



# EYFS LONG TERM CURRICULUM PLAN

2023-2024

***Each child will be given equal opportunity to develop:***

*Self-esteem, patience and understanding of our own and others' needs.*

*A reasoned set of personal attitudes, values and beliefs and a respect for the religions and moral values of others.*

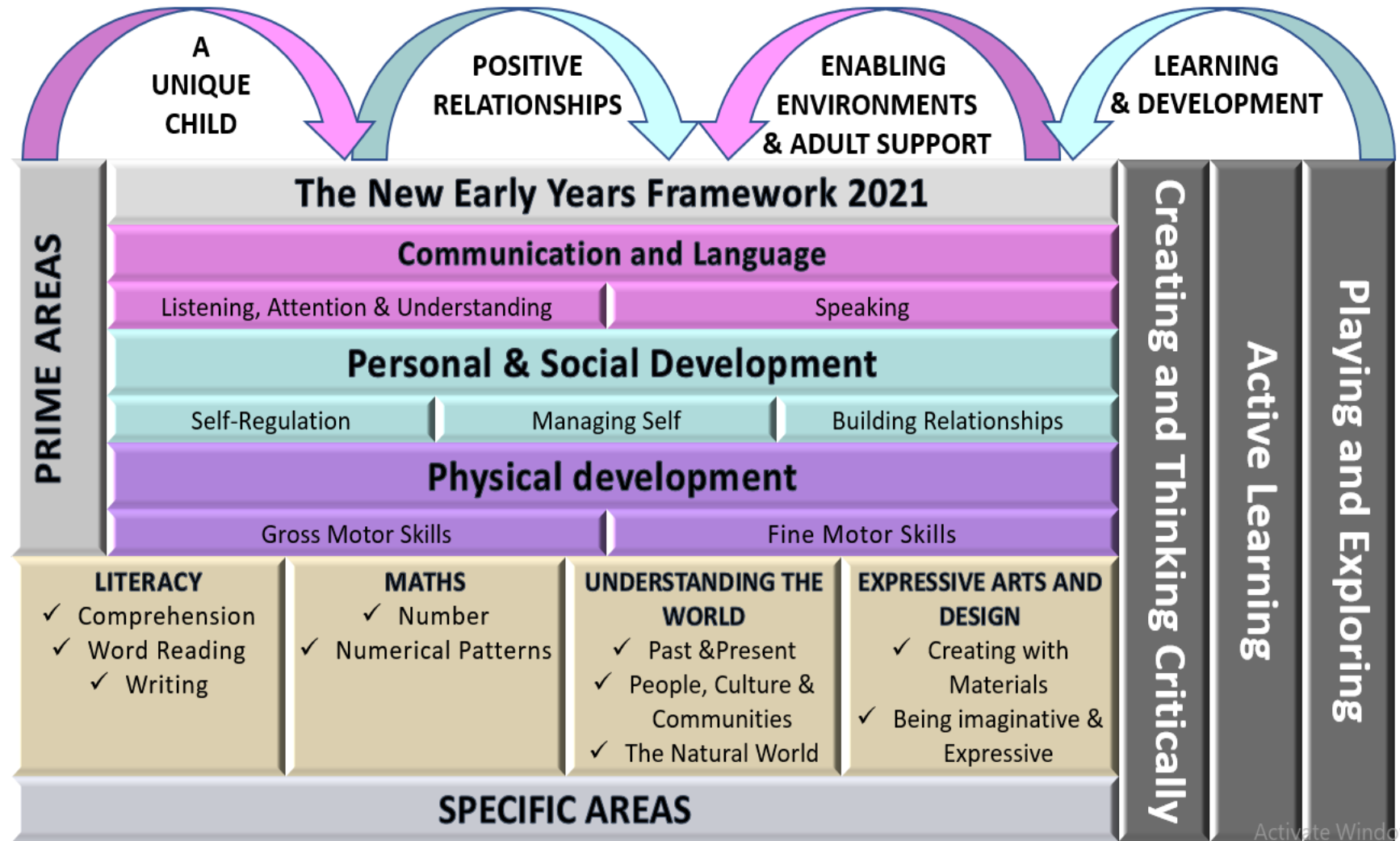
*The skills and values of a critical, free-thinking and active global citizen.*

*The ability to work independently or as part of a team.*

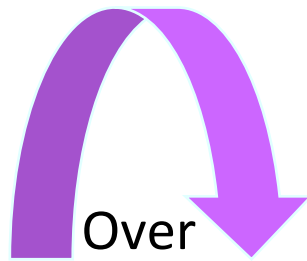
*A lifelong love of learning through a broad curriculum, which is interactive, challenging, stimulating and fun and embeds in them a desire to achieve their best.*

*Qualities of spirit, empathy, imagination and a sense of wonder.*

# The Early Years Foundation Stage



# The Early Years Foundation Stage



Over  
Arching  
Principles

## Overarching principles in the EYFS

**Unique Child:** Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive Relationships:** Children learn to be strong and independent through positive relationships

**Enabling environments:** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

**Learning and Development:** Children develop and learn at different rates. The statutory framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## Characteristics of Effective Teaching and Learning

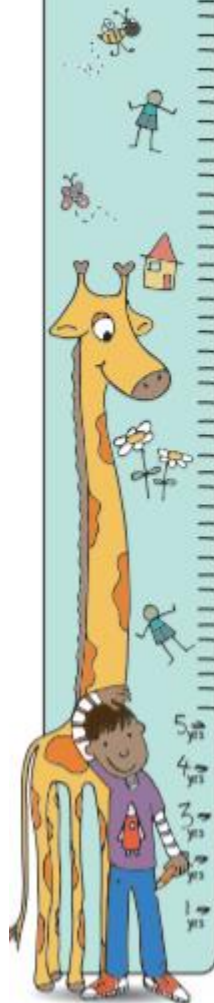
**Playing and exploring:** - Children investigate and experience things, and 'have a go'.

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

**Creating and thinking critically:** - Children have and develop their own ideas, and develop strategies for doing things.

# The Seven Features of Effective Practice

## 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.



## *Long Term Plan and Curriculum*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Main theme</b>	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
<b>BRITISH VALUES</b>  SHARING CIRCLES	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations.</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We begin to know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules.</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<b>Assessment Opportunities</b>	School Baseline data on entry RBA data in first 6 weeks. RWI phonics assessments EYFS team meetings CIP	On-going assessments Pupil progress meetings Parents evening EYFS team meetings In house moderation End of term Assessments RWI Phonics assessments CIP	On-going assessments GLD Projections for EOY Cluster moderation? EYFS team meetings Phase meeting and federation/internal moderations RWI Phonics assessments Pupil progress meetings CIP	Pupil progress meetings Parents evening EYFS team meetings End of term assessments RWI Phonics assessments CIP	On-going assessments Pupil progress meetings Cluster moderation? Federation/internal moderations EYFS team meetings CIP	Pupil progress meetings Reports RWI Phonics assessments EYFS team meetings EOY data CIP
<b>Parental Involvement</b>	Welcome drop in sessions Class Dojo Phonics workshop Harvest assembly	Class Dojo Class assembly Parents' evening Drop in sessions Carol service/Nativity	Class Dojo Drop in sessions	Class Dojo Parents' evening Class assembly Easter activities Drop in sessions	Class Dojo Drop in sessions	Class Dojo Reports End of year performance Drop in sessions

## *Long Term Plan and Curriculum*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Main theme</b>	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
Federation Vision & Values	<b>Empathy</b> Can we name the key emotions and think how others might feel?	<b>Equity</b> Can one person make a difference, no matter where they come from?	<b>Integrity</b> How can we show how we are kind and fair in school?	<b>Inspiration</b> Who has made a difference to the world around us?	<b>Gratitude</b> What is there to be grateful for in our local area?	<b>Perseverance</b> How can we learn to persevere at a new skill?
General Themes <b>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</b>	Starting school/ new beginnings. What am I good at/interests? Feelings and emotions How do I make others feel? Being kind/staying safe. What are my favourite toys? Toys from the past and toys in the present. What are toys made from?	Talking about where I live and what it is called. Naming key parts of the classroom and my school. Looking at simple maps and finding different places on them. Being kind and fair to others. Sharing toys, taking turns and making new friends.	Talking about our school and community. Learning that our school was made a long time ago Talking about how school was in the past and what it is like now. Exploring the village and naming key features, such as the river and park. Trying our best to do the right thing, being honest.	Describing a village and a city. I can compare and describe a village with a city. Describing Plymouth and its key features. How is the same or different to where we live? Easter activities and crafts. Mothering Sunday. Who is an inspiration to you? St Piran's Day.		Where do we live in the UK /world? What makes Cornwall special? Where in the world have you been? Maps Seasides Summer activities. Seasonal changes in summer. Under the sea. Junk modelling/sculptures.
Possible key stories and texts.	Not specifically related to main theme (Y1 project): Where I live. Meerkat Mail The Great Explorer Kind – Alex Scheffler Elmer Stick Man	Not specifically related to main theme (Y1 project): You Choose Zog Oi Frog Dogger The Tiger Who Came to Tea The Owl Who was afraid of the dark	Not specifically related to main theme(Y1 project): Goldilocks and the Three Bears Supertato The Lion inside On the way Home Paper Dolls Harry the Poisonous Centipede	Not specifically related to main theme(Y1 project): The Colour Monster No Now, Bernard Gorilla Paddington The Hat Full of Secrets The Lighthouse Keeper's Lunch	Not specifically related to main theme (Y1 project): Sophie's Adventures Funnybones	Not specifically related to main theme(Y1 project): Green Eggs and Ham Dolphin Boy Fantastic Mr Fox

## *Long Term Plan and Curriculum*

Key Vocabulary	Toys, technology, model, past, present, material empathy.	Map, village, school, Calstock, Cornwall, photo, autumn, equity.	School, past, present, village, Calstock, Cornwall, seasons, integrity.	Plymouth, city, lighthouse, boat, ocean, Easter, St Piran's Day, inspiration.	gratitude.	Cornwall, seaside, summer, seasons, ice cream, location, perseverance.
Possible 'wow' moments and other experiences. (Not an exhaustive list)	Autumn walk Birthdays- Assembly Favourite Songs Harvest festival Our first class assembly Plymouth Museum	Forest learning Road Safety Children in Need Anti- Bullying Week Bonfire Night Trip to the theatre. Christmas crafts-baking. Carol service River walk	Ice experiments in local environment and at home Local trip around the village/ winter walk Chinese New Year Archive Centre visit on the train	World Book Day Easter activities Mothering Sunday Plymouth Immersive Theatre Trip Plymouth Hoe Trip	Heathy Eating Week World Environment Day Cotehele Outdoor learning. Caring for our community – litter pick	Sports Day Father's Day Transition to Year 1 Beach Trip. Art Gallery Visit – what is a sculpture?
Key knowledge	<b>Toys and Technology</b> <b>How long have we had toys?</b> We have had toys for many years- in the past. Toys were made out of stone, wood, paper, metal and string. Toys in the past were toys such as a dolls, rocking horses, wooden boats and toys stuffed with sawdust. <b>Toys in the present</b> Now toys are usually made out of plastic and use electricity such as computer games.	<b>Where I Live</b> I live in..... I live in a house/flat/bungalow etc. My school is in Calstock. <b>My school</b> I know key places in my school, such as my classroom, the hall, the office, the playground, the field. <b>Maps</b> Maps tell us about places such as schools. A map of the world is used to show where different people live.	<b>Our school and community</b> My school is in Calstock, in Cornwall. My school is old and has new parts to it too. <b>In the past</b> Children learned differently in the past and had to sit at tables for a long time. They had different things in their classrooms, such as chalk boards and chalk. They wore a different uniform. <b>Key features in Calstock</b> Calstock has a viaduct, a train station, a school, a river, a park.	<b>Plymouth</b> Plymouth is a city in Devon. Plymouth is much bigger than Calstock. A map of Plymouth is bigger than a map of Calstock. Plymouth also has parks, shops, a train station, roads and schools. Plymouth has a lighthouse next to an ocean and an aquarium. <b>Lighthouse</b> A lighthouse has a large light which helps to guide boats/sailors safely to the shore. The lighthouse in Plymouth is called Smeaton's tower.		<b>Cornwall</b> I know that my school is in Calstock in Cornwall. I can look at a map of Cornwall and describe it. Cornwall has lots of beaches. People like to visit Cornwall and its seashores. A seaside has a beach, shops, ice cream, seagulls and places to eat. Cornwall has lots of different creatures who have their habitat in and around the sea such as seals, fish jellyfish and crabs. Sculptures can be made by carving, modelling or placing materials together. They can be 3D.

## Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
Educational Programme	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p><b>On-going provision</b></p> <p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED focused sessions, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS assemblies and weekly interventions.</p> <p><b>Daily story time</b></p>	<p><b>Welcome to EYFS</b></p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them. What are your interests? Rhyming and alliteration Familiar print Sharing facts about me Colour Monster shared story All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b></p> <p>Develop vocabulary Discovering interests Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b></p> <p>Ask how and why questions... Discovering interests Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b></p> <p>Describe events in detail – time connectives Discovering interests Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story.</p>	<p><b>What happened?</b></p> <p>Discovering interests Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b></p> <p>Show and tell Weekend news Discovering interests Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>



## Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
Educational Programme	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
Managing Self	<u>RSHE- Welcome to school</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques). I'm special you're special Same and different Same and different families Same and different homes Know that some actions and words can hurt others feelings. Class rules: Behavioural expectations in the class/boundaries set Class rules	<u>RSHE- People who care for us</u>  How to show care and kindness to others. Who helps us? How do we find help? Who helps us in school? How can we help each other? Firework safety- who helps us on Bonfire Night?  <b>I know what it means to be respectful and to be treated with respect</b> <b>Independence: putting own socks and shoes on</b>	<u>RSHE- Healthy friendships</u>  Relationships What makes a good friend? Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves. How do we show respect to others in our school and family?  <b>Random acts of kindness around school</b>	<u>RSHE- Our health/healthy food choices</u>  Seasons Life stages, plants, animals, humans Baby to adults Healthy me Getting bigger Me and my body A good night's sleep Good hygiene  <b>Healthy eating: Fruit kebabs/making a fruit smoothie</b> <b>Importance of exercise</b> <b>Being kind to living creatures</b> <b>Oral hygiene: teeth cleaning linked to the dental nurse.</b>	<u>RSHE- We all have feelings</u>  Looking after my special people: I know that caring relationships are at the heart of happy families. Understanding how other people may feel. Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Looking After our Planet Looking after money 2) <b>Litter picking, caring for our environment.</b>	<u>RSHE- Smartie the Penguin (Internet safety)</u>  Taking part in sports day - winning and losing Changing me Look how far I've come! Keeping myself safe Safe indoors and outdoors Listening to my feelings. Keeping safe online People who help to keep me safe.  <b>SMART rules</b> <b>Importance of exercise</b> <b>Transition to Year 1</b>
Self - Regulation						
Link to Behaviour for Learning						
Personal hygiene						
Overall health and wellbeing						

Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- ✓ **Controlling own feelings and behaviours**
- ✓ **Applying personalised strategies to return to a state of calm**
- ✓ **Being able to curb impulsive behaviours**
- ✓ **Being able to concentrate on a task**
- ✓ **Being able to ignore distractions**
- ✓ **Behaving in ways that are pro-social**
- ✓ **Planning**
- ✓ **Thinking before acting**
- ✓ **Delaying gratification**
- ✓ **Persisting in the face of difficulty.**

*“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.*

*We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.*

## Physical Development

Physical Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
Educational Programme	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<b>Fine motor</b> Continuously check the process of children's handwriting (pencil grip and letter formation, including directional control). Provide extra help and guidance when needed.  <b>Daily opportunities for fine motor and gross motor activities</b>	Fine motor activities e.g. threading, cutting, weaving, playdough Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil grip	Fine motor activities Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Fine motor activities Begin to form letters. Correctly handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items Button up clothing Cutting with scissors	Fine motor activities Hold pencil effectively with comfortable grip. Forms recognisable letters, most correctly formed.	Fine motor activities Develop pencil grip and letter formation. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / draw a cross.	Fine motor activities Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / colour inside the lines of a picture Start to draw pictures that are recognisable/ Build things with smaller linking blocks, such as Lego.
	<b>Weekly forest school sessions.</b>  <b>Gross motor</b>	Climbing – outdoor equipment, forest area. Different ways of moving to be explored with children. Changing for outdoors Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Being independent and managing the school day.	Crates play- climbing. Skipping ropes in outside area. Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Balance- children move with confidence Dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of being healthy and exercise.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.

	<p><b>PE- hall session</b>  <b>Arena-Fundamentals</b> I can begin to use the skills I have learned to jump and bound, run, move in different directions and balance in different shapes.</p>	<p><b>PE- hall session</b>  <b>Arena- Dance</b>  I can recall and perform a topic-based dance   I can describe the work of others</p>	<p><b>PE- hall session</b>  <b>Arena-Gymnastics</b>  I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus. I can make a shape at the beginning and the end of my movements. (Start and finish positions).</p>	<p><b>PE- hall session</b>  <b>Arena- Games 1 and 2</b> I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation   I can use the skills I have learnt over this term (bouncing, dribbling, passing and receiving) and apply them to a Basketball game</p>	<p><b>PE- hall /field</b>  <b>Arena- Striking and Fielding</b>  I can begin to use the skills I have learned to bowl, roll, throw, catch, strike and hit a ball in a small game situation</p>	<p><b>PE- hall /field</b>  <b>Arena-Athletics and Sports Day</b>  Run safely on whole foot.  Vary pace depending on distance.  Show basic jumping and hopping.  I can demonstrate the skills I have learned, to throw jump and run in a competitive situation   I am beginning to increase the distance I can jump by improving my technique and I can hop, jump and leap.</p>
--	--	---	--	--	---	--

## Literacy- Reading and Comprehension

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
Educational Programme	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing).					
<p><b>Comprehension - Developing a passion for reading</b></p> <p>Children will visit the library weekly</p> <p><b>Word Reading</b></p> <p>Children will be working in different groups for Read, Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books, green books and purple books for more confident readers.</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Pie Corbett actions to retell the story – story maps. Retelling of stories. Orally retelling new stories. Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making/simple words/sentences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Promote a love for reading.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Non-fiction focus World Book Day</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
	<p><b>Phonic Sounds:</b> RWI Set 1 whole class <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge (Some set 1 single letter sounds)</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound. (Set 1 single letter sounds and oral sound blending)</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with set 1 digraphs. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, (Ditty level)</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Read some longer words made up of letter-sound correspondences they know: ‘rabbit’, (Red level)</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Non-fiction texts, internal blending, naming letters of the alphabet. Distinguishing capital letters and lower case letters. Common exception words (red words) (Green level)</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. (Green/purple books)  End of year assessments Transition work with Year 1 staff</p>

## Literacy- Writing

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
<p><b>Writing</b></p> <p>TFW used as stimulus across the year.</p> <p>Texts may link with children's interests.</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Label characters</p> <p>The Colour Monster- Create a feelings picture / make marks</p> <p>My home pictures</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists (emergent writing), writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Names and labels. Captions, lists, diagrams. Messages – Create a Message centre!</p>	<p><b>Texts as a Stimulus:</b> The Little Red Hen (Journey story)</p> <p>Sequence the story Speech bubbles Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,</p> <p>Sequence the story</p>	<p><b>Texts as a Stimulus:</b> Goldilocks and the Three Bears. Labels, simple captions, CVC words / simple sentence writing using high frequency words</p> <p>Writing some of the tricky words such as I, no, go, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p> <p>Instructions for porridge. Help children identify the sound that is tricky to spell.</p>	<p><b>Texts as a Stimulus:</b> The Lighthouse Keeper's Lunch – retell parts of the story / repeated refrains / speech bubbles</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.</p> <p>Labels and captions – Recount – A trip. Character descriptions- write labels, write a simple sentence</p>	<p><b>Texts as a Stimulus:</b> <b>TBC</b> (Journey story) Retell the story in own words. Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p><b>Texts as a Stimulus:</b> Cornwall themed stories. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – A Snail and a Whale Write three sentences – B, M &amp; E. Facts about an underwater creature of children's choice.</p>

Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
Educational Programme	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i>            – <b>Shakuntala Devi</b></p> <p><b>Maths Mastery</b></p>	<p><u>Mastering number-NCETM- See overview</u>            Further develop their subitising and counting skills. They will explore the composition of numbers within 5 and begin to compare sets of objects and us the language of comparison.</p> <p>Extra-Pattern and early 2D shape.</p>	<p><u>Mastering number-NCETM- See overview</u>            Further develop their subitising and counting skills. They will explore the composition of numbers within 5 and begin to compare sets of objects and us the language of comparison.</p> <p>Extra- Early 2D shape, time and position (spatial awareness).</p>	<p><u>Mastering number-NCETM- See overview</u>            Continue to develop subitising and counting skills and explore the composition of numbers within and beyond five. Begin to identify when two sets are equal or unequal and connect to equal groups to doubles. Begin to connect quantities to numerals.</p> <p>Extra- Compare mass, compare capacity. Length, height and time.</p>	<p><u>Mastering number-NCETM- See overview</u>            Continue to develop subitising and counting skills and explore the composition of numbers within and beyond five. Begin to identify when two sets are equal or unequal and connect to equal groups to doubles. Begin to connect quantities to numerals.</p> <p>Extra- 3D shape and pattern.</p>	<p><u>Mastering number-NCETM- See overview</u>            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>Extra- First, then and now. Spatial reasoning.</p>	<p><u>Mastering number-NCETM- See overview</u>            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>Extra-Spatial reasoning, patterns and relationships.</p>

## Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
Educational Programme	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . 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><b>Understanding the world RE / Festivals</b></p> <p>Our RE curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p><b>Daily rhymes and poems.</b></p>	<p><b>RE (Y1)</b> reation, Who made the world?</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Toys old and new. Can draw similarities and make comparisons between toys from the past and toys from the present.</p> <p>Long ago – How time has changed. Using photos and listening to descriptions.</p> <p>Can explain why some people celebrate Harvest.</p>	<p><b>RE-(Y1)</b> What does it mean to belong to a faith community? Understanding where we live.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</p> <p>Can talk about what they have done with their families at Christmas’ in the past. Share how different countries celebrate Christmas.</p> <p>What is a map? Look at simple maps to find key features such as green areas, rivers and the school.</p> <p>Firework safety. Talking about occupations and how to identify</p>	<p><b>RE-(Y1)</b> What do Christians believe God is like?</p> <p>Discuss how they get to school and what mode of transport they used.</p> <p>Listening to stories and placing events in chronological order. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</p> <p>Local season/wildlife walk.</p> <p>Listen to children describing and commenting on things they have seen whilst</p>	<p><b>RE-(Y1):</b> Who is Jewish and how do they live? Part 1 Learn about historic landmarks- such as Smeaton’s tower in Plymouth. What was it used for?</p> <p>Can children make comments on the weather, culture, clothing and housing?</p> <p>Explore the world around us and see how it changes as we enter spring. Provide opportunities for children to note and record the weather.</p> <p>Encouraging wildlife in our environment. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Use the BeeBots After close observation, draw pictures of the natural world, including animals and plants</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p>	<p><b>RE-(Y1):</b> Who is Jewish and how do they live? Part 2</p> <p><b>RE-(Y1):</b> How should we care for the world and why does it matter?</p> <p>Environments – features of local environment. Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water? Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Learning about different sounds. What can you hear at the seaside?</p> <p>Take children to places of worship and places of</p>	



		<p>strangers that can help them when they are in need.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past.</p> <p>Explore important celebrations for different religions.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p><b>Trip to the church.</b></p>	<p>outside, including plants and animals.</p> <p>Change in living things – changes in the leaves, weather and seasons.</p> <p>Explore changing properties. Make our own frozen bowl of porridge for the bears.</p> <p><b>Trip to the park and Cotehele.</b></p>	<p><b>Trip to the immerse theatre – Plymouth.</b></p>		<p>local importance to the community.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation.</p>
--	--	--	---	---	--	---

## Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
<b>Educational Programme</b>	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. 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><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></p> <p><i>Children to produce a piece of art work each half-term to be displayed for ‘Celebration wall’ for school / parents to show how drawings have developed - lots of links to fine motor skills.</i></p> <p><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></p>	<p><u>Charanga Music- Hey You!</u></p> <p>Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role-play. Build models using construction equipment. Junk modelling Exploring sounds and how they can be changed, tapping out of simple rhythms. To draw a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions Drama conventions through literacy Materials- identifying different materials and how they join together. How have toys been made in the past and present? Sliders and levers- how can we use slider and levers to make simple toys and books work?</p>	<p><u>Charanga Music- Rythm in the Way We Walk and Banana Rap</u></p> <p>Drawing and mark-making- pictures of where I live. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Role-play parties and celebrations and the Nativity. Music: Christmas songs Drama conventions through literacy.</p>	<p><u>Charanga Music- In The Groove</u></p> <p>Story maps, props and puppets. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Role-play school. Through role-play act out how school was in the past and now.</p>	<p><u>Charanga Music- Round and Round</u></p> <p>Make different textures; make patterns using different colours.</p> <p>Collage, pastel drawings, printing, patterns on Easter eggs, life cycles, flowers-sun flowers Mother’s Day crafts Easter crafts Home Corner role play Rubbings of leaves/plants Story maps, props and puppets. Provide a wide range of props for play which encourage imagination.</p>	<p><u>Charanga Music- Your Imagination</u></p>	<p><u>Charanga Music- Reflect, Rewind and Replay</u></p> <p>Encourage children to create their own music. Junk modelling/sculptures Retelling familiar stories. Provide children with a range of materials for children to construct with. Father’s Day Crafts Making instruments Story maps, props and puppets. Water pictures, collage, shading by adding black or white, colour mixing.</p>

## Computing Skills (additional)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	How I am Making History	Where I Live	Our School and Community	Plymouth		Cornwall
<p><b>ICT</b></p> <p>Children have their lessons brought to life through ICT</p> <p>Children become responsible digital citizens who are able to make the most of opportunities presented by the changing digital world</p> <p>-Children think about the safe use of the internet before accessing online material and know who to turn to for help when needed</p> <p>They begin to be able to confidently debug and solve problems</p>	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas</p> <p>Interact with simulation software</p> <ul style="list-style-type: none"> <li>- use a package to produce a picture on screen</li> <li>- understand that 'output' is the result of a trigger (pressing the play button)</li> <li>- control a programmable toy</li> <li>-talk about how everyday technology is controlled</li> </ul> <p style="text-align: center;">- <b>SMART RULES (Smartie the Penguin)</b></p>	<p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume button)</p> <p style="text-align: center;"><b>SMART RULES (Smartie the Penguin)</b></p>	<p>Identify how technology is used to share information (Google maps), Class Dojo</p> <p>Explore Bee-bots</p> <p style="text-align: center;"><b>SMART RULES (Smartie the Penguin)</b></p>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Interact with multimedia software: children to send a video/photo to parents on Class Dojo.</p> <p style="text-align: center;"><b>SMART RULES (Smartie the Penguin)</b></p>	<p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc) Use Tux Paint to represent an animal of their choice</p> <p style="text-align: center;"><b>SMART RULES (Smartie the Penguin)</b></p>	<p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> <li>- explore a website</li> <li>- collect and sort information using ICT</li> </ul> <p>Program a Bee-bot to follow a map</p> <p style="text-align: center;"><b>SMART RULES (Smartie the Penguin)</b></p>

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

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> 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><b>ELG: Self-Regulation</b> 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><b>ELG: Managing Self</b> 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><b>ELG: Building Relationships</b> 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><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> 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><b>ELG: Comprehension</b> 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><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> 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><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p><b>ELG: Numerical Patterns</b> 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><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> 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><b>ELG: The Natural World</b> 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><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> 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>