

Foundation Stage 2- Long Term Plan 2024-2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tell me a story	The World in Winter	How to be Healthy	What's on the Farm?	The Great Outdoors	Commotion in the Ocean
Enrichments	Local Walk	Autumn Walk Sheldon the Tortoise Diwali celebrations Guy Fawkes / Bonfire Night Remembrance Day Christmas Celebrations	Chinese New Year Visit form dentist, nurse, doctor etc.	Spring Walk Visit from a Farm Easter Celebrations Local Library Visit	Caterpillars/Butterflies Science Week	Summer Walk Trip to the Deep Wedding Ceremony
Author	Jill Murphy	Nick Butterworth	Sue Hendra	Martin Waddell	Eric Carle	Giles Andrea
Focus Texts	Traditional Stories Little Red Riding Hood Three Little Pigs Billy goats Gruff	Ridiculous Hello to the Snowy animals Stickman/ The Christmas Story	Supertato Handa's Surprise Walking Through The Jungle	What the Ladybird Heard Farmer Duck The Little Red Hen	Jack and The Beanstalk The Hungry Caterpillar Yucky Worms	Commotion in the Ocean When I was a Pirate Somebody Swallowed Stanley?

<p style="text-align: center;">Communication and Language</p> <p style="text-align: center;">Includes Daily story time using high quality texts</p>	<p>Welcome to EYFS Settling in/Making friends Children talking about experiences that are familiar to them Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: "Good morning, how are you?") Retelling stories Story language Listening and responding to stories Develop vocabulary: See curriculum Progression Documents</p>	<p>Tell me a story! Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Develop vocabulary: See curriculum Progression Documents</p>	<p>Tell me why! Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Develop vocabulary: See curriculum Progression Documents</p>	<p>Explain to me! Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week retelling stories: Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more Develop vocabulary: See curriculum Progression Documents</p>	<p>Can you recount an event? I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction I can describe events in some detail Develop vocabulary: See curriculum Progression Documents</p>	<p>Tell me about differences? I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now I can talk about the experiences Develop vocabulary: See curriculum Progression Documents</p>
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		Taking shoes off and putting them on	Taking shoes off and putting them on	Button Clothing / zips Cutting with Scissors	Button Clothing / zips Cutting with Scissors	Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Cut along a straight line with scissors / Start to cut along a curved line, like a circle
	Gross Motor	<p>BALL SKILLS</p> <p>To understand the basics of Throwing and catching</p> <p>Outdoor learning and physical skills equipment</p>	<p>GYMNASTICS BASIC SHAPES/FLOORWORK</p> <p>Demonstrate strength, balance and coordination</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Move energetically</p> <p>Outdoor learning and physical skills equipment</p>	<p>Mini Trampolining</p> <p>To understand how to control body when taking off and landing on the trampoline</p> <p>Outdoor learning and physical skills equipment</p>	<p>Apparatus Gymnastics</p> <p>Understand jumping and landing techniques</p> <p>Demonstrate strength, balance and coordination</p> <p>Outdoor learning and physical skills equipment</p>	<p>RACQUET SKILLS</p> <p>To understand how to control the racket</p> <p>Outdoor learning and physical skills equipment</p>	<p>Speed, Agility and Quickness</p> <p>Start to understand how to control body when running and changing direction</p> <p>Outdoor learning and physical skills equipment</p>
Literacy	Comprehension	<p>I can show a preference for a book, song or rhyme.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories.</p> <p>I can fill in</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently</p>

		missing words from well-known rhymes	reading makes sense		<p>help me with my reading</p> <p>I can say rhymes/Poems by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p>	<p>introduced vocabulary</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Word reading	<p>Phonic Sounds: Phase 2</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p>Phonic Sounds: Phase 2</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word</p> <p>I can read some Phase 2 words including some tricky word</p>	<p>Phonic Sounds: Phase 3</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2)</p> <p>I can link all sounds to letters (phase 2)</p> <p>I can read simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p>Phonic Sounds: Phase 3</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p>Phonic Sounds: Phase 3</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p>Phonic Sounds: Phase 4</p> <p>I can blend to read words with adjacent consonants at beginning and end of words (ccvc/cvcc)</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

Writing	<p>Texts as a Stimulus: Traditional Stories Little Red Riding Hood Three Little Pigs Billy goats Gruff Dominant hand, tripod grip, mark making, giving meaning to marks Name writing Labels and list (initial sound, final sound, dominant sounds leading to CVC words)</p>	<p>Texts as a Stimulus: Room on the Broom Ridiculous Stickman</p> <p>Writing CVC words, Labels/captions/short sentences using CVC, words and the tricky words I, the, to, no, go, into PHASE WORDS</p>	<p>Texts as a Stimulus: Supertato Handa's Surprise Walking Through the Jungle</p> <p>Writing labels, captions and labels, writing simple sentences using phase 2 and phase 3 sounds. Write using phase 2/3 tricky words.</p>	<p>Texts as a Stimulus: What the Ladybird Heard Farmer Duck The Little Ren Hen</p> <p>Writing labels, captions and labels, writing simple sentences using phase 2 and phase 3 sounds. Write using phase 2/3 tricky words. To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Texts as a Stimulus: The Hungry Caterpillar Jack and the Beanstalk Yucky Worms</p> <p>Writing labels, captions and labels, writing simple sentences using phase 2 and phase 3 sounds. Write using phase 2/3 tricky words. To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p>	<p>Texts as a Stimulus: Commotion in the Ocean When I was a pirate Buried Treasure Rainbow Fish</p> <p>Writing sentences using a range of tricky words that are spelt correctly. To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p>
Poetry Basket	<p>Leaves are Falling Chop Chop</p>	<p>I can build a snowman Carrot Nose</p>	<p>Pancakes 5 Little Peas</p>	<p>Stepping Stones Sliced Bread</p>	<p>A Little Seed Pitter Patter</p>	<p>Monkey Business A Little Shell</p>

<p style="text-align: center;">Maths</p>	<p>baseline/getting to know you (2 weeks) Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns</p>	<p>Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)</p>	<p>Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height</p>	<p>9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)</p>	<p>Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks</p>	<p>Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation</p>
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Computing	<p>Key Skills I can use different digital devices I can recognise the basic parts of a computer- mouse, screen, keyboard. I can use a mouse/touchscreen to select options on screen</p> <p>Data (cont) I can access content in a range of formats e.g. image, video, and audio</p> <p>Digital Literacy- I am aware that some online content is inappropriate. I know to tell an appropriate adult if they see something on the computer that upsets them.</p>	<p>Key Skills I can use different digital devices I can recognise and use the basic parts of a computer- mouse, screen, keyboard. I can use a mouse/touchscreen to select options on screen</p> <p>Presenting info and Multimedia I can create simple digital content</p> <p>Presenting info and Multimedia I can create simple digital content</p> <p>Digital Literacy- I am aware that some online content is inappropriate. I know to tell an appropriate adult if they see something on the computer that upsets them.</p>	<p>Computing Code and Go robot mouse -I can explore technology I can repeat an action with technology I can follow simple instructions to control a digital device I can recognise the success or failure of an action I can recognise that we control computers</p> <p>Digital Literacy- I am aware that some online content is inappropriate. I know to tell an appropriate adult if they see something on the computer that upsets them.</p>	<p>Key Skills I can use different digital devices I can recognise and use the basic parts of a computer- mouse, screen, keyboard. I can use a mouse/touchscreen to select options on screen</p> <p>Presenting info and Multimedia I can create simple digital content</p> <p>Digital Literacy- I am aware that some online content is inappropriate. I know to tell an appropriate adult if they see something on the computer that upsets them.</p>	<p>Key Skills I can take a photo.</p> <p>Presenting info and Multimedia I can use technology to explore an access digital content I can choose media to convey information. I can operate a digital device with support to fulfil a task.</p> <p>Digital Literacy- I am aware that some online content is inappropriate. I know to tell an appropriate adult if they see something on the computer that upsets them.</p>	<p>Computing Beebot -I can explore technology I can repeat an action with technology I can follow simple instructions to control a digital device I can recognise the success or failure of an action I can input a short sequence of instruction to control a device</p> <p>Digital Literacy- I am aware that some online content is inappropriate. I know to tell an appropriate adult if they see something on the computer that upsets them.</p>
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UTW	Science	<p><u>Materials</u></p> <ul style="list-style-type: none"> -Name everyday materials when exploring buildings - brick, stick/wood, straw -Sort materials according to their properties - floats, sinks, magnetic, heavy, light, hard, soft, smooth, rough -Complete simple investigations exploring properties of materials -Explore and talk about forces they exert - push, pull, twist, press, stretch, squash -Observe weather on a daily basis -Observe seasonal features and changes in autumn 	<p><u>Living Things and Animals/Seasonal Changes</u></p> <ul style="list-style-type: none"> -Observe weather on a daily basis -Observe seasonal features and changes in autumn -Learn about differing environments - Arctic -Describe and compare different habitats -Notice and record the weather -Name some specific features of the natural world - ice, land, sea, forest, river, mountain Changes of State -Ice investigation -Observe weather on a daily basis -Observe seasonal features and changes in winter 	<p><u>Humans</u></p> <ul style="list-style-type: none"> -Learn which foods are healthy/unhealthy and sort accordingly -Learn about healthy living through exercise, drinking plenty of water and sleeping well -Learn about why we need to wash hands, bodies and brush teeth -Name and locate body parts - knees, neck, fingers, toes, ears, eyes, mouth, hair, teeth, nose -Observe weather on a daily basis 	<p><u>Animals and Plants</u></p> <ul style="list-style-type: none"> -Observe weather on a daily basis -Observe seasonal features and changes in spring -Recognise and name common animals and their young - farm animals - cow/calf, horse/foal, sheep/lamb, hen/chick, pig/piglet, duck/duckling -Observe, describe and draw animals -Observe weather on a daily basis -Observe seasonal features and changes in spring 	<p><u>Plants</u></p> <ul style="list-style-type: none"> -Name and describe key parts of a plant - stem, root, petal -Recognise familiar animals found outside - insects, spiders, worms, birds -Create and observe 'bug hotel' learning about what is found -Observe, describe and draw animals -Name and describe key parts of a tree (branch, trunk, bark, leaf, twig) -Observe, describe and sequence key features of the life-cycle of an animal - egg, caterpillar, cocoon, butterfly -Observe weather on a daily basis 	<p><u>Seasonal Changes/ Materials/Animals</u></p> <ul style="list-style-type: none"> -Observe the weather on a daily basis -Observe and describe seasonal changes in summer -Complete simple investigations exploring properties of materials and objects linked to the seaside e.g. shells, coral etc. -Observe weather on a daily basis -Observe seasonal features and changes in summer

	Geography	<p>-Explore the natural world around them</p> <p>-Recognise some environments that are different to the one in which they live</p>	<p>-Explore the natural world around them</p> <p>-Explains 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>-Observe the effect of changing seasons</p> <p>-Find out about and describe places that are different to where they live</p> <p>-Compare their environment with others. Compare contrasting environments</p>	<p>-Explore the natural world around them</p> <p>-Draw information from a simple map</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>-Study and discuss local maps and the features that can be observed - roads, open spaces, buildings</p> <p>-Familiarise with the name of the school and the road it is situated on</p>	<p>-Explore the natural world around them</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>-To understand some important processes and changes in the natural world around them including the seasons</p> <p>Go on a 'spring senses' walk: what can children hear, see, smell, touch?</p> <p>-Create and describe a farm environment and key features - fields, barn, farmhouse, stable, pigsty, pond</p>	<p>-Explore the natural world around them</p> <p>-To understand some important processes and changes in the natural world around them including the seasons</p> <p>-To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>-Explore the natural world around them</p> <p>-Study and discuss local maps and the features that can be observed - roads, open spaces, buildings</p> <p>- Familiarise with the name of the school and the road it is situated on</p> <p>-Create a map using key features of a tropical island - beach sand, sea, palm tree, swamp</p>
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	Past and Present	<ul style="list-style-type: none"> -Comment on images of familiar situations in the past -Compare and contrast characters from stories, including figures from the past -Talk about members of their family naming mum, dad, brother, sister, grandma/Nannan, grandad (where appropriate) -Observe and describe photos of themselves, family and events -Compare and contrast fictional characters from the past through stories read - traditional tales 	<ul style="list-style-type: none"> -Comment on images of familiar situations in the past - Compare and contrast characters from stories, including figures from the past -Learn about the life of a famous person from the past: Guy Fawkes (intro to significant person) -Visit and learn about places in the local area of historical importance - Church, Cenotaph -Learn about different families and traditions through books read and teacher-led research - Christmas 	<ul style="list-style-type: none"> -Talk about the lives of 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 -Learn and talk about people in their community and their occupations - including family members, comparing these with occupations from the past <p>Enquiry: observe and describe artefacts and objects from the past - kitchen/home utensils, comparing these with artefacts from today</p>	<ul style="list-style-type: none"> -Talk about the lives of people around them and their roles in society -Compare and contrast characters from stories, including figures from the past - Farmer Duck V Cause and Consequence: Draw out the common themes from Farmer Duck, eg, kindness, difficulties, teamwork. How are these overcome in the story? Relate to children's own experiences of these. -Learn about different families and traditions through books read and teacher-led research - Lent, Easter 	<ul style="list-style-type: none"> - 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 -Learn and talk about people in their community and their occupations, comparing these with occupations from the past 	<ul style="list-style-type: none"> -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 Compare fictional characters from the past with the present- pirates -Compare objects from the past with the present - pirate ship Learn about the life of a famous pirate - Blackbeard (Edward Teach) Re-cap our history learning over the year using our floor book to remember our previous learning
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	People and Communities/RE	<p><u>RE</u> -To recognise the significance of Harvest. -Learn that some places are special to a community - Church,</p>	<p><u>RE</u> -Engage with religious and cultural celebrations or traditions - Diwali, Bonfire Night, Christmas. -Talk about celebrations or events that are important to them such as birthdays or birth of a new baby</p>	<p><u>RE</u> -Find out about a religious and cultural celebration - Chinese New Year -Find out about a religious and cultural practises- baptism- Christianity and Islam</p>	<p><u>RE</u> -Learn about religious and cultural celebrations and traditions associated with Easter</p>	<p><u>RE</u> -Find out about a religious and cultural celebration - Eid</p>	<p><u>RE</u> -Discuss holidays and their importance and reasons for holidays such as relaxation, time with family, visiting relatives, sightseeing -Learn about weddings in different cultures drawing on previous learning about Christianity and Islam</p>
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EAAD	Music	<p>Grand Old Duke of York Big Red Combine Harvester</p> <p>-Feel the pulse through their body -Sing songs as a group, knowing when to start and stop -Learn new songs through echoing -Sing in different voices</p>	<p>Nursery Rhyme Week Christmas Songs Touch your Shoulders Incy Wincy Spider</p> <p>-Feel the pulse through their body -Sing songs as a group, knowing when to start and stop -Learn new songs through echoing</p>	<p>Head, Shoulders, Knees and Toes Feet, Feet Ickle Ockle</p> <p>-Sing songs as a group, knowing when to start and stop -Learn new songs through echoing -Add sounds to a song -Sing a familiar song in a high or low voice -Use and name percussion instruments, describing how to play them -Use instruments to accompany a rhyme or song -Class composition for sound effects</p>	<p>The Farmers in his Den Sally go round the sun</p> <p>-Feel the pulse through their body -Sing songs as a group, knowing when to start and stop -Learn new songs through echoing -Use and name percussion instruments, describing how to play them -Use instruments to accompany a rhyme or song</p>	<p>There is a tiny caterpillar on a leaf One, two, three, four</p> <p>-Feel the pulse through their body -Sing songs as a group, knowing when to start and stop -Learn new songs through echoing -Match pitches in 2/3 pitch songs with increased accuracy -Use and name percussion instruments, describing how to play them -Use instruments to accompany a rhyme or song -Copy back a short rhythm led by the teacher</p>	<p>The Big Ship sails on the Ally Ally Oh! Jack be Nimble</p> <p>-Feel the pulse through their body -Sing songs as a group, knowing when to start and stop -Learn new songs through echoing -Match pitches in 2/3 pitch songs with increased accuracy -Move in time to the music --Play untuned instruments as a group, and sometimes on their own, knowing when to start and stop</p>
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Art	<p>Oil pastels - Mondrian Draw simple outlines then colour the space between.</p> <p>Choose colours for a purpose. Paintings - Mondrian Mix colours for a purpose</p> <p>Use a paintbrush to make small 'dabbing' marks to draw an outline then fill in the area with colour</p> <p>Mix paint to the correct thickness</p>	<p>Drawing using a mouse bonfire night pictures Use a mouse to draw an outline then colour the space between on a simple digital drawing program (basic 2Simple)</p> <p>Oil pastel drawing - poppies Draw simple outlines then colour the space between. Choose colours for a purpose. Begin to represent texture using mark making skills</p> <p>Clay thumb pots Purposefully use clay tools and found objects to create patterns or texture in clay or dough Experiment with clay making simple one-piece clay models using pushing, poking, squeezing and rolling to shape it</p>	<p>Paper collage of face Build up an outline using mosaic pieces first before filling in the middle Hold scissors correctly and cut purposefully.</p> <p>Sew (DT puppet cape link) Begin to use a needle and thread Begin to use pinch and push technique to sew (random stitches/abstract) Choose threads and fabrics for their colour</p>	<p>Painting of a farm animal Use a paintbrush to make small 'dabbing' marks to draw an outline then fill in the area with colour Begin to add texture and pattern to paintings using print techniques Mix paint to the correct thickness Mix colours for a purpose</p>	<p>Clay minibeasts Purposefully use clay tools and found objects to create patterns or texture in clay or dough Experiment with clay making simple one-piece clay models using pushing, poking, squeezing and rolling to shape it</p> <p>Pencil drawing of trees/butterflies Draw simple outlines. Begin to represent texture using mark making skills</p> <p>Painting caterpillars and butterflies Use a paintbrush to make small 'dabbing' marks to draw an outline then fill in the area with colour Begin to add texture and pattern to paintings using print techniques</p>	<p>Seaside weaving Choose threads and fabrics for their colour and make a simple weaving</p> <p>Paper collage - fish Build up an outline using mosaic pieces first before filling in the middle Hold scissors correctly and cut purposefully.</p>

						Mix paint to the correct thickness Mix colours for a purpose	
	DT	<p>Structures Plan and make with construction kits</p> <p>Construct complex 'small worlds' Build a house for the Three Little Pigs. Build a bridge for the troll.</p>	<p>Food and Nutrition Learn to spread. Christmas Biscuits</p>	<p>Food and Nutrition Make fruit kebabs</p> <p>Textiles cape decorated with pinch and push sewing.</p> <p>Use pinch and push technique to join beads/buttons to decorate fabrics.</p>	<p>Food and Nutrition Bread Learn to spread.</p> <p>Structures Plan and make box models.</p> <p>Make box model of a vehicle (tractor) with no moving parts. Make a lift the flap hinge on a picture or box model.</p> <p>Mechanisms Why do tractors need big wheels? Activity (Lots of vehicles for the children to explore independently and with a teacher. Roll down hills/put weight in a trailer to see if it topples)</p>	<p>Clay Minibeast clay models.</p>	<p>Textiles Weave with large fabric pieces.</p> <p>Textiles Using glue to join fabric to make a final product. -Fish Collage</p>

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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognize quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognizing 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</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories,</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>

<p>ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world</p>	<p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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	<p>Show sensitivity to their own and to others' needs.</p>				<p>around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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