

	Reception Long Term Plan					
	Autumn Term		Spring Term		Summer Term	
Term	One	Two	One	Two	One	Two
Theme	Me, My School and I!	Let's Celebrate	Let's Explore	Once Upon a Time...	Growing	The Great Outdoors
Hooks for Learning	<ul style="list-style-type: none"> <li>Starting my new class</li> <li>New Beginnings</li> <li>How have I changed?</li> <li>What do I look like?</li> <li>Who is in my family?</li> <li>What am I good at?</li> <li>How am I feeling?</li> <li>How do I make others feel?</li> <li>Being kind / staying safe</li> <li>Where is our school?</li> <li>What do we know about our village?</li> <li>What country/continent do we live in?</li> <li>How have schools changed?</li> <li>What changes do we notice in autumn?</li> </ul>	<ul style="list-style-type: none"> <li>What is a celebration?</li> <li>What do you celebrate?</li> <li>What celebrations have you been to?</li> <li>Do we all have the same celebrations?</li> <li>Why do we celebrate?</li> <li>How do we celebrate?</li> <li>What makes a celebration special?</li> <li>Let us celebrate our differences – what are they?</li> <li>People who help</li> <li>Let's look at toys from the past</li> </ul>	<ul style="list-style-type: none"> <li>What changes do we see in our local environment?</li> <li>What weather patterns do we notice?</li> <li>What is ice and how does it change?</li> <li>What do we notice about the Arctic and Antarctica?</li> <li>Who has explored the Arctic and Antarctica?</li> <li>What animals live in cold places?</li> <li>What do we notice about the animals? How do they survive?</li> <li>How do these environments compare to where we live?</li> <li>What changes do we notice in winter?</li> </ul>	<ul style="list-style-type: none"> <li>How can I build a castle?</li> <li>How will the Ginger Bread Man cross the river?</li> <li>How do materials feel?</li> <li>What are their properties?</li> <li>Which materials are strong for building?</li> <li>Let's make healthy picnic for Little Red Riding Hood</li> <li>How can we keep our teeth healthy?</li> <li>What is climate change and how can I help look after my world?</li> <li>What materials can we recycle?</li> <li>What changes do we notice in spring?</li> <li>Special times including Ramadan and Easter</li> </ul>	<ul style="list-style-type: none"> <li>What grows in my garden?</li> <li>What does everything need to help it grow?</li> <li>Why are trees so big?</li> <li>How can I grow my own vegetables?</li> <li>Which fruits grow in our country and which do not?</li> <li>How did it become a butterfly?</li> <li>How do chicks hatch?</li> <li>How do animals change as they grow?</li> <li>What is frogspawn and how does it change?</li> <li>What are baby animals called?</li> </ul>	<ul style="list-style-type: none"> <li>What is a minibeast?</li> <li>Where do they live?</li> <li>Where do you go on holiday?</li> <li>Have you flown on an aeroplane?</li> <li>Where do people go on their holidays?</li> <li>What do people do on their holiday?</li> <li>What clothes do we need for very hot days?</li> <li>How can we keep safe in the sun?</li> <li>What were holidays like in the past?</li> <li>What changes do we notice in summer?</li> </ul>
Predictable Interests / Learning experiences	New routines Class expectations Myself Belonging Family My school Autumn Diwali	Birthdays Bonfire night Children in Need Diwali Hanukah Christmas Emergency Services	Arctic/Antarctica Penguins Ice investigations Winter Winter Birds RSPB Winter Bird Watch Explorers	Traditional Tales Castles World Book Day Climate Change Looking after my world Ramadan Eid al Fitr Spring	Butterflies Chicks Life Cycles Growing Animals and their babies	Minibeasts Travel Holidays Transport from the past Contrasting environments Summer
Text	<ul style="list-style-type: none"> <li>The Colour Monster</li> <li>The Colour Monster Goes to School</li> <li>What I like about me!</li> </ul>	<ul style="list-style-type: none"> <li>Nativity Stories</li> <li>Jesus's Christmas Party</li> <li>Non-fiction festival books</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction books (Arctic, Antarctica, Penguins, Polar Bears)</li> <li>The Emperors Egg</li> <li>Penguin Huddle</li> </ul>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> <li>Jim and the Beanstalk</li> <li>The Gingerbread Man</li> <li>Gingerbread Man 2</li> <li>Three Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>Oliver's Vegetables</li> <li>Oliver's Fruit salad</li> <li>Jasper's Beanstalk</li> <li>The Very Hungry Caterpillar</li> </ul>	<ul style="list-style-type: none"> <li>The Snail and the Whale</li> <li>Superworm</li> <li>Busy Holiday</li> </ul>

	<ul style="list-style-type: none"> <li>• The Big Book of Families</li> <li>• A handful of Buttons</li> <li>• Our Class is a Family</li> <li>• Mr Tick the Teacher</li> <li>• Bible stories – The Lost Sheep</li> <li>• Diwali stories and non-fiction books</li> <li>• Rama and Sita</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction: People who help</li> <li>• Christmas around the World</li> <li>• Hanukkah non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>• Jonty Gentoo</li> <li>• Lost and Found</li> <li>• Poles Apart</li> <li>• Charlie Crow in the Snow</li> <li>• Robins Winter Song</li> </ul>	<ul style="list-style-type: none"> <li>• The Wolfs Story</li> <li>• Little Red Riding Hood</li> <li>• Little Red</li> <li>• Last Wolf Standing</li> <li>• Greta and the Giants</li> <li>• 10 Ways I can help my world</li> </ul>	<ul style="list-style-type: none"> <li>• The Enormous Turnip</li> <li>• Lifecycle non-fiction books: Chicks, frogs, butterflies</li> <li>• The Little Red Hen</li> <li>• Pip &amp; Egg</li> <li>• The Extraordinary Gardener</li> <li>• The World Came to my Place Today</li> </ul>	<ul style="list-style-type: none"> <li>• What the Ladybird Heard on Holiday</li> <li>• Mr Gumpy's Outing</li> <li>• Mr Gumpy's Motor Car</li> <li>• The World Around Me</li> <li>• Home by Carson Ellis</li> <li>• My World, Your World by Melanie Walsh</li> </ul>
<b>Vocabulary</b>	Classroom vocabulary for provision Name and identify body parts Emotions Family member names Relationships Special stories – Bible and Quran.	Festival vocabulary Descriptive words to describe the celebrations and how they made you feel. Special people including people who help.	Continents North and South Pole Arctic and Antarctica Ice and how it changes state Penguin vocabulary Winter birds Hibernate/Migrate Weather	Story language Recycling – paper, metal, plastic, glass, Words to describe materials – rough, smooth, hard, soft, bumpy	Words to describe growth – enormous, huge Plant vocabulary Words to describe the lifecycles Plant and animal names	Minibeast vocabulary Descriptive words for other environments. Descriptive words for how other environments and travel makes you feel – excited, scared
<b>Understanding the World</b>	Local area Family – past and present Seasons – Autumn Schools from the past Diwali	Figures from the past: Guy Fawkes Explore different beliefs and celebrations – Christmas, Diwali Hanukkah People Who Help Old and new toys	Contrasting environments Seasons – Winter Change of state – ice Different types of weather Special places including churches and mosques	Castles Recycle and Upcycle Materials Seasons – Spring Ramadan Easter	Growing Life Cycles Making observations of animals and plants Comparing similarities and differences of chicks	Maps - look at simple maps and draw information from them. Minibeasts Holiday destinations and contrasting environments Holidays from the past
RE	Which stories are special and why?	Which people are special and why?	Which places are special and why?	What times are special and why?	Where do we belong?	What is special about our world?
<b>Possible Links to KS1</b>	Maps Skipton Local environment – UK Local History Seasons	Y1 – Toys	Continents – Y2 Explorers Habitats – Y2	Everyday Materials – Y1 and Y2 Castles – Y1 Recycling – Y1 Healthy Eating – Y2	Lifecycles – Y2 Animals including humans – Y1 and Y2 – Animal babies – Y2	Mini beasts – Y2 Plants/Growth Drawing Maps The seaside Recycling
Expressive Arts and Design	Charanga - Me! Sing Nursery Rhymes Pulse Maintain a steady beat	Voice Charanga - My Stories Harvest/Nativity Action songs Songs to perform	Rhythm Charanga – Everyone Earth Sounds Responding through Movement	Pitch Charanga- Our World Musical Elements	Technology Charanga - Big Bear Funk Instrument families Instruments in provision	21st Century music Charanga - Reflect, Rewind, replay Body Percussion Graduation song
	Drawing portraits	Joining materials	Painting - powder paint, mixing	Collage and Printing	Sculpture and 3D Art	Mechanisms

Physical Development	Gross Motor: <ul style="list-style-type: none"> <li>• Building</li> <li>• Balancing/Trim Trail</li> <li>• Ball/hoop skills</li> <li>• Skipping/jumping/running</li> <li>• Digging</li> <li>• Large clockwise/anticlockwise arm movements</li> </ul> Fine motor: <ul style="list-style-type: none"> <li>• Playdough/Dough Disco</li> <li>• Threading</li> <li>• Drawing/painting</li> <li>• Manipulate a range of tools including scissors, pencils, jugs for pouring</li> </ul>		<b>Dance</b> Create movements to music. Begin to represent their own ideas, thoughts and feelings through dance Sing songs, make music and dance, and experiment with ways of changing them	<b>Gymnastics</b> Begin to travel with skill under, over, through and around equipment. Jump off equipment safely using both feet to land. Show control and coordination when using small and large movements.	<b>Ball skills</b> Push an object/towards a target Catch a large ball Be able to throw an object. Be able to throw an object at a target.	<b>Athletics</b> Begin to coordinate movements together (egg and spoon) -Show Increasing control over an object in pushing, patting, throwing, catching or kicking it Be able to throw different objects at a target.
PSHE – SCARF	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>• All about me</li> <li>• What makes me special</li> <li>• My Feelings</li> </ul>	<b>Valuing Differences</b> <ul style="list-style-type: none"> <li>• I'm special, you're special!</li> <li>• Same and Different</li> <li>• Families and Homes</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>• Keeping myself safe</li> <li>• Safe indoors and out</li> <li>• Keeping safe online</li> </ul>	<b>Rights and Respect</b> <ul style="list-style-type: none"> <li>• Looking after special people</li> <li>• Looking after my friends</li> <li>• Caring for our world</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>• Bouncing back when things go wrong</li> <li>• Yes, I can!</li> <li>• My healthy mind</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>• Life stages</li> <li>• Where do babies come from?</li> <li>• Me &amp; my body-boys &amp; girls</li> </ul>
Maths Mastering Number	-Getting to know you -Subitising within 3 -Counting skills -Composition of 3 and 4 -Subitise objects/sounds - Comparison: more/fewer than	-The fiveness of 5 -Comparison of sets, whole and part -Composition: 3, 4 & 5 -Counting, ordinality & cardinality -Matching numeral to a quantity within 10	-Subitising within 5 - Counting - the 'Staircase Pattern' -Composition of 5 -Composition of 6 and 7 -Composition – more/fewer/equal number to	-Counting, ordinality and cardinality 'the staircase pattern'. - Comparison, ordering numbers to 8 - Composition of 7 -Composition- doubles - odd & even	-Counting larger sets -Subitising to 6 -Composition 5 and a bit - Composition of 10 - Comparison linked to ordinality	- Subitise to 5 introduce rekenrek - Recall of bonds to 5 - Composition of numbers to 10 - Review - comparison - Review - Number patterns
White Rose Maths S,S & M	Match, Sort & Compare Measure & Pattern	Circles and Triangles Shapes with 4 sides	Explore 3D Shape Order & Sequence Time	Length & Height Mass & Capacity	Manipulate, Compose & Decompose	Sharing and Building Visualise, Build & Map
Phonics Little Wandle	Phase 2 Graphemes Tricky words is, I, the	Phase 2 Graphemes Digraphs ch, sh, th, ng, nk	Phase 3 Graphemes Words with double letters Longer Words	Review Phase 3 Graphemes Words with double letters Longer Words Words ending with /ing/ Compound words Words with /s/ in the middle Word endings /s/es	Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC words longer words compound words Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ /ed/ -est	Phase 4 long vowel sounds CVCC CCVC Word ending –s /s/ Words ending –s /z/ Words ending –es Longer words Root word ending in: ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Words ending in:

						s /s/, -s /z/, -es
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<u>Early Years Progression - Reception</u>						
	Autumn Term	Spring Term	Summer Term		Autumn Term	Spring Term
Communication and Language	<ul style="list-style-type: none"> <li>Follows instructions without visual clues</li> <li>Asks simple questions about stories or themselves</li> <li>Describes how they made a model or did an activity</li> <li>Describes events that have happened although tenses may not be accurate</li> <li>Uses sentences of between 4-6 words</li> <li>Begin to use new vocabulary related to routines, classroom environment and resources</li> </ul>	<ul style="list-style-type: none"> <li>Listens to the opinions of others in a small group.</li> <li>Follows longer, more complex instructions</li> <li>Retells simple stories sometimes using the vocabulary from books</li> <li>Understands who, what, where, how and why questions</li> <li>Sometimes uses tenses correctly</li> <li>Ask questions about events in the past or future &amp; uses vocabulary associated with the events</li> </ul>	<ul style="list-style-type: none"> <li>Uses language to imagine and recreate roles and experiences in play situations</li> <li>Links statements and sticks to a main theme or intention</li> <li>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as who; why; when; where and how</li> </ul>			
	Autumn Term	Spring Term	Summer Term		Autumn Term	Spring Term
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Understand why rules are important.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'angry' and 'sad'</li> <li>Understand gradually how others might be feeling.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Manage their own needs.</li> <li>Manage their own personal hygiene</li> <li>Make healthy choices about food, drink, activity and tooth brushing</li> <li>Talk about their own feelings using words like 'worried' or 'excited'.</li> </ul>	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian</li> </ul>			
	Autumn Term	Spring Term	Summer Term		Autumn Term	Spring Term
Physical Development	<ul style="list-style-type: none"> <li>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> <li>Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to negotiate space successfully when playing racing and chasing games.</li> <li>Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing.</li> <li>Progress towards a more fluent style of moving with developing control.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>Begins to use anticlockwise movement and retrace vertical lines</li> <li>Begins to form recognisable letters Independently</li> </ul>			



	Autumn Term	Spring Term	Summer Term
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Write some or all the letters of their name.</li> <li>• Hears and says the initial sound in words</li> <li>• Recognises familiar words and signs such as own name and logos.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Looks at and enjoys print Independently and knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Gives meaning to the marks they make</li> </ul>	<ul style="list-style-type: none"> <li>• Extended conversations about stories, learning new vocabulary.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Begins to write letters to represent initial sound of words and cvc words</li> <li>• Begins to read some high frequency words,</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>
	• <b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Subitises one, two and three objects</li> <li>• Spots patterns in the environment</li> <li>• Enjoys tackling problems involving prediction and comparisons</li> <li>• Begin to recognise numerals 0 to 10</li> <li>• Counts up to five items, recognising that the last number said represents the total counted so far</li> <li>• Links numerals with amounts up to 5 and maybe beyond</li> <li>• Uses spatial language</li> </ul>	<ul style="list-style-type: none"> <li>• Estimates numbers of things</li> <li>• Engages in subitising numbers to four or five</li> <li>• Increasingly confident at putting numerals in order 0 to 10</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items</li> <li>• Begins to conceptually subitise larger numbers</li> <li>• Chooses familiar objects to create and recreate repeating patterns</li> <li>• Increasingly able to order and sequence events using everyday language related to time</li> </ul>	<ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10</li> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> <li>• Begins to conceptually subitise larger numbers</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Compare length, weight and capacity.</li> </ul>
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history and talk about members of their immediate family and community.</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Show interest in different occupations</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Begin to understand that some festivals are special to members of their community. Eg. Diwali, Hanukkah, Christmas</li> <li>• To understand where Sutton-in-Craven is and that we live in England, United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to know that there are different countries and continents in the world with different climates.</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Understand that some places and times are special to members of their community, for example mosques and church; Ramadan and Easter</li> <li>• Makes observations and talk about changes, for example, the season of winter, water freezing and melting.</li> <li>• Begin to understand the effect their behaviour can have on the environment, eg. recycling, saving electricity, reusing and upcycling</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> </ul>

	Autumn Term	Spring Term	Summer Term
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>•Develops an understanding of using lines to enclose a space and begins to use drawings to represent things.</li> <li>•Use a variety of construction materials in different ways.</li> <li>•Use tools for a purpose.</li> <li>•Uses available resources to create props or creates imaginary ones to support play.</li> <li>•Plays alongside other children who are engaged in the same theme</li> <li>•Explores colour and how colours can be changed</li> <li>•Explores and learns how sounds and movements can be changed</li> <li>•Begin to join materials in different ways</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to build a collection of songs and actions.</li> <li>•Makes music in a range of ways</li> <li>•Uses tools to explore and develop their thinking around their interests.</li> <li>•Creates representations of both imaginary and real-life ideas, events, people and objects.</li> <li>•Chooses particular movements, instruments/ sounds, colours and materials, (including joining materials) for their own imaginative purposes.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop storylines in their pretend play.</li> <li>•Explore and engage in music making and dance, performing solo or in groups.</li> <li>•Create collaboratively, sharing ideas, resources and skills.</li> <li>•Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul>

Early Learning Goals for the end of year assessment						
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> </ul> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></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><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals/plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• 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</li> </ul>

