



Reception Long Term Plan

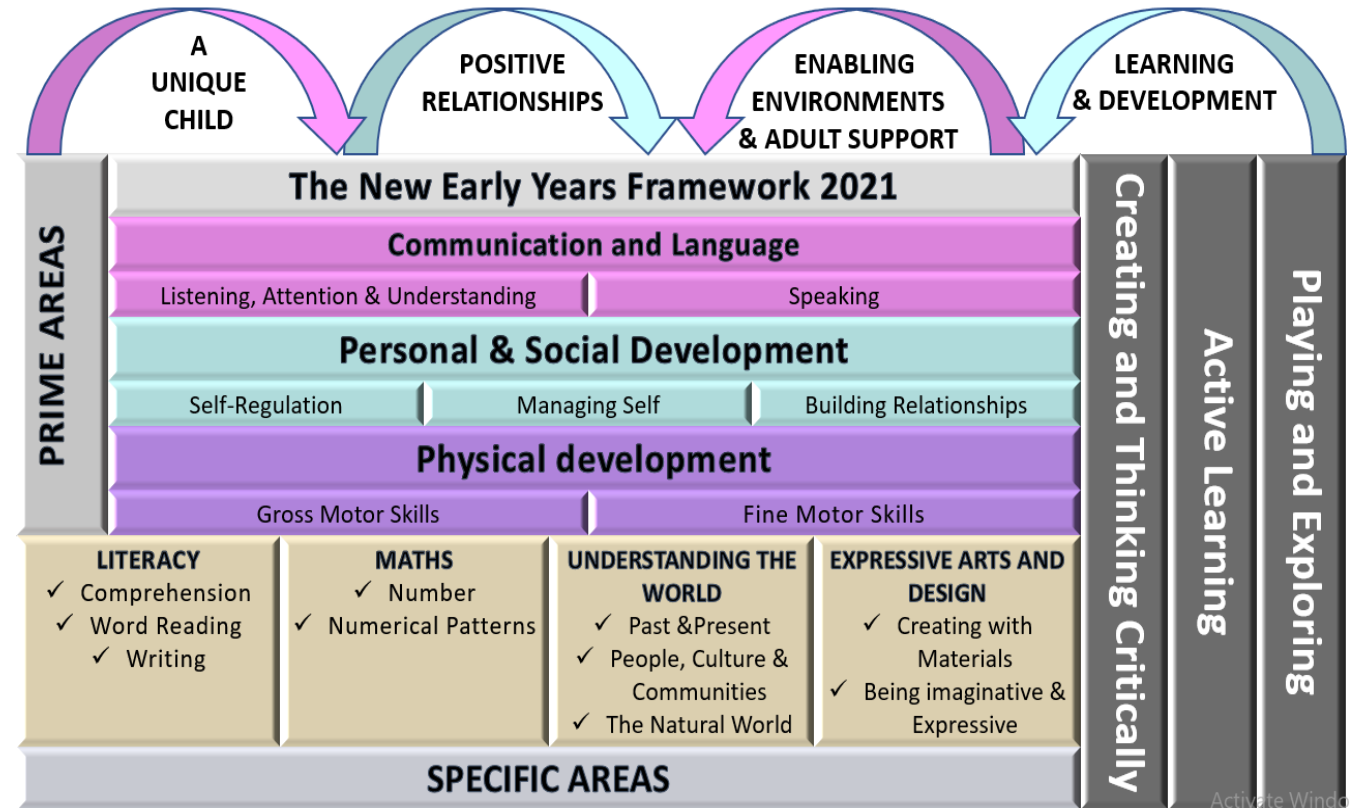
Intent:

At St Joseph's our aim is to provide an ambitious curriculum for our children in the EYFS. We aim to create an environment that reflects the current needs of the pupils and constantly adapts to ensure it meets their ever-changing needs. We aim to ensure all children are able to flourish regardless of backgrounds, circumstances or needs. We intend to create strong relationships with pupils to ensure they know our school is a safe and secure place for them to learn and develop. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

We recognise that children at St Joseph's start their journey with us at a range of starting points. We ensure we take these starting points into consideration so that every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Our curriculum considers children's interests, individual needs and is grounded in the EYFS Framework to ensure child initiated and adult led activities support children's learning and development and to achieve their next steps. We have high expectation for our children and encourage them to develop their perseverance and self-belief. We encourage positive learning behaviours through our Star of the Week assemblies which focus on a key aspect of the Characteristics of Effective Teaching and Learning.



Our EYFS curriculum aims to enable our children to be:

- Inquisitive about the world around them
- Confident to learn new skills
- Resilient when faced with a challenge
- Effective communicators
- Caring individuals
- Proud of themselves and their achievements
- Regulate their feelings and develop a sense of wellbeing





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
 	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: At St Joseph's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes These themes may be adapted at various points to allow for children's interests	Me and My Community (my family, my friends, my home, people who help me)	Time to Celebrate Diwali, Christmas, Hanukkah, Eid, wedding, new year, Halloween, Bonfire night	Space (planets, astronauts, rockets, aliens, stars, sun, moon)	Around the world (food from around the world, tastings, traditions, colours, songs, dances, growing food to eat. What can we see, hear, taste, smell in these countries?)	Animals and their habitats (habitats, minibeasts,	Tell a Tale (imagination, story-telling, role play, performance, acting, fairytales)
Core Texts	     	     	     	    	    	    
Traditional/ alternative Tales	Dick Whittington	The wolfs story: What really happened to Little Red ridding hood (Little Red Ridding Hood)	Snow White and the seven aliens (Snow white and the seven dwarfs)	Jackal and the Lion	Armadily Chili (Little red hen)	The Princess and the pea



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>These themes may be adapted at various points to allow for children's interests</i>	Me and My Community <i>(my family, my friends, my home, people who help me)</i>	Time to Celebrate <i>Diwali, Christmas, Hanukah, Eid, wedding, new year, Halloween, Bonfire night</i>	Space <i>(planets, astronauts, rockets, aliens, stars, sun, moon)</i>	Around the world <i>(food from around the world, tastings, traditions, colours, songs, dances, growing food to eat. What can we see, hear, taste, smell in these countries?)</i>	Animals and their habitats (habitats, minibests,	Tell a Tale <i>(imagination, story-telling, role play, performance, acting, fairytales)</i>
High quality Texts	<i>A Squash and a Squeeze Monkey Puzzle Mr Big My Mum is Fantastic My Dad is Brilliant Pumpkin Soup The Colour Monster The Colour Monster goes to school</i>	<i>My Birthday Rama And Sita Happy Birthday Maisy Dear Santa Nativity Bonfire Night What do you celebrate?</i>	<i>Professor Astro Cat's Solar System Look Up! How to catch a star Beegu The Way Back Home Whatever Next! Man on the Moon Astro Girl</i>	<i>Runaway Chapatti My Granny Went To Market Books about the world Handa's Surprise It's your world now Clean up The water prince</i>	<i>Superworm Yucky Worms Mad about Minibeasts Non-fiction books We're Going on a leaf Hunt</i>	<i>Zog The Three Billy Goats Gruff Room on the Broom Bedtime for Monsters Stanley's Stick Martha Maps it Out</i>
Diverse texts	<i>All about Families A superpower like mine Hair Love Shine</i>	<i>Why is it dark at night</i>	<i>Goldilocks in space Golden domes and silver lanterns Astro Girl</i>	<i>Baby Goes to Market The Runaway Chapati Amazing I like bees, I don't like honey</i>	<i>Fruits Hats of faith Super Duper You Just try one bite</i>	<i>Jabari Jumps Little people Big Dreams books A Story about Afiya Sofia Valdez, Future Prez Izzy Gizmo and the Invention Convention A dress with pockets Boxitects</i>
Traditional/ alternative Tales	<i>Dick Whittington</i>	<i>The wolfs story: What really happened to Little Red ridding hood (Little Red Ridding Hood)</i>	<i>Snow White and the seven aliens (Snow white and the seven dwarfs)</i>	<i>Jack and the Jelly bean stalk (Jack and the beanstalk)</i>	<i>Armadily Chili (Little red hen)</i>	<i>The Princess and the pea</i>
Rhymes & Poems	<i>If you're happy and you know it Miss Polly had a dolly Ten in the bed</i>	<i>The Gruffalo Song 12 Days of Christmas Teddy Bear's Picnic</i>	<i>Zoom, Zoom, Zoom 5 Little Men in a flying saucer Planets Song</i>	<i>There's a worm at the bottom of my garden The ants go marching</i>		<i>Sing a song of sixpence Sing a rainbow London Bridge is falling down</i>



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General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
Experiences and Enrichment	Firefighter Visit Local area walk Guide Dog visit Parent visitors	Guy Fawkes/Bonfire Remembrance day Christmas Time/Nativity/Santa Living Nativity	Science Museum Valentines day Chinese New Year National Storytelling week	Parents in to talk about their heritage Sharing family heritage on Tapestry International Picnic	Zoo Lab Caterpillars Weather experiments Weather Forecast videos Natural History museum	Theatre trip/workshop End of Reception show
Key Vocabulary	Help, helping, kind, helpful, Autumn, harvest	Party, celebration, birthday, wedding, Christmas, Diwali, Hanukah, Eid, fireworks, cake, invitation	Solar System, Sun, Planets, Atmosphere, craters, orbit, asteroid, comet, Moon, Star, day and night, space probe, Telescope, extra-terrestrial life, sunglasses, Winter	World, travel, countries, continents, culture, different, contrasting, heritage	minibeast, insect, life cycle, habitat, Spring	Imaginary, Dragon, Castle, King/Queen, Prince/Princess, Witch, Spell, potion, Giant, Ogre, Troll
Seasons, Celebrations and other religions	Autumn Harvest	Diwali Hanukkah Christmas	Spring World Book day	Easter Mother's Day	Eid	Summer Father's Day



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<i>General Themes</i>	<i>Me and my Community</i>	<i>Time to celebrate</i>	<i>Space</i>	<i>Around the World</i>	<i>Animals and their habitats</i>	<i>Tell a Tale</i>
<i>Assessment Opportunities</i>	Teacher assessment baseline Statutory Baseline EYFS team meetings Parents evening information	On going assessments Pupil progress meetings EYFS team meetings Internal moderation End of term Assessments Phonics assessments	On going assessments GLD Projections EYFS team meetings Internal moderation	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments On going assessments Reports	On going assessments EYFS team meetings Internal moderation	Pupil progress meetings On going assessments Phonics assessments EYFS team meetings ELG
<i>Parental Involvement</i>	Welcome meeting Tapestry involvement Local Area walk Stay & Play Parents Evening Parent visitors Welcome Liturgy	Tapestry involvement Nativity Reading workshop Stay & Play	Tapestry involvement Stay & Play	Tapestry involvement Stay & Play Parents Evening	Tapestry involvement Stay & Play	Tapestry involvement Stay & Play Class Assembly



Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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 .					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and daily story time using high quality texts.</p> <p>Listening, Attention and Understanding Speaking</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> I can understand Reception daily routines. I can follow instructions. I can develop new vocabulary. I can talk about own experiences. I can use social phrases throughout the school day I can talk about the lives of others in increasing detail. I can learn rhymes, poems and songs. I can use talk to help work out problems and organise my thinking. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> I can develop vocabulary relating to the theme. I can use new vocabulary through the day. I can use story language to retell key texts. I can listen to and respond to stories. I can follow 3 step instructions. I can take part in discussion I can understand how to listen carefully and why listening is important. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> I can develop vocabulary relating to the theme I can ask how and why questions. I can retell a story with story language. I can remember key points from a story. I can ask questions to check that I understand what has been said to me. I can describe events in some detail. I can listen to and talk about stories to build familiarity and understanding. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> I can develop vocabulary relating to the theme. I can learn and recite, poems and songs. I can listen to and engage in and talk about selected non-fiction. I can articulate my ideas and thoughts into well-formed sentences. I ask questions to find out more. I can articulate my ideas in well-formed sentences. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during discussions. I can make comments about what I have heard. I can connect one idea to another using a range of connectives. I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers. I can offer explanations for why things might happen, making use of recently introduced vocabulary when appropriate. I can express my ideas and feelings about my experiences using full sentences, including correct tense use and making use of conjunctions.
	<p>Learning experiences will include:</p> <p>Circle time opportunities to talk about family, home life and people in the community, photos of families in classroom to promote discussion, Word of the Week, Daily Story Time</p>	<p>Learning experiences will include:</p> <p>Weekly visits to woodland to share new vocabulary, Daily Story Time, Word of the Week</p>	<p>Learning experiences will include:</p> <p>Daily Story Time, discussions about non-fiction books relating to theme, watching key Space events to promote discussion about theme, Word of the Week</p>	<p>Learning experiences will include:</p> <p>Rhyme of the week, using actions and story maps to retell key stories, Word of the Week, Daily Story Time</p>	<p>Learning experiences will include:</p> <p>Rhyme of the week, look at and describe food from around the world, promoting descriptive language, food tasting and encourage children to share preferences, Word of the Week, Daily Story Time</p>	<p>Learning experiences will include:</p> <p>Rhyme of the week, Word of the Week, Daily Story Time, discussions about similarities and differences between things in the past and now, discussions about the experiences I have had at different points in the school year (end of year video)</p>



Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
Managing Self Self regulation Making relationships	<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.</p>					
	<p>Learning Objectives:</p> <p>I can identify people who can help me.</p> <p>I can identify good and bad feelings.</p> <p>I know that some actions and words can hurt others feelings.</p> <p>I know how to wash my hands independently.</p> <p>I can explain the class rules.</p>	<p>Learning Objectives:</p> <p>I can express my feelings and consider the feelings of others.</p> <p>I know why it is important to brush my teeth.</p> <p>I can begin to identify and moderate my feelings socially and emotionally.</p>	<p>Learning Objectives:</p> <p>I know how to be safe Online</p> <p>I know what makes a good friend.</p> <p>I can identify ways that I can be helpful at home and care for our classroom.</p> <p>I know what it means to be respectful and to be treated with respect.</p>	<p>Learning Objectives:</p> <p>I know why it is important to care for our world.</p> <p>I can think about the perspectives of others.</p>	<p>Learning Objectives:</p> <p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet.</p> <p>I know the importance of healthy food choices and regular physical activity.</p> <p>I know how to keeping myself safe.</p> <p>I can show sensitivity to my own and others needs.</p> <p>I can regulate my behaviour depending on the situation.</p>	<p>Learning Objectives:</p> <p>I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I can set and work towards simple goals.</p> <p>I can wait for what I want and control my immediate impulses when appropriate.</p>
	<p>Learning experiences will include:</p> <p>Discussions about people in the community who keep us safe, naming different feelings, thinking about how to act with 'not so good feelings', know some self-care techniques, handwashing activities, setting behavioural expectations/boundaries in the class</p>	<p>Learning experiences will include:</p> <p>Introducing Zones of Regulation, exploring character feelings in stories, teeth cleaning/oral hygiene activities linked to the dental nurse</p>	<p>Learning experiences will include:</p> <p>Online Safety Session linked Online Safety Week, Anti-Bullying Week activities, exploring character. relationships in stories</p>	<p>Learning experiences will include:</p> <p>Caterpillar, stick insects and ants in classroom to promote discussion about caring for living things, weekly trips to woodlands, discussions about why we should look after animals and our planet</p>	<p>Learning experiences will include:</p> <p>Packing a healthy lunchbox, discussions about how to be safe indoors and outdoors (being a safe pedestrian)</p>	<p>Learning experiences will include:</p> <p>STEM challenges, activities related to transition into Year 1</p>



Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
Fine Motor	<p>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.</p>					
	<p>Learning Objectives: I can manipulate objects with good fine motor skills. I can hold pencil/paint brush beyond whole hand grasp. I can take my shoes off and putting them on. I can begin to form letters correctly. I can join in with guided drawing. I can cut along a straight line with scissors.</p>	<p>Learning Objectives: I can develop muscle tone to put pencil pressure on paper. I can use tools to effect changes to materials. I can continue to form letters correctly. I can start to cut along a curved line.</p>	<p>Learning Objectives: I can refine my letter formation. I can handle tools, objects, construction and malleable materials with increasing control.</p>	<p>Learning Objectives: I can hold pencil effectively with a comfortable grip. I can form most of my letters correctly.</p>	<p>Learning Objectives: I can hold a pencil effectively in preparation for fluent writing. I can use one hand consistently for fine motor tasks.</p>	<p>Learning Objectives: I can show accuracy and care when drawing. I can use a range of small tools including scissors, paintbrushes and cutlery.</p>
	<p>Learning experiences will include: Fine Motor activities such as threading, cutting, weaving, playdough, daily letter formation practice, daily name writing</p>	<p>Learning experiences will include: Fine Motor activities such as threading, cutting, weaving, playdough, structured guided drawing, daily letter formation practice, daily name writing</p>	<p>Learning experiences will include: Fine Motor activities such as threading, cutting with children's scissors, weaving, playdough, picking up small items, fastening buttons on clothing, fastening zips, daily letter formation practice</p>	<p>Learning experiences will include: Fine Motor activities such as threading, cutting with children's scissors, weaving, playdough, picking up small items, fastening buttons on clothing, fastening zips, daily word writing</p>	<p>Learning experiences will include: Fine Motor activities such as threading, cutting with children's scissors, weaving, playdough, picking up small items, fastening buttons on clothing, fastening zips, daily writing opportunities</p>	<p>Learning experiences will include: Fine Motor activities such as threading, cutting with children's scissors, weaving, playdough, picking up small items, fastening buttons on clothing, fastening zips, daily writing opportunities, modelling use of all cutlery in lunch hall</p>



Physical Development

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General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
Gross Motor	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 .					
	PE	PE	PE	PE	PE	PE
	CONTINUOUS PROVISION: Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
Comprehension <i>Developing a passion for reading. Children will visit the library weekly.</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 (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Learning objectives: I can engage in Storytime and talk about key events. I can identify the beginning, middle and end of a story.	Learning objectives I can talk about events, characters and setting in a story read to me. I can join in with repeated refrains and key phrases within rhymes and stories.	Learning objectives: I can show interest and answer simple questions about the text. I can recall simple facts from non-fiction books that have been read to me.	Learning objectives: I can demonstrate understanding when talking about what I have read. I can repeat words or phrases to check my reading makes sense. I can discuss what I have learnt from my book I can sequence 5-6 key events from a story.	Learning objectives: I can recite rhymes and poems by heart. I can sometimes notice errors that I have made when reading aloud. I can anticipate where appropriate key events in stories. (ELG)	Learning objectives: I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)
	Learning experiences will include: Weekly focus book/text, daily Storytime, activities sequencing 3 key parts of a story, using story sacks and props to retell stories, Guided Reading	Learning experiences will include: Weekly focus book/text, daily Storytime, activities sequencing 3 key parts of a story, using story sacks and props to retell stories, small world set ups relating to key stories, Guided Reading	Learning experiences will include: Weekly focus book/text, daily Storytime, sharing non-fiction books related to theme, Guided Reading	Learning experiences will include: Weekly focus book/text, daily Storytime, activities sequencing up to 6 key events of a story, sharing non-fiction books related to theme, Guided Reading	Learning experiences will include: Weekly focus book/text, daily Storytime, Rhyme of the Week, Guided Reading	Learning experiences will include: Weekly focus book/text, daily Storytime, Rhyme of the Week, Guided Reading, small world opportunities to retell and innovate stories

[illegible]



Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
Writing	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
	<p>Learning Objectives:</p> <p>I can write initial sounds.</p> <p>I can write my name independently.</p> <p>I can sit at a table with good posture for writing.</p>	<p>Learning Objectives:</p> <p>I can write Phase 2 Tricky Words.</p> <p>I can spell words with Phase 2 sounds by identifying the sounds I hear.</p> <p>I can write VC and CVC words.</p>	<p>Learning Objectives:</p> <p>I can write a simple sentence or caption.</p> <p>I can form lower-case letters correctly.</p>	<p>Learning Objectives:</p> <p>I can create a story maps, and sometimes write short sentences to match.</p> <p>I can write a simple sentences.</p> <p>I can independently write labels and captions.</p> <p>I can spell words with Phase 3 sounds.</p> <p>I can use Phase 3 Tricky words in my writing.</p> <p>I can form upper-case letters correctly.</p>	<p>Learning Objectives:</p> <p>I can use my phonic knowledge independently to write for a purpose when role-playing.</p> <p>I can write recognisable letters, most of which are correctly formed (ELG).</p> <p>I can write a simple sentence using capital letters and full-stops correctly.</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG).</p>	<p>Learning Objectives:</p> <p>I can write simple phrases and sentences that can be read by others.</p> <p>I can re-read what I have written to check it makes sense.</p> <p>I can include Phase 2/3 and some Phase 4 tricky words and high frequency words in my writing.</p>
	<p>Learning experiences will include:</p> <p>Mark making with a variety of tools, daily name writing, writing shopping lists, using initial sounds to label characters/images, writing for a variety of purposes in role play, daily letter formation practice</p>	<p>Learning experiences will include:</p> <p>Daily name writing, labelling, story scribing, writing captions for images, writing for a variety of purposes in role play, letter writing (To Santa)</p>	<p>Learning experiences will include:</p> <p>Labelling pictures and diagrams, creating story maps, writing captions for images, writing facts, instruction writing, daily letter formation practice</p>	<p>Learning experiences will include:</p> <p>Writing labels and captions, writing character descriptions, story maps, writing letters and instructions, writing facts, drawing and labelling diagrams of life cycles</p>	<p>Learning experiences will include:</p> <p>Writing shopping lists, writing recipes and menus, writing instructions for growing a vegetable, keeping a diary (growth of bean/food diary)</p>	<p>Writing opportunities will include:</p> <p>Innovation of familiar texts using familiar texts as a model for writing own stories, writing character and setting descriptions, creating story maps and story boards</p>



Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
Number Numerical Patterns White Rose Maths	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.					
	Learning Objectives: I can find and match objects which are the same. I know that objects can be sorted based on a variety of attributes. I can begin to compare amounts. I can begin to compare objects by size/mass/capacity I can copy, continue and create my own repeated and simple pattern. I can identify representations of 1,2,3. I can compare amounts of 1,2,3 saying one more and one less. I know the composition of 1,2,3	Learning Objectives: I can recognise circles and triangles and their properties. I can count up to 4 and 5 forwards and backwards. I can subitise sets of up to 4 and 5 objects. I can begin to use positional language. I can find one more and one less up to 5. I can recognise squares and rectangles and their properties I can talk about day and night and order key events in my day.	Learning Objectives: I know that 0/zero represents 'nothing there.' I can compare numbers to 5 saying when an amount is more, fewer or the same. I can count to 8 and can count out 4,5,6,7,8 objects. I can explore the composition of 4,5,6,7,8. I can compare mass/capacity/length using the appropriate language. I can match objects to find pairs. I can combine two groups to find how many altogether.	Learning Objectives: I can count to 9,10. I can count out 9,10 objects from a larger group. I can explore the composition of 9 and 10. I can compare numbers to 10. I can recognise Number Bonds to 10. I know the names of some 3D shapes. I am beginning to recognise some similarities and differences between 3D shapes.	Learning Objectives: I can build and identify numbers to 20. I can count on and back beyond 10. I can select and rotate a shape to fill a given space (giving reasons for my choices). I can add amounts to 10. I can subtract amounts to 10. I can automatically recall number bonds for numbers 0-5 and some to 10.	Learning Objectives: I know my double facts to 10. I can share and group amounts to 10. I can identify odd and even numbers. I can copy, continue and create a widening range of repeating patterns and symmetrical constructions.
	Learning experiences will include: Matching and sorting resources, making comparisons between objects that have been sorted, exploring capacity in sand and water, pattern making using resources and actions	Learning experiences will include: Maths songs and rhymes, identifying different numerical representations in classroom, children devising own maths games, printing with 3D shapes, Kadinsky art, dice games, introduction of 5 frames, junk modelling, exploring visual timetables	Learning experiences will include: Maths songs and rhymes, comparing classroom resources, Numicon exploration, creating amounts with cubes, using balancing scales, jugs in water area, dice games, dominos, part-part whole models, height charts	Learning experiences will include: Using 10 frames, using fingers for counting, exploring and creating number lines, using Numicon to create number bonds, construction using 3D shapes	Learning experiences will include: Using 10 frames and Numicon to represent numbers beyond 10, daily counting routines and games, puzzles, elastic boards for shape exploration, using concrete resources to add and subtract	Learning experiences will include: Sharing maths songs, recalling number bonds and number facts, using a range of concrete mathematical resources to explore number and numerical patterns, creating patterns with shapes and numbers



Computing (no longer in the EYFS Framework)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
	<p>Our aim is that children leave St Joseph's:</p> <ul style="list-style-type: none"> - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems 					
	<p>Learning Objectives:</p> <p>I can identify everyday technology: linking to technology at home.</p> <p>I know that 'output' is the result of a trigger (pressing the play button).</p> <p>I can talk about how everyday technology is controlled.</p> <p>Focus SMART RULE: To tell an adult if they see something on a digital device that upsets them.</p>	<p>Learning Objectives:</p> <p>I can screenshot using the home and lock buttons.</p> <p>I can control a programmable toy.</p> <p>I can navigate my way around an iPad and operate several apps confidently.</p> <p>I know the basic functions of an iPad (home button, lock button and volume buttons).</p> <p>I can interact with simulation software.</p> <p>Focus SMART RULE: To know not to give out any information about themselves</p>	<p>Learning Objectives:</p> <p>I can use a range of devices to record information in a range of formats (text, image, sound).</p> <p>I can interact with multimedia software.</p> <p>I know that digital devices can present information in a variety of ways.</p> <p>Focus SMART RULE: To know that not everything they see on the internet is true</p>	<p>Learning Objectives:</p> <p>I know that ICT may be used to communicate information electronically.</p> <p>I can identify how technology is used to share information (Google Maps).</p> <p>Consolidate SMART RULES</p>	<p>Learning Objectives:</p> <p>I know the difference between computer based and non-interactive activities (e.g. painting - changes can easily be made, text can be deleted etc).</p> <p>I know that information may be stored on a digital device.</p> <p>Consolidate SMART RULES</p>	<p>Learning Objectives:</p> <p>I can explore a website.</p> <p>I can collect and sort information using ICT.</p> <p>I can produce a simple program.</p> <p>Consolidate SMART RULES</p>
	<p>Learning experiences will include:</p> <p>Role playing the use of technology in Home Corner, toys with light and sound output, access to EYFS technology area</p>	<p>Learning experiences will include:</p> <p>Using iPads, exploring BeeBots, access to EYFS technology area</p>	<p>Learning experiences will include:</p> <p>Recording on iPads, using talking pegs, access to EYFS technology area, children send a video to parents on Tapestry</p>	<p>Learning experiences will include:</p> <p>Using iPads, exploring Google Maps, researching facts online, access to EYFS technology area</p>	<p>Learning experiences will include:</p> <p>Using iPads, access to EYFS technology area</p>	<p>Learning experiences will include:</p> <p>Using iPads, exploring Google Maps, researching facts online, access to EYFS technology area</p>



Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Community	Time to celebrate	Space	Around the World	Animals and their habitats	Tell a Tale
	<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.</p>					
	<p>Learning Objectives: I can describe people who are familiar to me. I can show interest in the lives of other people who are familiar to me. I can talk about what I do with my family and places I have been with my family. I can draw similarities and make comparisons between other families. I can show an interest in different occupations and ways of life. I can ask questions about aspects of my familiar world such as the place where I live or the natural world. I can comment on familiar situations in the past.</p>	<p>Learning Objectives: I can talk about significant events in my own experience. I can talk about why things happen. I can recognise and describe special times or events for family or friends. I can recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Learning Objectives: I can recognise that people have different beliefs. I can talk about the lives of people around us. I can talk about experiences at different points in the year. I can discuss the changing seasons. I know there are different countries in the world . I can understand the purpose of a map. I can draw a simple map.</p>	<p>Learning Objectives: I can describe special events. I can understand the key features of the life cycle of an insect. I can show care and concern for living things in the environment. I can start to develop an understanding of growth, decay and changes over time. I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p>	<p>Learning Objectives: I can tell you what a plant needs to grow. I can explore the natural world, making observations and drawing pictures of animals and plants. (ELG) I know some similarities and differences between the natural world and contrasting environments, drawing on my experiences and what has been read in class. (ELG) I can talk about the lives of the people around me and their roles in society. (ELG) I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) I know some similarities and differences between different religious and cultural communities in our country, drawing on my experiences and what has been read in class. (ELG) I can explain some similarities and differences between life in our country and life in other countries, drawing on knowledge from stories</p>	<p>Learning Objectives: I can talk about the properties of materials. I can compare and contrast past and present. I can draw information from a simple map. I can talk about ways in which I can look after the environment. I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter. (ELG) I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. (ELG) I understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p>
<p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>						




Switched-On Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>Superhero Materials</i>	<i>Into the Woods</i>	<i>Zarg's World</i>	<i>Dinosaurs</i>	<i>Food of the Seasons</i>	<i>Biscuit Bears</i>
	Children develop their ability to work scientifically as they are supported to sort and group materials, carry out simple tests and talk about their findings. They begin to identify everyday materials and describe their physical properties. They start to distinguish between an object and the material from which it is made.	Children will become familiar with, and be able to name, a growing number of native plants and animals. They will also begin to use simple secondary sources to discover more about British woodlands.	Seeing the world through Zarg's eyes will help children to observe carefully, using all of their senses. Learning about his distant planet will help them to understand that there are many other planets in our own Solar System and beyond. The notion of aliens will help them to understand that there are some things that scientists currently do not know.	Children will develop their understanding of grouping dinosaurs according to criteria such as teeth, claws, spikes and wings. They will also develop their ability to find out information about dinosaurs, including their habitat, camouflage and ideas about how they became extinct. They will learn that we know dinosaurs existed because people have found their remains as fossils, bones and fossilised dinosaur poos (coprolites), thus introducing children to early ideas of evidence as well as specific types of scientists, such as palaeontologists.	This unit helps children develop an understanding of how the changing seasons have an impact on when food is at its best and cheapest to buy because it is in season. It will also help them to begin to understand the importance of a healthy and varied diet to human health. They learn how food is grown and prepared and its importance to our survival.	Children develop their ability to sort objects according to their own and other criteria. They learn how mixing materials (ingredients) and heating them can change a mixture. They identify cause and effect, and explore the forces that can change the shape of dough (e.g. push, pull, twist and stretch) and carry out simple tests.



Life to the full

Autumn		Spring		Summer	
Module 2: Created to love others		Module 3: Created and Loved by God		Module 1:	
Unit 1: Religious Understanding	<p>The two part session in Unit 1 – Religious Understanding firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples’ feet, showing that He loves us and is a role model for us to copy in loving one another.</p>	Unit 1: Religious Understanding	<p>Introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.</p>	Unit 1: Religious Understanding	<p>Introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.</p>
Unit 2: Personal Relationships	<p>Children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.</p>	Unit 2: Living in the Wider World	<p>Unit 2 – Living in the Wider World helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.</p>	Unit 2: Me, My Body, My Health	<p>Children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.</p>
Unit 3: Keeping Safe	<p>Children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that ‘privates are private’) and the importance of talking to their ‘special people’ if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the ‘People Who Help Us’ topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.</p>			Unit 3: Emotional Well-Being	<p>Children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p>
Unit 4: Keeping safe	<p>Keeping Safe, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that ‘privates are private’) and the importance of talking to their ‘special people’ if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the ‘People Who Help Us’ topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.</p>			Unit 4: Life Cycles	<p>Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in Unit 4 – Life Cycles children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God’s plan for our lives and that we are loved by Him at every life stage.</p>

General Themes	Community	Home to Celebrate	Space	Wild and the World	habitats	Lessons to Learn
<div></div> <div>Cr</div> <div>entials</div> <div>Being Imaginative and Expressive</div> <div><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></div> <div><i>Work will be displayed in the classroom.</i></div> <div><i>Lots of links to Fine Motor Skills.</i></div> <div><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></div>	<p>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.</p> <p>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.</p>					
	<p>Learning Objective:</p> <p>I can join in with familiar songs.</p> <p>I am beginning to mix colours.</p> <p>I can build stories around toys and use available props to support role play.</p> <p>I can build models using construction equipment.</p> <p>I can explore sounds and how they can be changed, tapping out of simple rhythms.</p> <p>I can draw a self-portrait including definite features.</p>	<p>Learning Objective:</p> <p>I can use different textures and materials.</p> <p>I can Listen to music and make my own dances in response.</p> <p>I can use of story maps, props, puppets & story bags to retell, invent and adapt stories.</p> <p>I can use different techniques for joining materials.</p> <p>I can watch and talk about dance and performance art.</p>	<p>Learning Objective:</p> <p>I can produce a piece of artwork using an artists style as a stimulus.</p> <p>I can explore how colour can be changed.</p> <p>I can talk about a famous artist.</p> <p>I can recognise, create and describe pattern.</p>	<p>Learning Objective:</p> <p>I can create different textures and make patterns using different colours.</p> <p>I can combine media to make a collage.</p> <p>I can develop storylines in my pretend play.</p> <p>I can sing in a group.</p>	<p>Learning Objective:</p> <p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>I can sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (ELG)</p>	<p>Learning Objective:</p> <p>I can share my creations, explaining the process I have used.</p> <p>I can make use of props and materials when role playing characters in narratives and stories. (ELG)</p> <p>I can invent, adapt and recount narratives and stories with peers and my teacher. (ELG)</p>
	<p>Learning experiences will include:</p> <p>Junk modelling (photographing children's creations and recording them explaining what they did), musical instruments (pitch matching games, humming or singing), observational drawings, photograph children acting out emotions</p>	<p>Learning experiences will include:</p> <p>Firework artwork, creating Christmas decorations, making Christmas cards, sharing Christmas songs/poems, performing Christmas Nativity, model different joining technique, natural art, Leaf rubbing</p>	<p>Learning experiences will include:</p> <p>Space Art, interpretations of Van Gogh Starry Night, making lanterns, copying Chinese calligraphy, listening to Chinese music and composition, papier mâché planets, Shadow Puppets, making space rockets</p>	<p>Learning experiences will include:</p> <p>creating Mother's Day crafts, performing songs/rhymes in Mother's Day breakfast, creating Easter crafts, printing patterns on for Easter eggs, creating fossils using clay</p>	<p>Learning experiences will include:</p> <p>exploring different collaging techniques, role play (shop keeper, chef), exploration of other countries using small world characters and dressing up in different traditional outfits, access to musical instruments to create own music in response to stories</p>	<p>Learning experiences will include:</p> <p>Water-paint artwork exploring shading by adding black or white and colour mixing, making Father's Day Crafts, making models from recycled materials, model different book making techniques, role playing story innovations using available props</p>
Artists	Henry Matisse	Yayoi Kusama	Vincent VanGogh	Claude Monet	Frida Kahlo	Banksey



Reception Long Term Plan 22-23

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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>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>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>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>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>