can count to 5 reliably</i></p> <p><i>I can start to count beyond 5</i></p> <p><i>I am starting to compare quantities using non-standard vocabulary</i></p> <p><i>I can start to continue and copy patterns</i></p>	<p><i>I can count to 10 by rote</i></p> <p><i>I can compare manipulatives (e.g. saying when one tower is taller/shorter)</i></p> <p><i>I can find one more/ one less using resources</i></p> <p><i>I can continue and copy patterns</i></p> <p><i>I can create my own patterns</i></p>	<p><i>I can count to 20, knowing the teen numbers</i></p> <p><i>I can compare two quantities saying when one is bigger/smaller/same</i></p> <p><i>I can say a number that is one more/ less without resources</i></p> <p><i>I can spot errors in the pattern</i></p> <p><i>I can name my pattern e.g. ABAB</i></p> <p><i>I can start to identify odd and even numbers linked to sharing</i></p>		<p><i>I can count beyond 20</i></p> <p><i>I can compare quantities using greater/ more than, fewer/ less than, the same/ equal</i></p> <p><i>I can show patterns in numbers to 10</i></p> <p><i>I can talk about odd and even numbers</i></p> <p><i>I can say double facts</i></p> <p><i>I can share equally</i></p>	

UtW	Autumn 1 <i>Marvellous Me</i>	Autumn 2 <i>Let's celebrate!</i>	Spring 1 <i>Off we go!</i>	Spring 2 <i>Here, There and Everywhere</i>	Summer 1 <i>Bloom!</i>	Summer 2 <i>Be Wild!</i>
SPECIFIC: Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (DfE Statutory Framework for EYFS, Sept 2021)</p>					
<p>The Reception Year provides the foundation skills that children will build upon in Year one.</p>	<p>The Science National Curriculum (2014) ... <u>Working Scientifically:</u> Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <u>Plants:</u> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Animals including humans:</u> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Everyday materials:</u> distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Seasonal Changes:</u> observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.</p>		<p>The Geography National Curriculum (2014) states that... <u>Location Knowledge:</u> name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. <u>Place Knowledge:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. <u>Geographical Skills and Fieldwork:</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell</i> . Significant historical events, people and places in their own locality.</p>	
INTENT Curriculum Goals	<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Brighton is special, have an awareness of other people's cultures and beliefs.</p>					

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What SCIENCE might look like in the EYFS...	~ Learning about lifecycles ~	~ Sharing books about the weather, the human body, the world, growing etc ~	~ Noticing and talking about the changing seasons ~	~ Recording data such as tally charts, number / pictorial representations ~	~ Encouraging awe and wonder about the natural world ~	~ Exploring how things work, change. Predicting what will happen ~	~ Providing scientific 'investigations to play'-dark den, magnets, light sources, ice melting ~
What GEOGRAPHY might look like in the EYFS...	~ Using programmable toys and planning a route ~	~ Role-playing places they have visited, doctors etc ~	~ Talking about similarities and differences between themselves and others ~	~ Exploring the local area and talking about meaningful landmarks ~	~ Following instructions which include positional language ~	~ Sharing books about our world, the environment, the weather ~	~ Treasure hunts using simple maps ~
What HISTORY might look like in the EYFS...	~ Talking about how they have changed since they were a baby ~	~ Noticing seasonal changes ~	~ Talking about daily and weekly routines ~	~ Role-playing special events ~	~ Using language connected with the passing of time ~	~ Reading stories about how things change, or stories set in the past ~	~ Recounting personal memories ~

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<p>IMPLEMENTATION Past and Present</p> <p>Sense of time -class monthly calendar (referred to daily)</p> <p>-class timeline showing seasons, months, and birthdays</p> <p>-daily visual timetable</p> <p>-use of floor books to recap learning – yesterday, last week, last month, before Christmas etc</p>	<p>Nursery rhymes What is the rhyme about? What can we learn about the past?</p> <p>How have I changed since I was a baby?</p>  <p>What is a timeline? How have I changed since I was a baby? What did my parents/carers look like when they were babies?</p> <p>What is the same / different about school routines?</p>  <p>How do we know what is happening each day/week in our classroom?</p>	<p>Who was Guy Fawkes?</p> <p>What do we remember on Remembrance day?</p>  <p>https://www.bbc.co.uk/cbeebies/watch/poppies</p> <p>How have toys changed?</p>  <p>What is your favourite toy? What toys did your parents / grandparents receive when they were young? Handle old toys and discuss/notice.</p>	<p>Why do we wear different clothes at different times of the year? What do we wear in the spring and summer? What do we wear in the autumn and winter? What do we wear at different times of the day?</p> <p>What is New Year? Why and how do we celebrate the New Year? What happened last year? How many months in a year? What month/year is it now?</p>	<p>How has transport changed?</p>  <p>What are the different ways to travel? How did people travel a very long time ago? How has transport changed?</p>		<p>Who was Mary Anning?</p>  <p>What is a fossil? How were fossils created from sea creatures? Why do we remember Mary Anning today?</p> <p>End of year reflection... What do we remember from this year? How have we changed, grown? What new things can we now do? What is your favourite memory?</p>
<p>IMPLEMENTATION Vocabulary</p>	<p><i>today, yesterday, tomorrow, past, present, future, lifetime, calendar, next, birthday, day, week, month, year, long ago, new/recent, history, modern, memory, artefact, remember, same/different, change</i></p>					


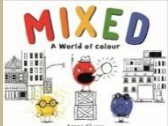

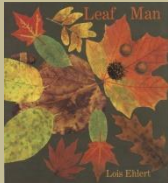

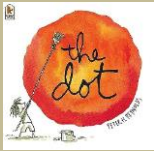



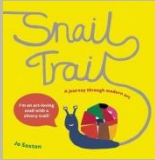
UtW	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate!	Spring 1 Off we go!	Spring 2 Here, There and Everywhere	Summer 1 Bloom!	Summer 2 Be Wild!
<p>IMPLEMENTATION People Culture and Communities</p>	<p>Who am I? Where do I live?</p>  <p>Who are my new friends in my class? Where in the world do we all come from? Who are the key adults in my classroom? Who lives in your home? Where is our school? What is it like in Portslade?</p>	<p>Where is Bethlehem?</p>  <p>Where is Portslade? What places are near/far to Portslade? Where is Bethlehem?</p>	<p>We're Going on a Bear Hunt Positional vocab Different landscapes – river, forest, cave etc</p>	<p>Why do we have maps?</p>  <p>What is a map? What are they used for? Where do the different animals live on the farm? Can we plan a route around the farm?</p>	<p>What is an aerial (birds eye) view? What would Jack see looking down from the top of the beanstalk? Explore different aerial views.</p> <p>What is it like in Kenya?</p>  <p>Where is Kenya? What is it like to live in Kenya? How is it the same/different to the UK? Weather, buildings, landscape, clothes, food, animals.</p>	<p>Where is our local beach? What is the name of our local beach? What is it like at the beach? How do we get to the beach from our school?</p>
<p>Festivals and Celebrations What is it? How is it celebrated in our local community / around the world?</p>	<p>Birthdays -</p>	<p>Harvest Remembrance Day Diwali Christmas</p>	<p>New Year Chinese/Lunar New Year</p>	<p>Shrove Tuesday World Book Day Mother' Day Easter</p>	<p>Brighton Festival – May Hope, wonder, magic and fun! Children's parade</p>	<p>Father's Day</p>
<p>Community Visitors</p>	<p>Head Teacher Deputy Head</p>	<p>Firefighter</p>	<p>Doctor / nurse</p>	<p>Police</p>	<p>Dental nurse / dentist</p>	<p>Local Artist</p>

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IMPLEMENTATION Vocabulary	<i>house – home – school</i>	<i>near – far - town – city – Portslade – Brighton – landmark - celebration</i>	<i>over, under, through, in between,</i>	<i>map – left – right – direction – route - journey</i>	<i>country – capital city – national park- town – city - countryside</i>	
IMPLEMENTATION People, Culture and Communities – PGS RE SoW <i>Is it ok to be different? (ongoing..).</i> Identify differences Understand differences Appreciate differences and diversity	Celebrations and Ceremonies <i>What makes people special?</i> The ritual of a birthday, anniversaries, songs, candles, presents, lights etc Harvest (Christianity), Purim (Judaism), Diwali (Hinduism), Hanamatsuri (Buddha's birthday)	Christmas <i>Why do Christians perform nativity plays at Christmas?</i> Christmas Story The birthday of Jesus. Carols Nativity Services Giving of gifts (Christian belief that Jesus was a gift from God)	Change and Growth <i>Why do leaves die?</i> Explore the change in the natural world. The beginning of the world. Creation stories from different faiths/cultures. Questions about life and death.	Religious Stories <i>What can we learn from religious stories?</i> Stories from Christianity, Islam, Hinduism, Sikhism, Buddhism <i>What are the messages behind the stories?</i>	Special places <i>What makes places special?</i> Churches, Mosques, Synagogues	

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<p>IMPLEMENTATION The Natural World</p> <p><i>Ongoing through the year – Name and use senses to explore and discuss seasonal changes. Talk about the weather and its effects on the environment. Caring for living things.</i></p> <p>Ongoing observations and scientific enquiry through the year...</p> <div data-bbox="138 730 295 880" data-label="Image"> <p>I see...</p> </div> <div data-bbox="138 890 295 1040" data-label="Image"> <p>I think...</p> </div> <div data-bbox="138 1050 295 1200" data-label="Image"> <p>I wonder...</p> </div>	<p>Owls What type of animal is an owl? What other birds can we name? What do owls look like? Where do they live? What do they eat? What is the lifecycle of an owl? <i>nocturnal – owl – talon - predator – prey - camouflage</i></p> <p>School grounds walk</p>	<p>Spring flowers What is a bulb? How do we plant a bulb? How do we take care of plants? Can we plant a bulb just in water? <i>bulb – flower – soil – grow – water -</i></p> <p>Leaves Why do leaves change colour? Why do leaves look different to each other? What are the different parts of a leaf called? <i>vein – tip – blade – leaf – leaves -</i></p> <p>Toys (forces) How do the different toys move? Can we sort them into 2 groups – push/pull? <i>I – How slow can you go? (car down ramp) push – pull – move – fast – slow -</i></p> <p>Autumn senses walk</p>	<p>Spring flowers – What do we notice about our bulbs growing?-</p> <p>Hibernation Why do animals hibernate? Which animals hibernate? Why do they hibernate? <i>hibernate – sleep – seasons – winter -</i></p> <p>Habitats (Contrasting environments) Where do different bears live?</p> <p>Ice What is ice? Where does it come from? <i>I – How can we make the ice melt quickly/stay icy for longer?</i></p> <p>Winter senses walk</p>	<p>Spring flowers What do we notice about our bulbs growing?</p> <p>Baby animals Where do the different animals live on the farm? What are the baby animals called? What can we learn about chickens? What is the lifecycle of a chicken? <i>nest – eggs – chick – hatch – growing - hen</i></p> <p>Ladybirds What does a ladybird look like? What does it eat? Where does it live? What is the lifecycle of a ladybird?</p> <p>Melting <i>I – What happens to chocolate when it is melted? (Easter nest cakes) melt – cool – mix – soft – hard – runny</i></p> <p>Spring senses walk</p>	<p>Seeds What are seeds? Do all fruit have a seed inside?</p> <p>Beans What is a bean? What different types of beans are there? What is the lifecycle of a bean? What do bean seeds need to grow? <i>I - How can we grow a tall beanstalk? bean – plant – measure – height – grow -</i></p>	<p>Wildlife Trust – 30 days wild</p> <p>Caterpillars and Butterflies – What is the lifecycle of a butterfly? Observe changes. What other mini-beasts do we know? Where do they live? What do they eat? <i>egg - butterfly – pupa – chrysalis - caterpillar- cocoon – leaf - minibeast</i></p> <p>Sun and shadows What is a shadow? How is it made? <i>I – What happens to the shadows during the day? shadow – sun – light – block -</i></p> <p>The wind How can we tell it is a windy day? What happens to the bubbles we blow? What happens when we run with / against the wind? Can we make and fly a kite? <i>wind – force – air – movement – sun - energy</i></p> <p>Summer senses walk</p>

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IMPLEMENTATION Ongoing provision throughout the year	Explore and Learn Story time – noticing differences between now and the past in nursery rhymes/traditional tales and other fiction texts.					
IMPACT CHECK POINT: Past and present	<i>I can talk about the different jobs people do I can name some members of my family and talk about them I can talk about myself and some of the ways I have changed</i>	<i>I can talk about changes that have happened to me throughout my life I can talk about my family and people in the community and their roles I am becoming more aware of the past linked to myself and my family and how it has changed I can talk about what I can see in pictures of the past</i>	<i>I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc. I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts I can talk about what I have heard and seen in stories and picture books and how this is different/ the same</i>		<i>I can talk about the lives of people I am familiar with I can talk about the roles of people in society I can give similarities and differences between the past and now I can talk about the past using books and stories talking about the characters, settings and events</i>	
IMPACT CHECK POINT: People cul comm	<i>I can explore the world around me with all my senses I can be accepting and positive about people's differences I know there are different countries in the world</i>	<i>I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell I am starting to explore the natural world I can talk about how different people celebrate I can start to use stories and pictures to talk about differences in life in other countries</i>	<i>I can explore and talk about the natural world using what I know from stories/ non-fiction I can draw information from a simple map I can talk about some special places for people in our and other communities I can draw information from a simple map I can start to talk about the differences in lives in other countries</i>		<i>I can describe the school environment using what I know from</i> <ul style="list-style-type: none"> • Observation • Discussion • Stories/ non-fiction • Maps <i>I can talk about religion and culture within my country (UK) I can talk about what is the same and different in life in this country and in other countries</i>	
IMPACT CHECK POINT: The natural world	<i>I can talk about what I can see outside using a wide vocabulary I can change materials e.g. adding water to cornflour, mixing paint etc.</i>	<i>I can describe what I can see, hear and feel outside I can talk about the area I live in, including the weather etc. I can talk about forces I feel e.g. push, pull etc. I can talk about the differences in materials</i>	<i>I can describe animals and plants (both from photos and real life experiences) I can describe my own environment and local area I can describe another environment e.g. desert, Artic etc. I can talk about the weather linked to seasonal change I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)</i>		<i>I can explore the natural world I can make observations of animals and plants and use these observations to draw pictures I can contrast the natural world around me with different environments I can talk about some of the changes in the natural world (including seasons and changing states of matter)</i>	

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SPECIFIC: Expressive Arts and Design	<i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. (DfE Statutory Framework for EYFS, Sept 2021)</i>						
The Year 1 expectations in Literacy/English from the National Curriculum.	<p>Art and Design – Year 1 National Curriculum</p> <p>Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>Design and Technology – KS1 National Curriculum</p> <p>Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria</p> <p>Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>		<p>Music – KS1 National Curriculum</p> <p>Pupils should be taught to: -Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>			
INTENT Curriculum Goals	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>						
What ART might look like in the EYFS...	~ Developing fine motor skills ~	~ Sharing creations with friends, talking about what they have created and how ~	~ Learning about different artists and their work ~	~ Exploring different paint types – watercolour, ready mix, powder ~	~ Showing different emotions in their drawings and mark making ~	~ Exploring colour and colour mixing ~	~ Exploring pattern, textures and using natural materials in transient art ~
What DT might look like in the EYFS...	~ Taking part in cooking and baking activities ~	~Creating temporary and permanent models, both independently and collaboratively ~	~ Talking about their creations and the choices they made ~	~ Using the language of designing and making, e.g. joining, building, heavier, lighter ~	~ Disassembling everyday objects and learning how they work ~	~ Exploring different materials, fabrics and textures ~	~ Constructing with loose parts, crates, planks, wooden blocks etc ~

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What MUSIC might look like in the EYFS...	~ Performing in school or class productions ~	~ Listening to and joining in with stories / poems with repetitive refrains ~	~ Building up a repertoire of nursery rhymes and familiar songs ~	~ Using musical instruments in roleplay indoors and outdoors ~	~ Singing and performing to friends and family ~	~ Listening, moving and talking about music from different genres and cultures ~
IMPLEMENTATION Vocabulary	<i>Piet Mondrian, primary colours, bold, squares, rectangles, thick lines, thin lines, shapes</i>	<i>Andy Goldsworthy, English, photographer, sculpture, nature, natural, leaves, sand, ice, stone, tissue paper, colours, position, pattern</i>	<i>Wassily Kandinsky, shapes, lines, colours, circles, curved, triangles, primary colours, secondary colours, abstract.</i>	<i>Jackson Pollock, abstract, colour, work, together, collaborate, splatter, flick.</i>	<i>Giuseppe Arcimboldo</i>	<i>Henri Matisse, French, shape, bright, bold, abstract, tear, paper collage,</i>
IMPLEMENTATION Talking about and exploring art and design <i>Content – what can you see?</i> <i>Form –</i> <i>Process – how was it created?</i> <i>Mood – How do you feel looking at it? Why?</i> Line – Tone – Pattern – Texture – Colour – Shape – Space - Form	<u>Piet Mondrian (shape, line, colour)</u>  -Primary coloured paper collages. -transient art using 2D shapes and black strips -transient art using primary coloured Duplo blocks -Painting easel – using WaSPP method to paint using primary colours -Painting inside squares using ready mix paint 	<u>Andy Goldsworthy (shape, pattern, colour, position)</u>  -Sculptures with natural materials -Printing with natural materials -Making paint brushes using sticks and natural materials 	<u>Wassily Kandinsky (shape, line, colour)</u>  -Concentric circles with oil pastels and water colours -Colour mixing using powder paints -felt circles and loose parts in frames -light table transparent shapes 	<u>Jackson Pollock</u>  -Drip painting listening to jazz music (action) -Drawing pen and pencil with eyes closed -Paint and marble in tray -straw blowing -diff scales – individual and large collaborative	<u>Giuseppe Arcimboldo</u>  -Obs drawing collage -collage over black and white portrait of child -self portraits	<u>Henri Matisse</u>  -Collage - 'Paint with scissors' inspired by colours and shapes from nature -Explore spirals – playdough/clay -Snail art pointillism 

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IMPLEMENTATION Food technology	Porridge	Turnip / Veg Soup	Teddy Bear Toast	Chocolate Nest Cakes	Fruit Salad/Smoothie/kebab	Eat outside- Picnic Food
IMPLEMENTATION Music	Nursery Rhymes	Nativity songs leading to performance to families	Charanga – Everyone!	Charanga – Our World	Charanga – Big Bear Funk	Charanga – Reflect, Rewind, Replay
IMPLEMENTATION Direct Teaching and Provision Enhancements	Charanga SoW Indoor and outdoor musical and performance opportunities					
IMPACT CHECK POINT: Creating with materials	<i>I can start to join materials together I can explore art materials and colour mixing freely I can develop my own ideas for art I can develop my own ideas for art and start to talk about them (with adult support) I can start to develop my own stories linked to what I know through role & small world play</i>	<i>I can use various tools for artwork and design e.g. playdough tools I can select my own art and design materials to create with I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. I am starting to recreate familiar stories (with adult support)</i>	<i>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) I am able to combine different techniques e.g. collage, paint, crayon, clay to create art I can talk about my artwork or designs- linked to some of the materials/ techniques I used I can use materials and props to retell stories and create imaginary situations linked to what I know</i>	<i>I can safely use tools e.g. scissors I can explore using materials and techniques I can design art/ a product thinking about colour, texture and function I can explain what I have made I can talk about how I made it I can use props and materials when I am role playing familiar stories</i>		
IMPACT CHECK POINT: Being imaginative and expressive	<i>I am using my imagination in play to help me role play and create small world set ups. I can remember most of a song to sing I can make up my own "silly" songs I can remember and sing songs I can start to match the melody and pitch of others</i>	<i>I can recount and retell familiar stories with my friends and adults (small world/ role play) I can role play imaginary scenarios linked to experiences I know some popular songs and can sing them supported by an adult I can listen and respond to sounds I can sing with others and supported by an adult</i>	<i>I can adapt well known stories and narratives and small world/ role play them with others I can use what I know and have read to help create my own stories I can sing well known songs in a group or alone and match the pitch and melody I can listen carefully to music and start to move to it I can join in with singing and dancing</i>	<i>I can adapt and recount narratives and stories with my friends and adults I can invent my own stories I can sing well known nursery rhymes I can sing some familiar songs (Xmas play etc.) I can perform songs, rhymes, poems and stories alone and with others I can try to move in time with music</i>		

PRIME: Communication and Language	PRIME: Physical Development	PRIME: Personal, Social and Emotional Development	SPECIFIC: Literacy	SPECIFIC: Maths	SPECIFIC: Understanding the World	SPECIFIC: Expressive Arts and Design
<p><u>ELG: Listening, Attention and Understanding</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</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><u>ELG: Speaking</u> 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><u>ELG: Gross Motor Skills</u> 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><u>ELG: Fine Motor Skills</u> 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, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>	<p><u>ELG: Self-Regulation</u> 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 activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>ELG: Managing Self</u> 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><u>ELG: Building Relationships</u> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><u>ELG: Comprehension</u> 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 and during role-play.</p> <p><u>ELG: Word Reading</u> 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><u>ELG: Writing</u> Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><u>ELG: Number</u> Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>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><u>ELG: Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system</p> <p>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><u>ELG: Past and Present</u> 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><u>ELG: People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, 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><u>ELG: The Natural World</u> 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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>ELG: Creating with Materials</u> 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</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG: Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>