



ST JOSEPHS
EARLY YEARS
CURRICULUM



2023-2024



INTENT

Our curriculum focuses on the holistic development of each child. We encourage their social, emotional, physical and cognitive growth through a balance of structured and unstructured play-based activities. We value the importance of play in a child's learning journey and provide ample opportunities for them to explore, experiment and take risks in a safe and supportive setting.

We believe in fostering a sense of curiosity and creativity in our children by encouraging them to ask questions, explore different perspectives, and think critically. We expose them to a variety of materials, resources and experiences to stimulate their imagination and problem-solving skills.

Our teaching approaches are flexible and adaptable, taking into account the individual needs, interests and abilities of each child. We provide differentiated activities and personalised learning experiences to ensure that all children are challenged and supported at their own level.

We also place great emphasis on developing positive relationships with our children and their families. We believe in open communication, collaboration and partnership between teachers, parents and the wider community. We value the input and involvement of parents as active participants in their child's learning journey.

Above all, we strive to create a nurturing and inclusive environment where each child feels valued, respected and celebrated for their unique strengths and contributions. We aim to empower our children to become confident, independent and resilient learners, well-prepared for their future education and for life beyond the early years classroom.






IMPLEMENTATION

Across our EYFS, we follow the Framework for the Early Years Foundation Stage and the Development Matters: Non-Statutory Curriculum Guidance. This Framework and Guidance specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning to be covered in our curriculum.

Prime Areas: Communication and Language, Physical Development and Personal, Social and Emotional Development


Specific Areas : Literacy , Mathematics , Understanding the World and Expressive Arts and Design



IMPACT

The impact of our curriculum will be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We aim to instil a sense of awe and wonder into every child. Making them curious and inquisitive about the world in which they are living. We want our children to ask questions, to dream big and most of all, to recognise the potential within themselves.

When children leave our Foundation Stage Class, we not only endeavour for them to be Year One ready, but well-rounded individuals with positive attitudes towards learning for life.



APPROACH

We believe that children learn best through play and active exploration of their environment. We draw on the work of theorists such as Jean Piaget, Lev Vygotsky, and Maria Montessori, who have emphasized the importance of hands-on, experiential learning. Piaget's theory of cognitive development suggests that children construct their understanding of the world through their own actions and experiences. We provide opportunities for children to engage in open-ended activities, where they can manipulate materials and solve problems on their own. This allows them to develop their cognitive and problem-solving skills. Vygotsky's sociocultural theory emphasizes the role of social interaction in learning. We create a supportive and collaborative classroom environment, where children can interact with their peers and adults. Through dialogue and interaction, they can engage in joint problem-solving, language development, and cultural learning. Montessori's philosophy of education emphasizes the importance of hands-on materials and self-directed learning. We provide a prepared environment, where children can independently choose and explore materials that are developmentally appropriate. This encourages their independence, concentration, and self-motivation.

We value the importance of building positive relationships with children, providing a safe and nurturing environment, and promoting social-emotional development. As practitioners, we continuously reflect on and refine our teaching practices based on new research and evidence. We are committed to ongoing professional development and staying informed about the latest advancements in early childhood education. Overall, our approach is shaped by a holistic understanding of child development and learning. We believe that by providing a stimulating and supportive environment, children can actively construct their own knowledge and reach their full potential.

The focus of our approach is to create an inclusive and supportive environment where children feel a sense of belonging and are empowered to take charge of their own learning and growth. We value and celebrate the diversity of cultures within our community and aim to involve parents and the wider community in our curriculum.



OBSERVATION, PLANNING & ASSESSMENT

Planning

Decide how best to support, extend and teach children. Based on your observations and assessments, consider the following questions:

- Have you engaged with me/us to co-construct our next steps together?
- Have you considered my/our interests in the planning? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?
- How does the enabling environment and continuous provision support my/our next steps?
- What have you planned to support meaningful interactions and back-and-forth conversations?
- How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action)

Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

- How do you see me?
- Are you observing carefully when I am on my own and when I am with others?
- Am I involved in continuous provision?
- Have you observed while engaging with me/us? (Observation-in-action)

START HERE



Assessment

Reflect on what you have noticed to help you understand the child/children.

Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of Learning and Development)
- What do you think is happening as you listen and engage with me/us? (Assessment-in-action)

Key to understanding the age ranges:

RANGE 1

BIRTH - 6 MONTHS

6 - 12 MONTHS

RANGE 2

12 - 18 MONTHS

RANGE 3

18 - 24 MONTHS

RANGE 4

24 - 36 MONTHS

RANGE 5

36 - 48 MONTHS

RANGE 6

48 - 60 MONTHS

60 - 71 MONTHS

A Unique Child

When referring to the guidance for the Areas of Learning and Development, it is important to start with what is observed and understood about the individual child.

A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

Practitioners can identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress.

The guidance can also help to identify when children may need additional support, by referring to the key provided here which links the ranges to typical age spans.

In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.

Children develop and learn at their own rates, and in their own ways. The guidance on possible development trajectories should not be taken as necessary steps, nor assumed to be in a particular order, for individual children. The guidance should not be used as a checklist. The age links overlap Ranges because these are not fixed age boundaries but suggest a typical range of development.

Development Matters 2021: Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. 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.

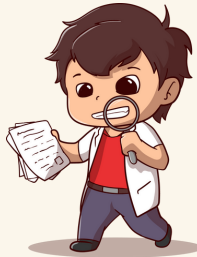
Statutory Framework for Early Years 2021: Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence

CURRICULAR GOALS

I can ride a bike.



I can be a problem solver.



I can create a masterpiece.



I can read and write a simple story.



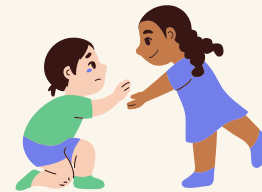
I can explain my feelings.



I can observe the world



I can be a good friend.



Long Term Plan Overview	Autumn 1 8 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 7 weeks	Summer 2 7 weeks
General themes	Me, myself & I Starting school: my new class New Beginnings Who am I? What do I like and dislike? How have I changed? My family and Special People Who can help me? How do I make others feel? Being kind Sharing my feelings	Celebrations Traditional Tales Nursery Rhymes The Nativity Plympton Castle The Royal Family Christmas Lists	Once Upon a Time General themes: Africa & Antarctica (Cold and hot climates) Animal facts Animal patterns Animals around the world	Growing, minibeasts, life cycles Plants & Flowers Weather / seasons Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials Life Cycles Minibeasts Spring New Growth Chicks Mother's Day	Kings and Queens A long Time Ago London Coronation	Under the sea, seaside Under the sea Marine life Rockpool creatures David Attenborough Summer
Possible texts	Topsy and Tim start school Once there were Giants The Colour Monster The Big Book of Families Dogger Kind Stick Man The Smartest Giant The Gruffalo	The 3 Little Pigs Goldilocks and the 3 bears The 3 Billy Goats Gruff Non-fiction texts about Castles Usborne Castle Tales King Charles Christmas Story / Nativity	Range of tradition tales - gingerbread man, Goldilocks, three little pigs Owl babies The emperors egg The ugly five The tiger who came to tea	The Very Hungry Caterpillar The Tiny Seed Jack and the Beanstalk Jasper's Beanstalk Non-fiction books: Seasons, plants and minibeasts David Attenborough Topsy and Tim go Green! Matisse- Snail Planting seeds	he King's Pants The Colourful Coronation The King and the Cook Dragon Post The Girl with Two Dads	We're Roaming in the Rainforest Monkey Puzzle Who am I? Greta and the giants Don't Let Them Disappear Rainforest Explorers When the Rain Comes Doris the Loris
Experiences	<ul style="list-style-type: none"> · Transition · Birthdays · Autumn Scavenger hunt · Harvest · Halloween 31.10.23 · Library story & rhyme session 	<ul style="list-style-type: none"> · Bonfire Night 05.11.23 · Remembrance Day 11.11.23 · Diwali 12.11.23 · Advent/Christmas · Christmas party · Christmas Fair 	<ul style="list-style-type: none"> · Winter/snow · Epiphany 06.01.24 · Shrove Tuesday 13.02.24 · St Valentine's Day 14.02.24 · Handa's Surprise – exotic fruit tasting · Library story & rhyme session 	<ul style="list-style-type: none"> · Spring/Winter · Ash Wednesday 14.02.24 · World Book Day 07.03.24 · Mother's Day 10.03.24 · Lent/Easter · Sundown Adventure Land 	<ul style="list-style-type: none"> · Spring/Summer · Earth Day 22.04.24 · St George's Day 23.04.24 · Living eggs – lifecycle of a duck · Zoo lab to visit in school 	<ul style="list-style-type: none"> · Summer · Sports day · Trip to Filey · Rock pool experience · Father's Day 16.06.24 · Summer Fair · Transition into Year 1
Assessment Opportunities	<ul style="list-style-type: none"> • Analyse Nursery Transition Assessments In-house - Baseline data on entry • NFER Baseline data by end of term • Phonic Intervention groups • Donut assessments • AFL ongoing • RWI baselines 	<ul style="list-style-type: none"> • Donut assessments • Pupil progress meetings • Parents evening info • EYFS Network meeting • Professional Judgement Assessments • RWI assessments 	<ul style="list-style-type: none"> • On going assessments • GLD Projections • Internal moderations • RWI assessments • Donut assessments 	<ul style="list-style-type: none"> • Donut assessments • EYFS Network meeting • Professional Judgement Assessments • RWI assessments • Parents evening info 	<ul style="list-style-type: none"> • Donut assessments • EYFS Network meeting • Professional Judgement Assessments • RWI assessments • GLD judgements • End of year report data 	<ul style="list-style-type: none"> • Donut assessments • Pupil progress meetings • EYFS Network meeting • Professional Judgement Assessments • RWI assessments

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music - charanga	ME!	MY STORIES	EVERYONE	OUR WORLD	BIG BEAR FUNK	REFLECT, REWIND, REPLAY
RWI phonics scheme	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends. To be exposed to some common exception words: put, the, l, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.
Come & See (RE)	<p>Domestic Chury – Family</p> <ul style="list-style-type: none"> God knows and knows each one God’s love and care for every family 	<p>Baptism/Confirmation – belonging</p> <ul style="list-style-type: none"> Baptism - A welcome to God’s family <p>Advent/Christmas – loving</p> <ul style="list-style-type: none"> Looking forward to Jesus’ birthday Nativity story 	<p>Local Church – Community</p> <ul style="list-style-type: none"> What a celebration is? How the family parish celebrate? 	<p>Eucharist – relating</p> <ul style="list-style-type: none"> How and why people gather together? The joy of gathering together to celebrate at mass Lent/Easter – giving Spring is a time when things begin to grow Lent – Is a time to grow in love to be more like Jesus and to look forward to Easter 	<p>Good News</p> <ul style="list-style-type: none"> What is Good News? Who is the Holy spirit? 	<p>Friends</p> <ul style="list-style-type: none"> What makes God a good friend? <p>The Paper dolls</p> <p>The Selfish Crocodile</p> <p>Our World</p> <ul style="list-style-type: none"> How can I take care of God’s world? <p>What a Wonderful World – Louis Armstrong</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
REAL. PE Focus	<p>Personal Cog Focus – following instructions, practise safely, independent work</p> <p>Coordination skill: Footwork Static</p> <p>Balance skill: One leg</p>	<p>Social Cog Focus – taking turns and sharing.</p> <p>Dynamic balance to Agility skill: Jumping and Landing</p> <p>Static Balance skill: Seated balance</p>	<p>Creative Cog Focus – Exploring and describing different movements</p> <p>Coordination skill: Ball skills</p> <p>Counterbalance skill: With a partner</p>	<p>Cognitive Cog Focus – understand and follow simple rules, name some things I am good at.</p> <p>Dynamic balance: On a line</p> <p>Static Balance skill: Stance</p>	<p>Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together.</p> <p>Coordination skill: Sending and Receiving</p> <p>Agility skill: Reaction/Response</p>	<p>Health and Fitness Cog Focus – Aware of why exercise is important for good health.</p> <p>Agility skill: Ball chasing</p> <p>Static balance skill: Floor work</p>
Maths White Rose focus	<p>Getting to know you Match, sort and compare Talk about measure and patterns</p> <p>Its me! 1,2,3</p>	<p>Its me! 1,2,3</p> <p>Circles and triangles 1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p>	<p>Length, height and time Building 9 and 10 Exploring 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Consolidation</p>

PARENTAL ENGAGEMENT

	<p>Our goal is to create a strong partnership between parents and practitioners in order to support our children. We believe that parents are valuable contributors to their child's learning and growth, and we make every effort to involve them in the classroom activities. To keep parents informed about our key learning themes and topic coverage, we communicate through newsletters and regular updates via class dojo. This ensures that parents are aware of what their child is learning and how they can support their learning at home. We aim to create a sense of community and partnership between parents and practitioners by working together to nurture, grow, and ensure the success of all the children in our classroom.</p>		
Parental engagement	Autumn	Spring	Summer
	<p>Class dojo updates parents evening stay & play half termly newsletter christmas craft morning</p>	<p>phonics meeting easter craft morning half termly newsletter class dojo updates website updates parents evening</p>	<p>year 1 transition parent book looks summer assembly class dojo updates website updates half termly newsletter</p>

PERSONAL, SOCIAL & EMOTIONAL

<p>STATUTORY GUIDANCE</p>	<p>STATUTORY EDUCATIONAL PROGRAMME: 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>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Self Regulation</p>	<p>To be able to name and talk about, different feelings and emotions. To welcome distractions when upset. To be able to express their own likes and dislikes. To begin to understand that their immediate needs cannot always be met.</p>	<p>To talk about how they are feeling and why. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations To begin to express their feelings and consider the perspectives of others.</p>	<p>To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step. To understand their own thoughts and feelings and respect that those of others may be different to theirs. To be able to regulate their own emotions and behaviours in a range of situations.</p>	<p>To be able to make their own choices and communicate what they need. To continue to consider the needs and feelings of others.</p>	<p>To begin to understand that children think and respond in different ways to them. To be able to talk about their own abilities positively.</p>	<p>To be able to identify and moderate their own feelings. To be able to see themselves as unique and articulate their own strengths and values. To be able to show sensitivity to others needs and feelings. To be able to articulate the classroom rules and engage in discussions about right and wrong choices.</p>

PERSONAL, SOCIAL & EMOTIONAL

<p>Managing Self</p>	<p>To become increasingly able to follow school and classroom rules. To be able to independently organise their belongings in the morning/ afternoon. To manage own personal hygiene needs. To show an interest in, and be excited about new activities.</p>	<p>To have confidence to try new activities. To independently choose where they would like to play.</p>	<p>To begin to show resilience and perseverance when faced with a challenge. To independently manage to fasten a zipper on a coat. To independently manage to fasten button. To be confident to try new things and happy to take risks. To be able to manage their own needs.</p>	<p>To identify and name healthy foods. To understand the importance of healthy food choices. To be able to reflect on the work of others and self-evaluate their own work. To show high levels of independence throughout the day. To begin to show persistence when faced with challenges.</p>	<p>To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support. To begin to understand that eating well contributes to good health. To be able to show resilience when things don't go as planned. To be able to show perseverance when faced with a challenge.</p>	<p>To show a 'can do' attitude to change and transition. To be able to confidently manage all their own personal hygiene needs (E.g., dressing, toileting, teeth brushing etc). To be able to talk about factors that support their overall wellbeing. To understand the importance of healthy food choices and the impact this has on lifestyle.</p>
<p>Building Relationships</p>	<p>To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.</p>	<p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.</p>	<p>To begin to work as a group with support from adults. To take turns during group work and when playing games together.</p>	<p>To be able to keep play going by co-operating, listening, speaking, and explaining.</p>	<p>To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school. To begin to resolve conflicts with others.</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To have developed strong friendships.</p>

PHYSICAL

STATUTORY GUIDANCE	STATUTORY EDUCATIONAL PROGRAMME: 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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	To be able to further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene To be able to use core muscles to sit on the carpet during focus sessions. To show an awareness of space and speed when moving.	To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To be able to use digging tools for a purpose.	To develop a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	To refine ball skills including throwing, catching, kicking, passing, batting, and aiming. To continue developing confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	To be able to combine different movements with ease and fluency. To be able to use core muscles to sit on the carpet for extended periods of time.	To be able to confidently, and safely, use a range of large and small apparatus indoors and outside, alone and in a group. To be able to dress and undress independently. To be secure with a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

PHYSICAL

Fine Motor	<p>To begin to use a knife and fork together to cut food.</p> <p>To be able to try and peel own fruit.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To begin to use a pincer grip.</p> <p>To mark make using shapes.</p> <p>To use large pegs.</p> <p>To make points in playdoh by pinching.</p>	<p>To begin to explore small scale resources.</p> <p>To be able to open packets and cartons independently.</p> <p>To be able to use scissors correctly to cut through a piece of paper</p>	<p>To continue to use a tripod grip for mark making.</p> <p>To thread with small beads.</p> <p>To use small pegs. To write taught letters using correct letter formation.</p> <p>To independently use a knife and fork together to cut food.</p> <p>To begin to use a static tripod grip</p>	<p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p> <p>To be able to use scissors correctly to cut out shapes.</p> <p>To become more confident to use a static tripod grip.</p>	<p>To hold scissors safely and correctly and cut out various materials.</p> <p>To paint using thinner brushes.</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p> <p>To use a dynamic tripod grip.</p> <p>To use scissors effectively for a purpose.</p> <p>To be able to fasten and unfasten buttons on clothing.</p>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p> <p>To independently use a knife and fork for all appropriate meals.</p> <p>To develop their own handwriting style which is fast, accurate and efficient.</p>
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PHYSICAL

Across the year, children are provided with many opportunities which will strengthen the key stages of physical development. These are not confined to certain points in the year but are in line with the children's individual next steps. Children's skill progression will differ depending on the child's individual stage of development.

Shoulder Pivot: Children will learn to support reach, grasp and walk using muscles in their pelvis, back, shoulders, arms and neck. Activities: Painting with mops, digging, painting in big spaces, seeping, pushing large objects, scooter play.

Elbow Pivot: Children will be able to use movement further down their arm.

Activities: Chalking on the floor, water and sand play, hammering objects, creating large patterns, climbing and pulling, ribbon twirling and writing in the air.

Wrist Pivot: Now that arm muscles and the sense of balance has developed smaller ranges of movement can begin.

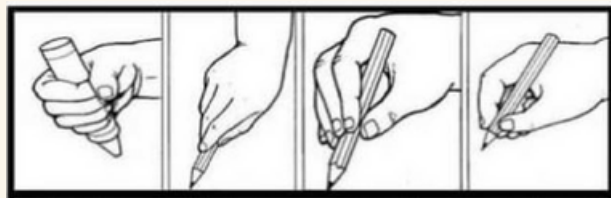
Threading, sewing, lacing pictures, water and sand play.

Fine Motor Strength: Children need to develop their fine motor skills. This means muscles in their hands can strengthen.

Activities: Washing lines and pegs, dressing and undressing toys and their clothes, using cutlery, peg boards, malleable materials, tweezers.

Pencil Grip Development

According to their stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently.



Physical
development

COMMUNICATION & LANGUAGE

STATUTORY GUIDANCE

STATUTORY EDUCATIONAL PROGRAMME:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & understanding	<ul style="list-style-type: none"> To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions. 	<ul style="list-style-type: none"> To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step. 	<ul style="list-style-type: none"> To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures. 	<ul style="list-style-type: none"> To retell a story. To follow a story without pictures of props. 	<ul style="list-style-type: none"> To understand questions such as who, what, where, when, why and how. 	<ul style="list-style-type: none"> To have conversations with adults and peers with back and forth interactions.

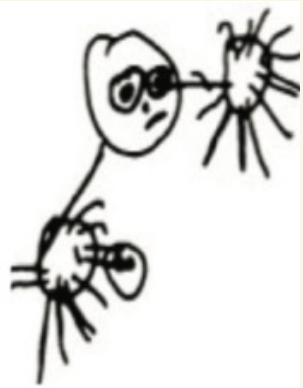
COMMUNICATION & LANGUAGE

STATUTORY GUIDANCE	STATUTORY EDUCATIONAL PROGRAMME: 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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking	To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning.	To answer questions in front of a whole class. To use new vocabulary throughout their learning and play.	To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.	To share their work with others. To use new vocabulary in a range of contexts. To engage in non-fiction books.	To link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.	To talk to a range of adults around the school. To talk about why things happen, To talk in sentences using a range of tenses.

LITERACY

STATUTORY GUIDANCE	STATUTORY EDUCATIONAL PROGRAMME: 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).					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the correct way and turning pages carefully.	To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.	To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.	To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading.	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.	To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question.

LITERACY - WRITING PROGRESSION



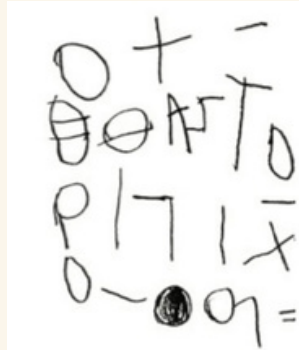
1. Pictures



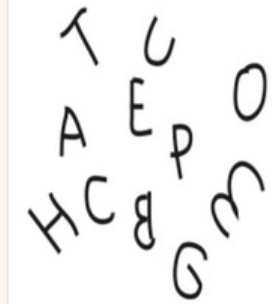
2. Random Scribbling



3. Scribble Writing
(Written in linear fashion to mimic real writing.)



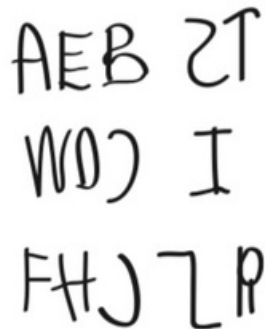
4. Symbols That Represent Letters



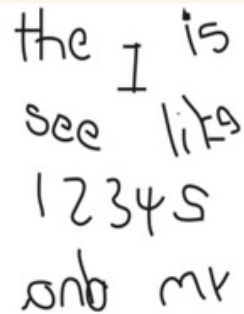
5. Random Letters
(No relationship between sounds of letters and what the child is trying to say.)



6. Letter Strings
(Progresses from left to right and top to bottom when the child "reads" his writing.)



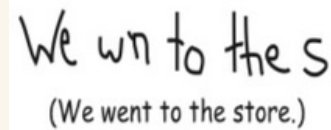
7. Letter Groups
(The groups have spaces in between to resemble words.)



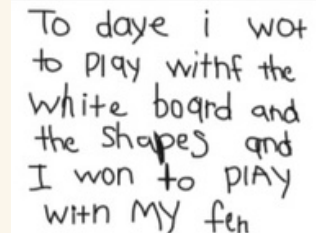
8. Environmental Print
(Child copies print found in the room, often without knowing what the words are.)



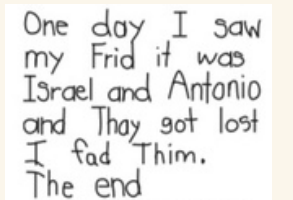
9. Beginning Sounds
(Child begins to write simple sentences using sight words and just the beginning sounds of words.)



10. Early Inventive Spelling
(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)



11. Inventive Spelling
(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)



12. Transitional Writing
(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)

MATHS

Staturoy Guidance	<p>STATUTORY EDUCATIONAL PROGRAMME:</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. 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.</p>					
	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Ongoing throughout the year	<p>Link the number symbol with its cardinal number value Count beyond ten.</p> <p>Compare numbers</p> <p>Understand the 'one more/one less than' relationship between consecutive numbers</p> <p>Compare length, weight, and capacity.</p> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>					

MATHS

<p>Number</p>	<p>To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.</p>	<p>To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10. To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To practise pairs of numbers that make 10. To begin to learn double facts.</p>		<p>To recognise numbers to 20. To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10.</p>	<p>To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones.</p>
<p>Numerical Patterns</p>	<p>To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10. To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.</p>	<p>To count to 15. To count given objects up to 10. To order numbers to 10. To compare quantities to 10. To find the missing number from a number line.</p>	<p>To understand the difference between odd and even numbers to 10. To combine two groups of objects by counting all of them together. To take objects away and count how many are left.</p>	<p>To add two given quantities to find the total. To subtract a one digit from another one digit number. To count to 20. To order numbers to 20. To double numbers up to 10.</p>	<p>To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers. To find half of numbers up to 10. To share quantities equally. To combine groups of 2, 5 and 10s.</p>

UNDERSTANDING THE WORLD

Statutory guidance	<p>STATUTORY EDUCATIONAL PROGRAMME: 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>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCIENCE						
Ongoing throughout the year	<p>To contribute to daily weather discussions – noticing and talking about the weather and why it occurs (e.g., Rainbow – sun and rain, Ice etc). To be able to talk about the changes in the seasons and the effect they have on the world around them. To show curiosity about the world around them by asking questions. To be able to name some other places in the world. Children will take part in outdoor learning lessons in Windmill Woods throughout the year, exploring the natural world. Key Vocabulary to revisit from Nursery: Place, visit, travel, weather, rain, sun, map, journey, house Key Vocabulary to be taught throughout the year: Sea, land, globe, hot, cold ice, winter, spring, summer, autumn, building, country, climate,</p>					

UNDERSTANDING THE WORLD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key science knowledge	<p>To be able to talk about the changes that occur in Autumn.</p> <p>Identifying, grouping and classifying (e.g., sorting activities (e.g., leaves).</p> <p>To be able to name basic parts of their body. Habitat of owls</p>	<p>To be able to talk about the changes that occur in Winter. To explore ice and snow. Freezing and melting.</p> <p>To begin to learn about hibernation and which animals hibernate.</p>	<p>To be able to talk about the changes that occur in Winter.</p> <p>To explore ice and snow, freezing and melting.</p> <p>To explore winter and observe the changes.</p> <p>To observe the changes when making porridge.</p>	<p>To be able to talk about the changes that occur in Spring.</p> <p>To be able to name and match animals to their young.</p> <p>To understand the human lifecycle and the changes that occur to the human body as we grow.</p> <p>To understand simple lifecycles (butterfly/ chick/ frog)</p> <p>To know what a plant needs to grow.</p> <p>To investigate what type of beans grow.</p>	<p>To discuss which materials are best for building with and why. To discuss the different properties of materials and group them.</p>	<p>To be able to talk about the changes that occur in summer. To begin to understand that animals have different habitats.</p> <p>To find out key facts about rainforest animals.</p>

UNDERSTANDING THE WORLD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HISTORY						
Ongoing throughout the year	<p>To show curiosity about the world around them by asking questions.</p> <p>To show an understanding of things that have happened, are happening and will happen (significant events like Christmas, Easter, changes of seasons, birthday etc).</p> <p>To have an awareness of time and to be able to use simple vocabulary associated with it (e.g., before, now, next, after, later).</p> <p>To understand 'the past' from reading a range of books in school.</p> <p>To be able to compare and contrast characters from stories (including figures from the past).</p> <p>To understand the sequencing of the days of the weeks using daily songs and rhymes.</p> <p>To talk about a range of different occupations and compare these to the past (e.g., fire service, police service).</p> <p>To talk about events that have happened in their own life and remember key events from their first year at school – Class timeline</p> <p>Key Vocabulary to revisit from Nursery: Before, After, Past</p> <p>Key Vocabulary to be taught throughout the year: History, prehistoric, future, today, tomorrow, yesterday, first, next</p>					

UNDERSTANDING THE WORLD

<p>Past and Present People, Culture and Communities The Natural World</p>	<p>To begin to make sense of their own life story and family history. To discuss how their family has changed over time. To show curiosity when finding out about the past, asking simple questions and making statements.</p>	<p>To use the language of time when talking about past/present events, and celebrations in their own lives and in the lives of others. To be able to compare and contrast characters from stories (including figures from the past). To understand why we celebrate significant historical events E.g., Remembrance Day, Bonfire Night.</p>	<p>To know some similarities and differences between things in the past and now. To continue to use the language of time when talking about past/present events, and celebrations in their own lives and in the lives of others (link to Christmas celebrations/pancake day)</p>	<p>To be able to talk about pictures of familiar situations which are in the past. To compare and discuss our abilities now and the abilities we had as babies & toddlers. To understand and be able to talk about the changes that occur to humans and animals over time.</p>	<p>To learn and find out about Queen Elizabeth and who she was. To research and find out about King Charles III and where he lives. To explore the differences in buildings from the past to present day buildings– Castles are made out of stone, the Shard is made of glass. To explore different representations of the past due to changes in technology and society (e.g., looking at paintings, and photographs)</p>	<p>To discuss the change in the rainforest over time. To begin to learn and understand some of the reasons behind the change in the rainforest. To revisit our class timeline and recap on our learning journey in Reception.</p>
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UNDERSTANDING THE WORLD

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GEOGRAPHY						
Ongoing throughout the year	<p>To contribute to daily weather discussions – noticing and talking about the weather and why it occurs (e.g., Rainbow – sun and rain, Ice etc). To be able to talk about the changes in the seasons and the effect they have on the world around them. To show curiosity about the world around them by asking questions.</p> <p>Key Vocabulary to revisit from Nursery: Place, visit, travel, weather, rain, sun, map, journey, house</p> <p>Key Vocabulary to be taught throughout the year: Sea, land, globe, hot, cold ice, winter, spring, summer, autumn, building, country, climate,</p>					

UNDERSTANDING THE WORLD

<p>Past and Present People, Culture and Communities The Natural World</p>	<p>To know that we live in Rawmarsh, and we go to St Josephs Rawmarsh Catholic School.</p> <p>To be able to describe their immediate environment, using knowledge from observations and discussion.</p> <p>To be able to describe the things that make up the school, such as the hall, playgrounds outdoor area, toilets.</p>	<p>To understand the information on a simple map and to be able to talk about this.</p> <p>To recognise the shape of the United Kingdom on a world map and to begin to understand its position in relation to other places in the world (relate to Christmas around the globe)</p>	<p>To understand and talk about how and why environments differ to their own.</p> <p>To learn about a contrasting environment – Links to Chinese/Lunar New year.</p>	<p>To explore arial photographs of local area.</p>	<p>To draw a map of a familiar space (e.g., the outdoor area, classroom, house)..</p> <p>To draw a map of London adding famous landmarks and buildings linked to our weekly text.</p>	<p>To learn about a contrasting environment - Rainforest</p> <p>To understand and talk about how and why environments differ to their own.</p> <p>To begin to identify other places and countries within the world.</p>
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EXPRESSIVE ARTS & DESIGN

Statutory Guidance	<p>STATUTORY EDUCATIONAL PROGRAMME: 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>					
	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
MUSIC & ROLE PLAY						
Ongoing throughout the year	<p>To confidently sing a range of well-known nursery rhymes and songs Enjoys performing songs, dances, rhymes, poems and stories with others (or solo) Enjoys watching performances and can talk about the things they have experienced To begin to move in time to music Enjoys making music and have experience of playing a range of musical instruments To listen attentively to music and talk about how the music makes them feel To begin to create their own songs Charanga to compliment themes and teaching Key vocabulary to revisit from Nursery – music, dance, beat, sing, pretend, loud, quiet Vocabulary to be taught throughout the year – pulse, rhythm, noisy, fast, slow, imagine</p>					

EXPRESSIVE ARTS & DESIGN

<p>Creating with materials Being imaginative and express</p>	<p>To use a narrative within roleplay that is extended and supported by adults. To use props and materials when role playing characters in narratives and stories To explore the sounds that instruments make To understand that instruments can be tapped, shook etc.</p>	<p>To use actions to represent ideas and concepts To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places. To use appropriate instruments to create a given sound e.g. train clacking on the tracks, boat splashing in the water.</p>	<p>To independently retell a familiar story using small world To begin to create and become immersed in an imaginary concept using real-life and imagined experiences and places To begin to tap along to a beat</p>	<p>To invent, adapt and recount narratives and stories with their peers To pretend to be someone else (e.g. hot seating activities) To imagine what a character would think, say, feel or do To be able to copy a beat</p>	<p>To collaboratively develop more complex storylines in pretend play. To use small world resources to tell original stories To begin to understand how sounds can differ e.g. volume and pitch</p>	<p>To collaboratively develop more complex storylines in pretend play. To be able to use knowledge of music to express themselves and perform to others.</p>
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EXPRESSIVE ARTS & DESIGN

	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
ART & DT						
Ongoing throughout the year	<p>To construct with a purpose in mind accessing a range of ideas in the classroom</p> <p>To safely explore a range of different materials</p> <p>To be able to use several techniques /resources to join and assemble materials e.g. cellotape, glue spreader, paper joining techniques, stapler, string, hole punch etc.</p> <p>To be able to use a range of effects to express their ideas and feelings</p> <p>To be able to talk about the textures of different things and to use appropriate descriptive vocabulary</p> <p>To share their creations talking about processes they have used</p> <p>Key vocabulary to revisit: paint, stick, glue, cut</p> <p>Key vocabulary to be taught throughout the year: print, design, texture, smooth, soft, hard, spiky, shiny, join</p>					

EXPRESSIVE ARTS & DESIGN

Drawing	<p>To be confident in drawing lines and circles, giving meaning to their marks.</p> <p>To take part in guided drawing activities to create representations of themselves and people (e.g black line drawings of families, self-portraits)</p>	<p>To use lines to create and enclosed space</p> <p>To take part in guided drawing activities, drawing shapes and adding specific details (e.g. wheels on vehicles)</p>	<p>To show different emotions through drawing</p> <p>To take part in guided drawing activities, beginning to add in specific colours</p>	<p>To begin to draw from observation e.g. flowers/plants</p>	<p>To be able to draw from observation paying attention to detail and colour</p>	<p>To be able to draw from observation and using their imagination. Draws freely, adds specific details, uses appropriate colour etc.</p>
Colour	<p>To use colours for a particular purpose e.g. self-portrait – hair/skin/eye colour</p>	<p>To begin to explore colours using ready mixed paints</p>	<p>To use colour to portray emotion (link to the colour monster)</p>	<p>To use powder paint to mix colours independently</p>	<p>To explore colours in nature – how to camouflage</p> <p>To explore light and dark colours</p>	<p>To collaborate knowledge of colour and use it independently. To know and be able to mix a variety of colours</p>
Paint	<p>To explore a variety of paint types (poster, block, water)</p>	<p>To be able to use a variety of painting equipment choosing an appropriate tool for a planned effect</p>	<p>To introduce powder paint, learning how to mix</p>	<p>To use powder paint to mix colours independently</p>	<p>To show preference for paint types, being able to express the reasons for their choice</p>	<p>To be able to confidently paint from observation and using their imagination</p>

EXPRESSIVE ARTS & DESIGN

Print	To be able to print using natural objects e.g. leaves.	To explore a wider range of printing resources.	To explore printing to create an effect e.g. bricks for houses.	To explore pressing flowers to preserve.	To explore printing to create an effect e.g. scaly skin.	To be able to choose an appropriate printing method for specific task.
3d Structures	To understand what transient art is and the areas of the classroom they can use to create sculptures e.g. block area.	To be able to use simple joins e.g. cellotape, glue To be able to select resources independently and constructs their own ideas.	To be able to explore a wider variety of joins e.g. hole punch and string stapler To learn how to design what they would like to create using drawings	To continue exploring joins e.g. split pins paper clips treasure tags. To be able to talk about forms and functions of the things they create. To begin to evaluate their creations.	To develop advantaged joining techniques e.g. l brackets, slots. To create things collaboratively sharing ideas, resources and skills	To be able to choose the most appropriate joining method for a task giving reason for their choice To be able to design make and evaluate during independent play
Textiles & materials	To explore the creative area and the range of materials available to them independently.	To explore the texture of materials (link to "We're going on a bear hunt")	To explore a range of building materials considering the most appropriate materials for the task.	To learn how to weave paper using a traditional weaving technique	To explore the texture of materials choosing appropriate materials for planned creation e.g. scaly skin.	To use knowledge and materials to create a perfect sun hat or swimming costume.

END OF YEAR ASSESSMENT HOLISTIC/BEST FIT JUDGEMENT

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