



Great Steeping Primary School- EYFS Curriculum Document.

The following EYFS Curriculum document details the specifics of our setting including:

- Intent
- Curriculum
- Implementation
- Our pedagogical approach
- Impact
- What we want children to experience, learn, know, do and remember in each phase
- How our curriculum is relevant, meaningful, impactful and ambitious for all our children

Intent

At Great Steeping Primary School, we empathise with just how important it is that a child's experience of starting school is a happy and positive one. Starting school for the first time is an important part of every child's life, it is therefore our focus as experienced staff to help children settle as quickly as possible, feeling at ease with their new surroundings and the school environment.

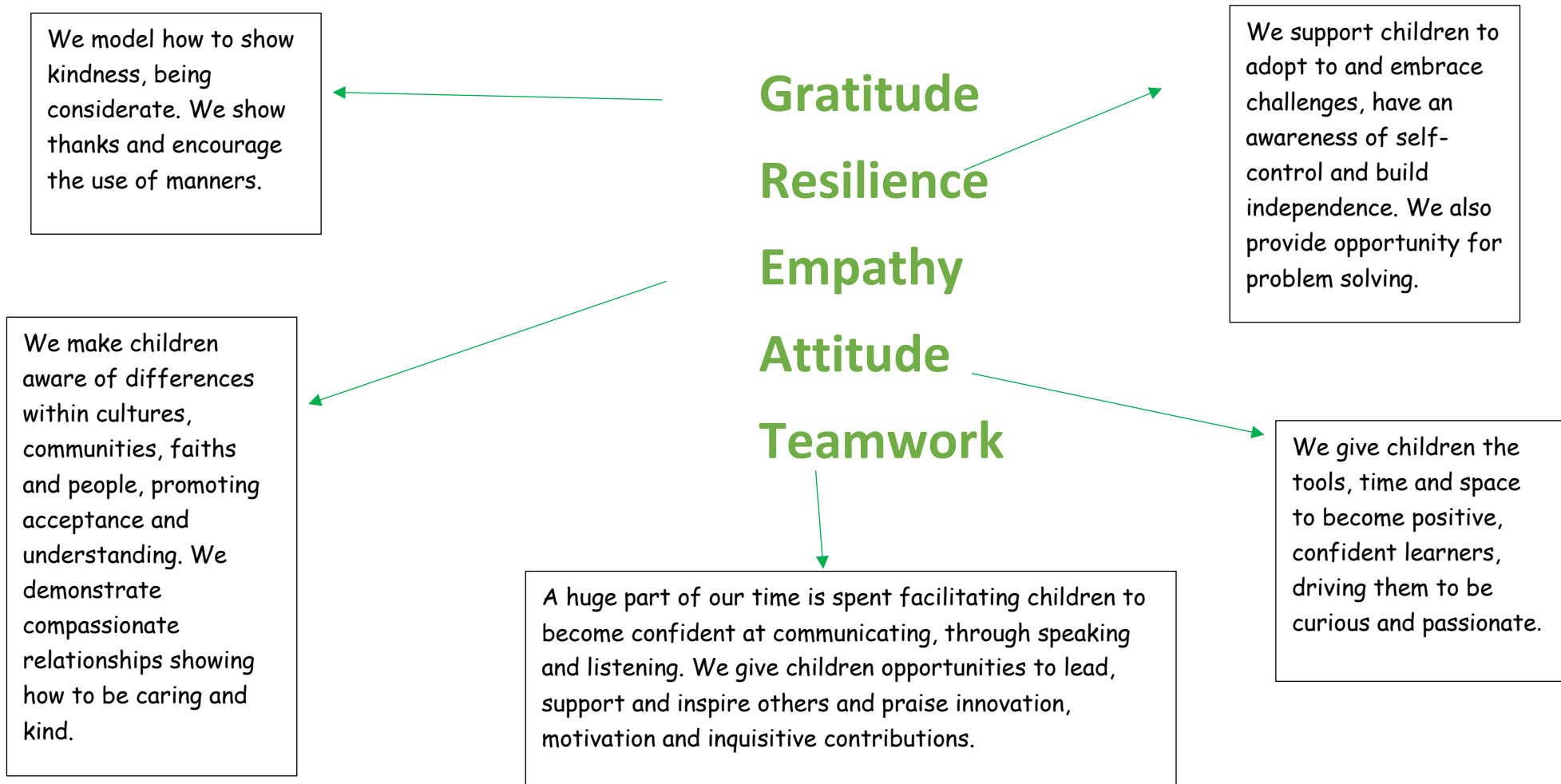
We have given much consideration to what our aims are for children within the EYFS in our setting, thinking not only about their academic performance but the whole child. Considering our mantra 'Ready for life, helping learners grow', our main aim is ensuring our children are **happy, confident, curious and independent**, ready to learn in ks1 and continuing these foundations through their school life.

Our curriculum is flexible adopting children's **interests and passions**, alongside our varied topics, which we hope gives children ownership and a love of learning. **Learning through play** is an integral part of our ethos in Fox class, we use this time to submerge into finding out more about the children's **prior understanding** and their **characteristics**, helping us to understand how individual children learn best. It is from our experience that we believe a balance of child-initiated play and adult directed learning is what helps our children develop **verbally, cognitively, physically and emotionally**.

In Fox class we provide a stimulating, enjoyable and safe teaching and learning environment which places emphasis on valuing all **cultures, communities and people**.

Inclusion

We value all individuals within the school community and value all differences. All children at Great Steeping are treated fairly regardless of gender, race, religion or abilities. All children and their families are valued in our school. We believe that all our children matter and we give them every opportunity to achieve their best by setting high expectations for all. In Fox Class we plan to meet the needs of all our children through targeting our 5 school values which underpin our Early Years curriculum.



It is paramount to us that children are extremely safe, we aim to educate children on boundaries, rules and limits and help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We follow the LCC toileting/continence guide to promote PSED and independence in line with our intimate care policy. We aim to protect the physical and psychological wellbeing of all children.

At Great Steeping we understand that we are legally required to comply with welfare requirements as outlined in the statutory framework for Early Years **2021**. We understand that we are required to take all necessary steps to ensure children are safe and well by;

- Promote the welfare of children, promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate to meet the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose (see separate risk assessments for provision)
- Ensure that every child has access to enjoyable and challenging learning experiences bespoke to their needs.
- Maintain records, policies and procedures required for the safe and efficient running of the setting to meet the needs of all children.

We endeavour to meet all the requirements set out above in addition to the guidance within the whole school safe guarding policy.

Curriculum

At Great Steeping Primary School we use development matters ([Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/development-matters)) and the Early Learning Goals as outlined in the 2021 Early Years Foundation Stage (EYFS) document ([Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)) to support the planning and implementation of our EYFS curriculum offer which is detailed in our EYFS progression overview.

Links with other policies

The foundation stage curriculum and entitlement will be included in all curricular policies/progression doc as they are reviewed.

Implementation

At Great Steeping Primary School we meet the welfare requirements set out in the statutory framework for EYFS and actively safeguard and promote the welfare of all our children.

We plan our continuous provision and enhancements which reflect the children's interests in order to provide a stimulating play-based learning environment. In addition to independent access to this provision we plan appropriate adult led/adult initiated activities in order to ensure we teach the children the skills they need to make rapid progress in preparation for transition from nursery to reception and reception to year 1. We work hard to ensure that the learning environment at Great Steeping promotes challenge, independent exploration, a sense of adventure and a real passion of learning. We value and understand that play is at the heart of our Early Years curriculum. The children at Great Steeping are supported by skilled and highly experienced practitioners within their play based learning in order to learn to work together, manage their feelings and ask questions.

Our curriculum is taught through topics which are carefully planned for as enhancements to continuous provision. This results in children practising and applying skills taught independently. Part of the experiences of EYFS at Great Steeping includes, trips, visitors, and classroom experiences. Topics are strengthened by quality key texts, which again are carefully planned for through the schools reading spine which progresses from EYFS through to Y6. These texts promote the development and encourage children's speech, language and communication. All planning, however, is flexible and responsive to children's needs and interests, as a result, plans can be adapted with each cohort.

Parents as partners

We understand the importance of parental engagement and recognise that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive topic newsletters to inform them of what their child is learning each half term. Our whole school news sharing App, Parent Hub is used frequently to share active ways that parents and carers can support and extend their child's learning at home.

Staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills, taking into account the Characteristics of Effective Learning. Our curriculum promotes and supports children's emotional security and development of their character, enabling children to take risks in a safe and secure environment. Rich first hand encounters (inside, outdoors, visitors and school trips) are planned to widen experiences, awe and wonderment. New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling standard English and asking high quality questions.

Pedagogy

In EYFS at Great Steeping we believe in giving all children the essential knowledge needed to prepare them for their future learning. We strive to provide children with the best possible start to their early education through a happy and safe environment. We endeavour to offer children experiences and opportunities to acquire knowledge and practice skills through learning and play. We want to facilitate children in being able to follow their interests, and have an environment which promotes awe and wonder. The practitioners within our EYFS setting are devoted to engaging in communication and questioning with children to further the child's development but also so the practitioner can plan activities based around a child's ability and interests. Our pedagogy is based on a variety of approaches. We ensure we have play at the heart of our learning, using modelling from adults and allowing children time to observe others in their play.

Experiences in the EYFS

At Great Steeping we are committed to supporting children in celebrating the occupations and commitment of our local community, therefor the opportunities we provide including cooking and educational visits once per half term and the utilisation of local people and their expertise to enhance our provision.

	F1 and F2
Autumn 1 To create a quality portrait of myself Harvest and Halloween cooking experience To create a wreath To make a remembrance day biscuits	To create a portrait showing clear features of my face. To create pumpkin soup from planting the seed to harvesting the pumpkin. To make bread from raw ingredients Pick and make blackberry crumble Using a variety of craft materials and loose parts, children create a poppy to be included on a joint wreath.

Autumn 2 To perform to an audience and experience being in the audience Create a decoration	To take part in the Nativity and perform for our parents and carers. Go to the pantomime with the whole school. To explore media and materials to create decorations with a guardian
Spring 1 To visit a church To make pancakes	Children walk over to our village church to learn about the features of the church and why we visit church. Children make a pancake with supervision and choose toppings for their pancake.
Spring 2 Trips in our local area Experience 1-historic buildings/landscape Experience 2-to learn where food comes from. Hold an art exhibition	To visit the Farm or National Trust (Gunby hall estate) Depending on topic on 2 year cycle. Engage in and observe historic buildings, and landscaped gardens to draw/paint. To learn, and experience time on a farm, talking to a farmer and asking questions. Invite parents in to showcase art produced by the children.
Summer 1 Planting seeds Talk with a farmer about crops Sitting in a tractor Sponsored walk	To plant seeds and know what it needs to grow. To name parts of a plant i.e. roots, stem and leaves. To experience and understand the importance of raising funds for charity and exercise.
Summer 2 School trip Balance bike classes Sports Day	To experience a school trip. Learn and develop a new skill on the balance bikes. To take part in competitive and non competitive sports and fun active games, working as part of a team.

Communication and Language

At Great Steeping Primary we value communication and language and recognise that it is the key to all seven areas of learning and development. We build strong relationships with our children, and this leads to quality interaction between adults and children. We believe a language-rich environment is crucial by providing opportunities to engage in meaningful and high-quality conversations. We provide a wide range of experiences to develop their language and communication skills by reading daily with the children, engaging them actively in stories, non-fiction text, rhymes and poems. Thus, providing them with extensive opportunities to use and embed new vocabulary in a range of contexts, for example, role play, small world, and drama. We ensure we identify and provide early support throughout the Early Years Foundation stage by carefully selecting interventions to suit individual needs.

Personal, Social and Emotional Development

We know that a strong PSED curriculum is fundamental to help our children achieve and develop holistically. Our setting provides a warm and safe learning environment where children can develop positive friendships, build resilience and determination, and not be afraid to take risks in their learning. We use the SCARF programme as part of a whole school approach of teaching PSHE, Health and Wellbeing. Alongside the SCARF programme, we talk, encourage talk and converse daily about matters of importance to children and helping them to deal with situations which arise daily. We use situations as a talking point to learn from experiences and talk about emotions and support one another during this process.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. At Great Steeping Primary School outdoor learning is an integral part of the EYFS provision. It is planned to support the development of children's gross and fine motor skills. By working both independently and with peers and adults, children can develop strength, balance, co-ordination, spatial awareness and agility. Children can strengthen their core muscles through physical play on the trim trails, climbing frame and balance bikes which aid in developing healthy bodies, and social and emotional wellbeing. Our mud kitchen, sandpits and construction areas allow for exploratory, sensory experiences all year round. Fine motor control and precision provide the foundation for hand-eye co-ordination. We offer repeated and varied opportunities to explore and play with small world activities, puzzles, and the practise of using small tools to develop proficiency, control and confidence. We recognise the value of physical development not only in developing

early literacy skills but also its importance to overall health and wellbeing. Giving the children the chance to take risks and problem solve also gives children the confidence they need further in their education.

Literacy

As a book loving school, reading is at the heart of our curriculum. Children listen to high quality, age appropriate texts which are re-read. We aim to nourish their imaginations and develop their love of reading by providing exposure to carefully planned for texts. Through these experiences, children are provided with opportunities to expand their vocabulary, build independence and self-confidence, make sense of the world and people around them and develop social and emotional skills. In EYFS we use the Ruth Miskin Talk Through Stories programme to support our development and coverage of reading.

We follow the Read Write Inc programme to teach phonics starting in Nursery at our discretion based on our ongoing assessment. Children in F1 have phonics sessions each week. In Reception children have a daily phonics lesson and rapidly learn sounds and the letter or groups of letters they need to represent them. Simple phrases help them to grasp this quickly. This learning is consolidated and revised daily. Pupils read books that are matched to their increasing knowledge of phonics and the red words. This is so that, early on, they experience success and gain the confidence that they are readers. Re-reading and discussing these books with the teacher during reading practice sessions supports their increasingly fluent decoding. In order to embed their phonic skills, the current RWI book and matching Book Bag Book is sent home.

Mathematics

We recognise that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. At Great Steeping Primary we teach through a mastery approach to enable our children to think mathematically, become problem solvers and to enable them to reason confidently, using a breadth of mathematical vocabulary. This is embedded in our learning environments which provides our children with the opportunities to deepen their understanding of mathematics, through a range of real and purposeful opportunities and using a variety of practical resources such as manipulatives, ten frames and pictures to master the key concepts. We believe that it is important for children to develop positive attitudes and interests in mathematics, look for patterns, spot connections and confidently talk to adults and their friends about what they notice.

Understanding the Worlds

Through understanding the world, we guide our children to make sense of their physical world and their community. We provide a range of opportunities and experiences, through visitors from the community, in school workshops, trips within the locality, and a trip's further afield. We offer the children a broad and diverse range of high-quality texts through a range of stories, non-fiction, rhymes, and poems. We are unfortunately not a diverse community/demographic which reinforces the emphasis and need for our practitioners to teach about different countries and faiths to customs and traditions.

Expressive Arts and Design

We carefully plan resources within provision across EYFS that supports and promotes the development of children's artistic and cultural awareness, which in turn supports their imagination and creativity. We believe that 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. Our experiences planned in EYFS support children in developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The experiences are fundamental to their progress in understanding and appreciating what they hear, respond to and observe. We hold regular craft sessions with KS1 and involve parents to share these days too. We invite artists/musicians in to work with us and share their talents and expertise.

Curriculum Impact

Our curriculum and its delivery ensure that children, from their own starting points, make strong progress. During their time with us, children make rapid progress towards the national expectation for a good level of development at the end of the year. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their

experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment. Our assessment judgements are moderated both in school and externally with local schools. We also participate in local authority moderation, which further validates our school judgements. Our curriculum is reviewed annually to ensure relevance and to guarantee the voices of our pupils, parents, staff and governors are heard. The impact of our curriculum will also 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 endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave Reception, preparing them for their future.

At the end of EYFS our children:

- Enjoy coming to play, love learning, apply taught skills and make relationships.
- Have strong communication skills, who listen respectfully and with tolerance to the views of others, effectively using a broad vocabulary to speak to others.
- Take pride in all that they do, always striving to do their best.
- Demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- Develop a sense of self-awareness and become confident in their own abilities.
- Are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society as they learn about the world around them.
- Children who are year 1 ready, being independent and motivated learners with a good understanding of core skills in reading, writing and maths.

What we want children to learn, know, do and remember in each phase

Enrichment

Year A	Only One you		Showtime		Out of this World		Once upon a Time		Food Glorious Food		Under the Sea		ELG
Communication and language F1- covered and progressed all year. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” F2-covered and progressed all year. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Understand how to listen carefully and why listening is important. Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. Vocabulary: again, now.	Sing a large repertoire of songs. Use longer sentences of four to six words	Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Vocabulary: after, soon.	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Vocabulary: always, before, later, yesterday.	Enjoy listening to longer stories and can remember much of what happens. Start a conversation with an adult or a friend and continue it for many turns.	Describe events in some detail. Vocabulary: always, before, later, yesterday.	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Vocabulary: early, sometimes, late, tomorrow, never, twice, once.	Pay attention to more than one thing at a time, which can be difficult. Develop their pronunciation but may have problems saying : • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Connect one idea or action to another using a range of connectives. Develop social phrases. Vocabulary: early, sometimes, late, tomorrow, never, twice, once.	Listening, Attention and Understanding ELG Children at the expected level of development will: • 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. Speaking ELG Children at the expected level of development will: • 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.
Personal Social Emotional F2-throughout the year Build constructive and respectful relationships.	Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Be increasingly independent in meeting their	See themselves as a valuable individual. Manage their own needs. • Personal hygiene Vocabulary: noisy, quiet/ly. good,	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Understand gradually how	Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Vocabulary: loud/ly,	Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive.	Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Vocabulary: cross, frightened	Show more confidence in new social situations. Talk with others to solve conflicts.	Build constructive and respectful relationships. Vocabulary: cross, frightened kind, thirsty.	Become more outgoing with unfamiliar people, in the safe context of their setting. Remember rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing.	Build constructive and respectful relationships. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing •	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Find solutions to conflicts and rivalries. For	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good	Self-Regulation ELG Children at the expected level of development will: • 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

	own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	<i>happy, sad, naughty, fast, slow/ly.</i>	others might be feeling.	<i>soft/ly. bad, hungry, nice, pretty.</i>		<i>kind, thirsty.</i>				sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. <i>Vocabulary: clever, excited, pleased, unkind.</i>	example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Make healthy choices about food, drink, activity and toothbrushing.	sleep routine • being a safe pedestrian <i>Vocabulary: clever, excited, pleased, unkind.</i>	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. Managing Self ELG Children at the expected level of development will: • 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.
Physical F1- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use one-handed tools and equipment, for example, making snips in paper with scissors. F2- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Use large-muscle movements to wave flags and streamers, paint and make marks.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes <i>Vocabulary: fast, slow/ly, by, through, inside, under, off, out, over and to.</i>	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <i>Vocabulary: moving, quick/ly, still, around/round, next to, away, in front of, behind, outside, bottom, straight, forwards, top and near.</i>	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use a comfortable grip with good control when holding pens and pencils.	Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop overall body-strength, balance, co-ordination and agility. <i>Vocabulary: back, backwards, low, beside, middle,</i>	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <i>Vocabulary: back, backwards, low, beside, middle, between/in between, side, far, together, front and towards.</i>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <i>Vocabulary: jerky, smooth, high, above, row, across, sideways, against,</i>	Start taking part in some group activities which they make up for themselves, or in teams. Show a preference for a dominant hand.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. <i>Vocabulary: jerky, smooth, high, above, row,</i>	Gross Motor Skills ELG Children at the expected level of development will: • 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. Fine Motor Skills ELG Children at the expected level of development will: • 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.

						<i>between/in between, side, far, together, front and towards.</i>				<i>upright, apart, below and facing.</i>		<i>across, sideways, against, upright, apart, below and facing.</i>	
Literacy F1- Develop their phonological awareness. F2- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly.	<i>recognise words with the same initial sound, such as money and mother</i>	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondence s. Spell words by identifying the sounds and then writing the sound with letter/s. <i>Vocabulary: dot, spot, line and round.</i>	Develop their phonological awareness.	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Develop their phonological awareness.	Read some letter groups that each represent one sound and say sounds for them.	<i>count or clap syllables in a word.</i> Engage in extended conversations about stories, learning new vocabulary.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondence s using a capital letter and full stop.	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 • page sequencing	Write short sentences with words with known sound-letter correspondence s using a capital letter and full stop.	<i>spot and suggest rhymes.</i> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	Re-read what they have written to check that it makes sense.	Comprehension ELG Children at the expected level of development will: • 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. Word Reading ELG Children at the expected level of development will: • 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. Writing ELG Children at the expected level of development will: • 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.

Maths F1- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. F2- Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Compare numbers. Vocabulary: <i>one, two, again, now, dot/spot, line, round, heavy, little, a bit, all, a lot, some, by, through, inside, under, off, out, over and to.</i>	Experiment with their own symbols and marks as well as numerals. Discuss routes and locations, using words like 'in front of' and 'behind'. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Select, rotate and manipulate shapes to develop spatial reasoning skills. Vocabulary: <i>three, four, five, first, circle, flat, square, empty, biggest, fat, full, long, small, another, as much as, any, many, no more, around/round, next to, away, in front of, behind, outside, bottom, straight, forwards, top and near.</i>	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5.	Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compare length, weight and capacity. Vocabulary: <i>number, second, third and last, cross, triangle, large, bigger, light, fattest, short, heaviest, tall, longest, thin, smallest, about, half, longest, thin, smallest, about, half, other, both, most, every, nearly, few, only, back, backwards, low, beside, middle, between/in between, side, together, far, front and towards.</i>	Recite numbers past 5. Make comparisons between objects relating to size, length, weight and capacity.	Automatically recall number bonds for numbers 0–5 and some to 10. Continue, copy and create repeating patterns. Vocabulary: <i>number, second, third and last, cross, triangle, large, bigger, light, fattest, short, heaviest, tall, longest, thin, smallest, about, half, other, both, most, every, nearly, few, only, back, backwards, low, beside, middle, between/in between, side, together, far, front and towards.</i>	Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Combine shapes to make new ones – an arch, a bigger triangle, etc. Notice and correct an error in a repeating pattern.	Count beyond ten. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Vocabulary: <i>corner, rectangle, curved, shape, diamond, slant/slope, oval, straight, deep, fatter, lightest, narrow, heavier, shortest, shallow, longer, tallest, thick, smaller, thinnest, wide, largest, each, less, plenty, enough, much, several, equal, none, unequal, fewest, part, whole, high, above, row,</i>	Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Vocabulary: <i>corner, rectangle, curved, shape, diamond, slant/slope, oval, straight, deep, fatter, lightest, narrow, heavier, shortest, shallow, longer, tallest, thick, smaller, thinnest, wide, largest, each, less, plenty, enough, much, several, equal, none, unequal, fewest, part, whole, high, above, row,</i>	Number ELG Children at the expected level of development will: • 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. Numerical Patterns ELG Children at the expected level of development will: • 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.
---	--	---	--	---	--	--	---	--	---	---	---	--	---

									plenty, enough, much, several, equal, none, unequal, fewest, part, whole, high, above, row, across, sideways, against, upright, apart, below and facing.		across, sideways, against, upright, apart, below and facing.		
Understanding the world F1- Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people. Begin to understand the need to respect and care for the natural environment and all living things. F2- Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.	Show interest in different occupations.	Name and describe people who are familiar to them. <i>Vocabulary: now, again, hard, soft, like;</i>	Explore collections of materials with similar and/or different properties.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries . Understand that some places are special to members of their community. <i>Vocabulary: after, today, cold, dry, same/as, too.</i>	Explore how things work. Talk about the differences between materials and changes they notice.	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live. <i>Vocabulary: before, later, yesterday, different, furry, rough.</i>	Begin to make sense of their own life-story and family's history.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Draw information from a simple map. <i>Vocabulary: before, later, yesterday, different, furry, rough,</i>	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some similarities and differences between life in this country and life in other countries. <i>Vocabulary: old, early, sometimes late, tomorrow, never, twice, once.</i>	Explore and talk about different forces they can feel. Understand the key features of the life cycle of a plant and an animal.	Draw information from a simple map. <i>Vocabulary: old, early, sometimes late, tomorrow, never, twice, once.</i>	Past and Present ELG Children at the expected level of development will: • 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; People Culture and Communities ELG Children at the expected level of development will: • 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

Recognise some environments that are different from the one in which they live.						<i>smooth and warm.</i>		<i>smooth and warm.</i>					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. The Natural World ELG Children at the expected level of development will: • 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.
Expressive Arts and Design F1- Listen with increased attention to sounds. F2- Develop storylines in their pretend play.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Sing the pitch of a tone sung by another person ('pitch match').	Listen attentively, move to and talk about music, expressing their feelings and responses. <i>Vocabulary: noisy, quiet/ly, blue, green, red, hard, soft.</i>	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Remember and sing entire songs. Join different materials and explore different textures.	Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <i>Vocabulary: loud/ly, soft/ly,</i>	Respond to what they have heard, expressing their thoughts and feelings. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas.	<i>Vocabulary: loud/ly, soft/ly, furry, rough, smooth, colour, orange, pink and purple.</i>	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Develop their own ideas and then decide which materials to use to express them.	Create collaboratively, sharing ideas, resources and skills. <i>Vocabulary: loud/ly, soft/ly, colour, orange, pink and purple.</i>	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore different materials freely, to develop their ideas about how to use them and what to make.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. <i>Vocabulary: high/low. dark/er, light/er, plain, striped.</i>	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Use drawing to represent ideas like movement or loud noises. Create their own songs or improvise a song around one they know.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. <i>Vocabulary: high/low. dark/er, light/er, plain, striped.</i>	Creating with Materials ELG Children at the expected level of development will: • 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. Being Imaginative and Expressive ELG Children at the expected level of development will: • 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

				<i>black, white, yellow.</i>									to move in time with music.
--	--	--	--	--------------------------------------	--	--	--	--	--	--	--	--	--------------------------------

Year B	We’re not scared		Winter Wonderland		I wonder?		Katie and the Artists		Nature Rocks		Dream Team		ELG
Communication and language F1- covered and progressed all year. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” F2-covered and progressed all year. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Understand how to listen carefully and why listening is important. Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. <i>Vocabulary: again, now.</i>	Sing a large repertoire of songs. Use longer sentences of four to six words	Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. <i>Vocabulary: after, soon.</i>	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. <i>Vocabulary: always, before, later, yesterday.</i>	Enjoy listening to longer stories and can remember much of what happens. Start a conversation with an adult or a friend and continue it for many turns.	Describe events in some detail. <i>Vocabulary: always, before, later, yesterday.</i>	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <i>Vocabulary: early, sometimes, late, tomorrow, never, twice, once.</i>	Pay attention to more than one thing at a time, which can be difficult. Develop their pronunciation but may have problems saying : • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Connect one idea or action to another using a range of connectives. Develop social phrases. <i>Vocabulary: early, sometimes, late, tomorrow, never, twice, once.</i>	Listening, Attention and Understanding ELG Children at the expected level of development will: • 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. Speaking ELG Children at the expected level of development will: • 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.
Personal Social Emotional F2-throughout the year Build constructive and respectful relationships.	Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Be increasingly independent in meeting their	See themselves as a valuable individual. Manage their own needs. • Personal hygiene <i>Vocabulary: noisy, quiet/ly. good, happy.</i>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Understand gradually how	Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. <i>Vocabulary: loud/ly,</i>	Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive.	Show resilience and perseverance in the face of challenge. Think about the perspectives of others. <i>Vocabulary: cross,</i>	Show more confidence in new social situations. Talk with others to solve conflicts.	Build constructive and respectful relationships. <i>Vocabulary: cross,</i>	Become more outgoing with unfamiliar people, in the safe context of their setting. Remember rules without needing an adult to remind them.	Build constructive and respectful relationships. <i>Vocabulary: clever, excited,</i>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Find solutions to conflicts and rivalries. For	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good	Self-Regulation ELG Children at the expected level of development will: • 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

	own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	<i>sad, naughty, fast, slow/ly.</i>	others might be feeling.	<i>soft/ly. bad, hungry, nice, pretty.</i>		<i>frightened kind, thirsty.</i>		<i>frightened kind, thirsty.</i>		<i>pleased, unkind.</i>	example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Make healthy choices about food, drink, activity and toothbrushing.	sleep routine • being a safe pedestrian. <i>Vocabulary: clever, excited, pleased, unkind.</i>	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. Managing Self ELG Children at the expected level of development will: • 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.
Physical F1- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use one-handed tools and equipment, for example, making snips in paper with scissors. F2- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Use large-muscle movements to wave flags and streamers, paint and make marks.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes <i>Vocabulary: fast, slow/ly, by, through, inside, under, off, out, over and to.</i>	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <i>Vocabulary: moving, quick/ly, still, around/round, next to, away, in front of, behind, outside, bottom, straight, forwards, top and near.</i>	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use a comfortable grip with good control when holding pens and pencils.	Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop overall body-strength, balance, co-ordination and agility. <i>Vocabulary: back, backwards, low, beside, middle,</i>	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <i>Vocabulary: back, backwards, low, beside, middle, between/in between, side, far, together, front and towards.</i>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <i>Vocabulary: jerky, smooth, high, above, row, across, sideways,</i>	Start taking part in some group activities which they make up for themselves, or in teams. Show a preference for a dominant hand.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. <i>Vocabulary: jerky, smooth, high, above, row,</i>	Gross Motor Skills ELG Children at the expected level of development will: • 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. Fine Motor Skills ELG Children at the expected level of development will: • 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.

						<i>between/in between, side, far, together, front and towards.</i>				<i>against, upright, apart, below and facing.</i>		<i>across, sideways, against, upright, apart, below and facing.</i>	
Literacy F1- Develop their phonological awareness. F2- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly.	<i>recognise words with the same initial sound, such as money and mother</i>	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. <i>Vocabulary: dot, spot, line and round.</i>	Develop their phonological awareness.	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Develop their phonological awareness.	Read some letter groups that each represent one sound and say sounds for them.	<i>count or clap syllables in a word.</i> Engage in extended conversations about stories, learning new vocabulary.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly.	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 • page sequencing	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<i>spot and suggest rhymes.</i> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	Re-read what they have written to check that it makes sense.	Comprehension ELG Children at the expected level of development will: • 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. Word Reading ELG Children at the expected level of development will: • 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. Writing ELG Children at the expected level of development will: • 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.
Maths	Select shapes appropriately: flat surfaces for building, a	Compare numbers.	Experiment with their own symbols and	Select, rotate and manipulate shapes to	Develop fast recognition of up to 3 objects, without having	Understand the 'one more than/one less	Recite numbers past 5. Make comparisons	Automatically recall number bonds for	Compare quantities using language: 'more	Count beyond ten. Compose and decompose	Solve real world mathematical problems with	Count objects, actions and sounds. Subitise.	Number ELG Children at the expected level of development will: • Have a deep

F1- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. F2- Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value.	triangular prism for a roof, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Vocabulary: <i>one, two, again, now, dot/spot, line, round, heavy, little, a bit, all, a lot, some, by, through, inside, under, off, out, over and to.</i>	marks as well as numerals. Discuss routes and locations, using words like 'in front of' and 'behind'. Extend and create ABAB patterns – stick, leaf, stick, leaf.	develop spatial reasoning skills. Vocabulary: <i>three, four, five, first, circle, flat, square, empty, biggest, fat, full, long, small, another, as much as, any, many, no more, around/round, next to, away, in front of, behind, outside, bottom, straight, forwards, top and near.</i>	to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5.	than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compare length, weight and capacity. Vocabulary: <i>number, second, third and last, cross, triangle, large, bigger, light, fattest, short, heaviest, tall, longest, thin, smallest, about, half, other, both, most, every, nearly, few, only, back, backwards, low, beside, middle, between/in between, side, together, far, front and towards.</i>	between objects relating to size, length, weight and capacity.	numbers 0–5 and some to 10. Continue, copy and create repeating patterns. Vocabulary: <i>number, second, third and last, cross, triangle, large, bigger, light, fattest, short, heaviest, tall, longest, thin, smallest, about, half, other, both, most, every, nearly, few, only, back, backwards, low, beside, middle, between/in between, side, together, far, front and towards.</i>	than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Combine shapes to make new ones – an arch, a bigger triangle, etc. Notice and correct an error in a repeating pattern.	shapes so that children recognise a shape can have other shapes within it, just as numbers can. Vocabulary: <i>corner, rectangle, curved, shape, diamond, slant/slope, oval, straight, deep, fatter, lightest, narrow, heavier, shortest, shallow, longer, tallest, thick, smaller, thinnest, wide, largest, each, less, plenty, enough, much, several, equal, none, unequal, fewest, part, whole, high, above, row, across,</i>	numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Vocabulary: <i>corner, rectangle, curved, shape, diamond, slant/slope, oval, straight, deep, fatter, lightest, narrow, heavier, shortest, shallow, longer, tallest, thick, smaller, thinnest, wide, largest, each, less, plenty, enough, much, several, equal, none, unequal, fewest, part, whole, high, above, row, across, sideways,</i>	Link the number symbol (numeral) with its cardinal number value. Vocabulary: <i>corner, rectangle, curved, shape, diamond, slant/slope, oval, straight, deep, fatter, lightest, narrow, heavier, shortest, shallow, longer, tallest, thick, smaller, thinnest, wide, largest, each, less, plenty, enough, much, several, equal, none, unequal, fewest, part, whole, high, above, row, across, sideways,</i>	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. Numerical Patterns ELG Children at the expected level of development will: • 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.
---	---	---	--	--	--	---	---	--	---	--	---	---	--

										<i>sideways, against, upright, apart, below and facing.</i>		<i>against, upright, apart, below and facing.</i>	
Understanding the world F1- Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people. F2- Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.	Show interest in different occupations.	Name and describe people who are familiar to them. <i>Vocabulary: now, again, hard, soft, like;</i>	Explore collections of materials with similar and/or different properties.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries . Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. <i>Vocabulary: after, today, cold, dry, same/as, too.</i>	Explore how things work. Talk about the differences between materials and changes they notice.	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. <i>Vocabulary: before, later, yesterday, different, furry, rough, smooth and warm.</i>	Begin to make sense of their own life-story and family's history. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. <i>Vocabulary: before, later, yesterday, different, furry, rough, smooth and warm.</i>	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Recognise some environments that are different from the one in which they live. <i>Vocabulary: old, early, sometimes late, tomorrow, never, twice, once.</i>	Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<i>Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</i> <i>Vocabulary: old, early, sometimes late, tomorrow, never, twice, once.</i>	Past and Present ELG Children at the expected level of development will: • 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; People Culture and Communities ELG Children at the expected level of development will: • 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. The Natural World ELG Children at the expected level of development will: • 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.
Expressive Arts and Design F1- Listen with increased attention to sounds. F2- Develop storylines in their pretend play.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Sing the pitch of a tone sung by another person ('pitch match').	Listen attentively, move to and talk about music, expressing their feelings and responses. <i>Vocabulary: noisy, quiet/ly, blue, green, red, hard, soft.</i>	Explore different materials freely, to develop their ideas about how to use them and what to make. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Remember and sing entire songs.	Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. <i>Vocabulary: loud/ly, soft/ly, black, white, yellow.</i>	Respond to what they have heard, expressing their thoughts and feelings. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas.	Develop storylines in their pretend play. <i>Vocabulary: loud/ly, soft/ly, furry, rough, smooth, colour, orange, pink and purple.</i>	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Develop their own ideas and then decide which materials to use to express them.	Create collaboratively, sharing ideas, resources and skills. <i>Vocabulary: loud/ly, soft/ly, colour, orange, pink and purple.</i>	Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. <i>Vocabulary: high/low, dark/er, light/er, plain, striped.</i>	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Use drawing to represent ideas like movement or loud noises. Create their own songs or improvise a song around one they know.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. <i>Vocabulary: high/low, dark/er, light/er, plain, striped.</i>	Creating with Materials ELG Children at the expected level of development will: • 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. Being Imaginative and Expressive ELG Children at the expected level of development will: • 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.