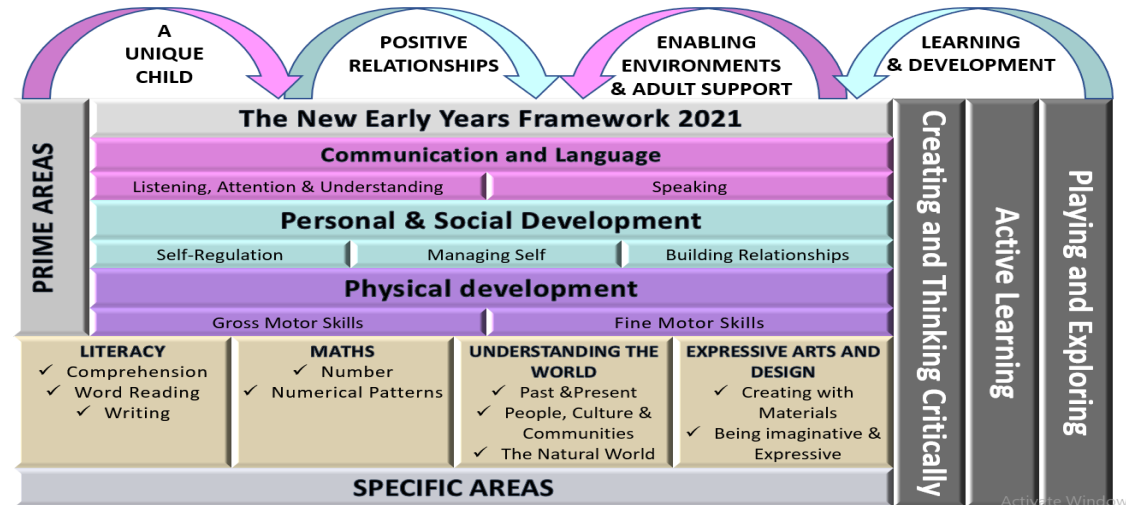



EYFS Long Term Plan

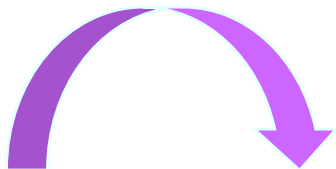
“Children will experience an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children whatever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.” Forest View EYFS Team



“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Forest View, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.” Forest View EYFS Team.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme - Nursery plan from children's interests and fascinations that they display each term. Here are themes that will always be covered alongside these interests.	All About Me Nursery Rhymes Autumn Settling in activities.	Halloween, Bonfire Night, Diwali Christmas Remembrance Day Winter	Pancake Day Chinese New Year Growing	Plants, Growing Gardening Spring Easter	Growing Minibeasts Traditional Tales Summer	Summer Growing Teddy Bear's picnic Transition
Character Muscles	Curiosity, Imagination, Independence, Risk Taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening / Communicating, Friendship.					
Experiences	Exploring Autumn objects, Autumn walks	Christmas Nativity Winter walk, Diwali lamps	Making pancakes, Chinese dragon display, Preparing the garden for planting.	Planting, Easter egg hunt, Spotting signs of Spring.	Gardening/ harvest and planting,	Healthy Lifestyles Week. Teddy bears picnic with family. Butterfly Life Cycle Sports Day
Key Stories/Books	Nursery Rhymes, The Invisible String, Funny Bones Non- Fiction Autumn books	Room on the Broom, The Christmas Story and other Christmas books.	Mr Wolf's Pancakes Non- Fiction books about Chinese New Year	Jasper's Beanstalk Oliver's Vegetables Jack and the Beanstalk Easter Story	Aaahh Spider! The Very Hungry Caterpillar, Three Billy Goats Gruff Non-Fiction minibeast books	We're going on a bear hunt, The Very Hungry Caterpillar,
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to)	It's Good to be Me/ Terrific Tales	Pirates Ahoy! Special events eg. Christmas	Castles Our World	How does it grow? Easter	Above the clouds and beyond	Amazing Animals
Character Muscles	Curiosity, Imagination, Independence, Risk Taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening / Communicating, Friendship.					
Possible Ideas / lines of enquiry (These mini ideas within the themes may change or be replaced depending on child interest or fascinations)	Traditional Tales Family Trees Our body Where we live All about Me My family and home	Halloween, Bonfire Night, Diwali, Christmas. Pirate Ships Different seas and oceans	Pancake Day. Chinese New Year. Banquets Dancing Who lives in a castle? Knights/weapons/armour Shields Winter, Different types of weather, animals in winter, Where in the	Plants, exploring food (healthy food choices), gardening Signs of Spring How have we changed from when we were a baby? What will happen as we get older?	Space Astronauts Rockets Planets Stars	Summer, Mini beasts (insects), Life Cycles Jungles, Oceans, Dinosaurs.

			world? (Comparing our weather to other countries - Artic and the North Pole)			
Experiences	Walking around local area. Signs of autumn. Bread Making	Christmas Nativity Winter Hunt Making Ice Pirate Party	Trip to Durham or Newcastle Castle. Banquet. Eco-Week Local litter walk.	Sunflower growing competition to end in Summer 2. Growing grass, Easter egg hunt. Spring walk signs of spring. Growing/ harvesting fruit and /or vegetables, allotment visits? Gardening the edible garden.	Launching rockets, Bottle cap experiment. Alien picnic. Growing/ harvesting fruit and /or vegetables, allotment visits? Gardening the edible garden.	Healthy Lifestyles Week. Trip to Hall Hill Farm. Butterfly Life Cycle Sports Day
Key Stories/Books	Goldilocks and the Three Bears The Gingerbread Man Little Red Hen Red Riding Hood My Body (NF) It's the Weekend (NF)	Funny Bones What's in the Witch's Kitchen My Granny is a pirate Pirate Pete The Night Pirates Plunge into the Pirate Pool The Pirates Next Door Pirates Love Underpants The Christmas Story and other Christmas books.	Charlie Stinky Socks King Jack and his Dragon Mike the Knight books Non- Fiction books about castles and Chinese New Year.	Mr Wolf's Pancakes Mr Wolf's Turnip Oliver's Vegetables Jack and the Meanstalk Jasper's Beanstalk Easter Story	Whatever Next Winnie in Space Welcome to Alien School Aliens Love underpants	Walking through the jungle Rumble in the Jungle What the Ladybird Heard Non- fiction books Bugs, bugs bugs Dinosaur information Insect Body Parts.
	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.</p>					



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Forest View Primary, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

Personal, Social and Emotional



Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

Managing self and self-regulation





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

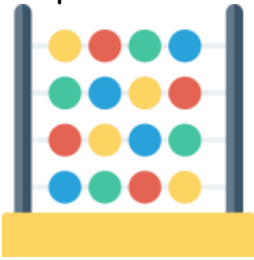

- ✓ **Controlling own feelings and behaviours**
- ✓ **Applying personalised strategies to return to a state of calm**
- ✓ **Being able to curb impulsive behaviours**
- ✓ **Being able to concentrate on a task**
- ✓ **Being able to ignore distractions**
- ✓ **Behaving in ways that are pro-social**
- ✓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



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


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

<p>Communication and Language</p> 	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>		
<p>Daily Story Time</p> 	<p>Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, celebrations and weekly interventions.</p>		
<p>Nursery Phonics/Reading Phase 1 phonics</p>	<p>Assessment of Phase 1 aspects 1-6: Aspect 1 - General sound discrimination - environmental Aspect 2 - General sound discrimination - instrumental sounds Aspect 3 - General sound discrimination - body percussion Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice</p>	<p>Phase 1: Aspect 2 - General sound discrimination - instrumental sounds Aspect 3 - General sound discrimination - body percussion Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration</p> <p>Teach: Front Cover, Back Cover. Difference between picture and text. Use Picture Clues: 'What can you see?' Encourage children to predict what happens next. Begin to say a sentence. 'What next?' 'What do you think?' 'I see' 'I Say: You Say.'</p>	<p>Phase 1: Aspect 5 - Alliteration Aspect 6 - Voice Aspect 7- Oral blending and Segmenting</p> <p>Story time Can the children talk about the pictures? Can they remember the main points of the story?</p>
<p>Reception Phonics/Reading Sounds Write</p>	<p>Phase 1 consolidation throughout the year. Follow sounds write scheme of work for Reception</p>		
<p>Nursery - Pre Writing</p>	<p>Big draw- Using gross motor movements to create patterns and shapes Using shapes to create pictures e.g. circle for a face.</p>		
<p>Writing - Reception Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions, Lists, Diagrams</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p>

	<p>Messages. Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Sequence a story.</p> <p>Begin to form lower-case letters correctly.</p> <p>Begin to write simple captions.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Bean diary. Character descriptions.</p> <p>Help children identify the sound that is tricky to spell.</p>	<p>Innovation of familiar texts. Using familiar texts as a model for writing own stories. Character descriptions - use of adjectives.</p> <p>Help children identify the sound that is tricky to spell.</p>			
Physical Development - Nursery	<p>Balance, co-ordination, gross and fine motor skills are developed through dancing, moving and using equipment such as bean bags, hoops and ropes. Children take off and put on shoes and coats independently as well as encouraging them to put on an outdoor suit with little support. Independent use of the toilet and hand washing is encouraged and supported.</p>					
Physical Development - Reception	<p>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. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility.</p>					
	Get set 4 P.E Scheme	Get set 4 P.E Scheme	Get set 4 P.E Scheme	Get set 4 P.E Scheme	Get set 4 P.E Scheme	
	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Develop fine motor skills. Dressing. Holding pencil correctly, using scissors etc</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing.</p> <p>Develop fine motor skills holding pencil correctly, using scissors etc</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Demonstrates increasing control over objects</p> <p>Used tools to change to materials</p> <p>Moving confidently</p> <p>Uses safety measures without direct supervision,</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>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,</p>








<p>Maths - Nursery See plan for more detail.</p> 	<p>Number songs, colours, match and sort</p>	<p>Compare amounts, size, mass and capacity.</p> <p>Simple patterns</p>	<p>Numbers 1 and 2 Weight</p>	<p>Numbers 3 and 4 Length and Height</p>	<p>Number 5 1 more and 1 less Shapes</p>	<p>My Day Capacity Positional Language</p>
<p>Maths - Reception (White Rose Scheme of Work) See plan for more detail.</p> 	<p>Number and Place Value Numbers to 5 Subitising Comparing groups within 5 Comparing quantities of identical objects / non identical objects Addition and Subtraction Change within 5 One more / one less Number and Place Value Numbers 4, 5, 6, 7, 8 Subitising Early doubling Time First / then / now Spatial thinking and shape 2D / 3D Shape</p>		<p>Numbers and Place Value Numbers 6, 7, 8 Making Pairs / Combining different groups Numbers 9, 10 Building 9 and 10 Early doubling Subitising Shape 2D / 3D Shape Numbers 7, 8, 9, 10 Halving Doubling</p>		<p>To 20 and Beyond Building numbers beyond 10 10-15 Counting patterns beyond 10 Patterns Making more complex pattern Find my pattern Number Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Subitising Measure Length, Weight, Capacity</p>	
<p>Understanding of the World - Nursery</p>	<p>Cooking, growing plants, outdoor exploration, sensory exploration, looking after the environment/animals, STEM activities, ICT exploration- These activities are included in continuous provision and also as directed activities.</p>					
<p>Understanding of the World - Reception Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.</p>	<p>Cooking Studying our families and ourselves. Family Tree Autumn changes Leaf study Mud Kitchen investigation Washing hands: Hand</p>	<p>Cooking Make a boat that floats. Testing different 3D shapes on a ramp / extending to cars and difference surfaces. Fire / Sparkler</p>	<p>Cooking Eco -Week Recycling / litter Maps Local buildings / statues / areas of importance Winter weather</p>	<p>Cooking The needs of a plant experiment Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and</p>	<p>Cooking Different transport: Design your own transport Balloon powered cars/rockets/space buggies. Investigating</p>	<p>Cooking Building and investigating a bug hotel Life cycle: Growing Butterflies from caterpillars/ frog life cycle Dinosaur Dig</p>

<p>Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction, classroom IWB, ipads, desktop, beebots.</p> 	<p>germs experiment (bread test) Exploring cornflour Explore different houses and buildings. Senses Exploring Toys of the past</p>	<p>safety Studying different leaves, twigs and other found objects. Ice experiment: How can we make ice? How can we melt ice the quickest?</p>	<p>changes: Studying frost, snow, ice. Washing clothes without a washing machine (Mrs Mopple). People of the past- Kings, Queens and knights.</p>	<p>flowers Easter / spring changes (new life) Planting, re-growing vegetables Where do we live? Map of the United Kingdom How do humans change as they grow?</p>	<p>shadows Growing a rainbow (ink colour) Rainbow experiment: skittles and warm water / cold water People of the past- astronauts.</p>	<p>People of the past- Mary Anning.</p>
<p>RE (From LEA Agreed syllabus)</p>	<p>Children will be: Introduced to some religious practices (Knowledge and Understanding) Given opportunities to ask questions (Critical Thinking) Given opportunities to reflect on their own experiences and feelings (Personal Reflection)</p>					
<p>Nursery</p>	<p>Let's find out about Harvest Let's find out about Diwali Let's find out about the Christmas Story</p>	<p>Let's find out about the Bible Let's hear some stories about Jesus eg. Jesus and Zacchaeus, Jesus calming the storm. Let's find out about the Easter Story</p>		<p>Let's find out about Christian baptism. Let's find out about Eid.</p>		
<p>Reception</p>	<p>Let's find out about Harvest in a Church. Let's find out about Shabbat. Let's find out about the Christmas Story Let's find out about Christmas celebrations in Church.</p>	<p>Let's hear some stories Jesus told eg, The Lost Sheep, The Lost Coin Let's find out about the Easter Story. Let's find out about Easter celebrations in churches.</p>		<p>Let's find out about special buildings and worship there. Eg. Mandir, Church, Synagogue, Buddhist Rupas Let's find out about Holy Books (eg. The Torah, Qu'ran, Guru Granth Sahib).</p>		
<p>Music in Nursery</p>	<p>Singing songs and nursery rhymes, moving to music, exploring the sounds instruments make and making our own instruments.</p>					
<p>Music in Reception</p>	<p>Learning new songs Moving to music rhythmically Sounds of instruments</p>	<p>Repeated rhythms Movement to music Learning a wider variety of songs</p>		<p>Children creating their own songs and adding their own music</p>		
<p>Expressive Arts and Design in Nursery</p> 	<p>Exploring colours and textures using a variety of media, such as paint, glue, craft, brushes. Large and small art. Story telling, puppets, role play house and small world toys to encourage imaginative play.</p>					

<p>Expressive Arts and Design in Reception</p> 	<p>Simple construction Using simple tools Familiar role play Self- portraits</p>	<p>Exploring colour/texture to make pictures Joining in with a wider variety of role play Choosing 3D recycling shapes / different methods of attachment. Christmas Card Design</p>	<p>Constructing with purpose Being expressive in art/drama/dance</p> <p>Work of Kandinsky - linked to valentines cards.</p> <p>Building and construction Architect: Ustad Ahmad</p>	<p>Creating different textures Selecting a wider range of tools Introducing storylines to their role play. Mother's Day card design.</p>	<p>Adapting work when necessary Develop a narrative Experimentation with different textures Building rockets choosing 3D recycling shapes / different methods of attachment. Artist: Jackson Pollock Exploring dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipettes and spoons to splat paint. Space backdrops.</p>	<p>Creating their own art pieces and explaining them.</p> <p>Father's Day Card Design.</p> <p>Henri Matisse Repeating collage patterns</p>
<p>Events Involving Parents In Nursery</p>	<p>Home visit Parent/ child visit Learning journal Stay and play Early Talk Boost session</p>	<p>Real/Ream event Learning journal Christmas event Nativity</p>	<p>Home visit (new starters) Learning journal Early Talk Boost session</p>	<p>Learning journal Real/ Ream event Easter event</p>	<p>Home visit (new starters) Learning journal</p>	<p>Learning journal Summer event</p>
<p>Events Involving Parents In Reception</p>	<p>Settling in - baseline Phonics/Reading Meeting Learning journal involvement Eat lunch with your child</p>	<p>Real/Ream Event Learning journal involvement Work with your child Christmas Event. Nativity</p>	<p>Learning journal involvement Accompany class on trip</p>	<p>Real/Ream Event Learning journal involvement</p>	<p>Learning journal involvement</p>	<p>Real/Ream Event Learning journal involvement Accompany class on trip</p>
<p>Assessment opportunities</p>	<p>Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term</p>	<p>On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm</p>	<p>GLD Projections for EOY EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings</p>	<p>EYFS team meetings Pupil progress meetings</p>	<p>Pupil progress meetings EOY reports EYFS team meetings EOY data</p>

		Assessments				
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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 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>ELG: Self-regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</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>Show sensitivity to their own and to others' needs.</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>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</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 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>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>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, 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 around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>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>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>

