

Laygate Community School

Reception Yearly Curriculum Overview

Skills development is built upon, as the Reception Year progresses in each term. Skills and objectives are stated explicitly once but will be on-going as stated in the EYFS guidance.

This plan highlights general themes and ideas we will explore with the children to reflect a broad and balanced skills-based curriculum.

These themes may be adapted at various points to allow for our children's interests to flow through our provision.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me Autumn	Deep Dark Wood Autumn/Winter	Outer Space Winter/Spring	Growth and Change Spring	Let's Explore! Summer	Fun at the Seaside! Summer
General Themes and Ideas NB: These themes may be adapted at various points to allow for children's interests to flow through the provision.	Starting school / my new class / New Beginnings. PSED focus: Feelings / How do I make others feel? Being kind / staying safe Harvest Halloween	Diwali Guy Fawkes – Bonfire Night Stick Man - family Traditional Tales Little Red Riding Hood Woodland animals Habitats and Hibernation The Nativity Christmas Lists Letters to Father Christmas	Day and Night Does the moon shine? The moon. The Planets The solar system Who is Mae Jemison? Looking after our Planet – recycling.	Plants & Flowers Weather / seasons The great outdoors Planting seeds. Life cycles – butterflies/flowers Mini Beasts	Around Laygate school, extending into South Shields. How do I get to places? Where in the world have you been? Where do we live in the UK / world? Vehicles / transport (past and Present) Design your own transport!	Our beach - Compare: Now and then! Trip to the beach Seaside transient art Under the sea creatures Pirates Off on holiday / clothes Where in the world shall we go? Sending postcards Who was Mary Anning?
Possible Texts and Books to Share NB- Not all books will be a Literacy Focus, many are ideas for sharing at Story Times. See 'Literacy – Writing' for focus texts.	The Colour Monster The Colour Monster Goes to School. The Gruffalo Room on the Broom Winnie the Witch	Stick Man Little Red Riding Hood Christmas Story / Nativity Rama and Sita The Big Book of Families / Who's in my family?	Peace at Last (Day/Night) Bob, The Man on the Moon How to Catch a Star Mae Jemison (Reaching your Dreams)	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk A stroll through the seasons The Very Hungry Caterpillar Things with Wings (nonfiction) Spinderella	Mouse House The Snail and the Whale The Queen's Knickers The Way Back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride	Under the Sea Non – Fiction The Pirate's Next Door Rainbow Fish The Singing Mermaid Commotion in the Ocean Tiddler The Pirate Cruncher Mary Anning (Little People Big Dreams)
'Wow' moments / Enrichment Opportunities	Harvest Time Birthdays Favourite Songs Halloween	Educational Visit: Walk through the local area to the West Park. Changes in seasons. Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hanukah Children in Need Anti- Bullying Week Remembrance Day	Educational Visit: Library 'The Word' Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day	Educational Visit: Walk through local area to West Park. Changes in seasons – compare and contrast. Planting seeds Weather experiments Mother's Day Queen's Birthday Easter Egg Hunt World Science Week	Visit – Butterfly World. Food tasting – different cultures Making maps - Find the Treasure Start of Ramadan Eid – party D-Day	Educational Visit - Visit to the beach. Under the Sea – singing songs and sea shanties Father's Day Heathy Eating Week – Try a new fruit each day e.g. Mango/Passionfruit/Dragon Fruit etc. World Environment Day Pirate Dress Up Day

<p>Understanding the World</p> <p>Possible Lines of Enquiry</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>(Religious Festivals shared as and when they occur. Seasonal and weather work is on-going.)</p>	<p>Identifying their family. Commenting on photos of their family (home corner); naming who they can see and of what relation they are to them.</p> <p>Name and describe people who are familiar to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Navigating around our classroom and outdoor areas.</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey, in our local area.</p> <p>Can talk about what they may do with their families during Christmas.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important.</p> <p>To introduce children to a range of fictional characters from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>Cooking with natural materials in outdoor.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born – Mae Jemison</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Daily weather chart</p> <p>Changes in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Provide opportunities for children to note and record the weather with more independence.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Building a ‘Bug Hotel’ in our outdoor area. Technology Use the BeeBots to programme journeys and directions.</p>	<p>Use Handa's Surprise to explore a different country (Africa) or / Lost and Found (Antarctica)</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and ones in other country.</p> <p>Encourage the children to make simple comparisons.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Encourage children to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area- Comparing places on Google Earth Computing - paint programme.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil (through the Little Explorers Series)</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad on YOUTUBE.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Investigating magnets – use to find treasure at the bottom of the water tray/sea,</p> <p>Materials – use crates/drain pipes/planks/boxes to make a pirate ship.</p> <p>Technology – using iPad APPS</p>
<p>Personal, Social and Emotional Development</p> <p>At Laygate Community School, our goal is to provide excellent foundations for children to achieve well, and in later life. We will provide opportunities for children to:</p> <ul style="list-style-type: none"> - understand their own feelings and those of others. - manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities and to persist. - know how to look after their bodies, including healthy eating and healthy minds so they can live happy and healthy lives. 	<p>New Beginnings</p> <p>See themselves as a valuable individual and a member of our school family at Laygate Community School.</p> <p>Being me in my world</p> <p>Class Rules and Routines</p> <p>Supporting children to build relationships</p> <p>Feelings</p>	<p>Feelings</p> <p>Getting on and falling out.</p> <p>How to deal with Emotions</p> <p>Self - Confidence</p> <p>Build constructive and respectful relationships.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me</p> <p>Feelings</p> <p>Learning about qualities and differences</p> <p>Celebrating differences</p> <p>Encourage them to think about their own feelings and those of others by giving examples of how others might feel in particular scenarios</p> <p>Looking After our Planet</p>	<p>Relationships</p> <p>What makes a good friend?</p> <p>Random acts of Kindness</p> <p>Looking after pets</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Other People</p> <p>People who help us (police/firemen/dinner ladies)</p> <p>Aspirations – What we want to be when we grow up.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing</p> <p>Look how far I've come! Link back to Autumn term. Mark making/photos.</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Pirates- stealing things. Rules of being on a ship, why do we have rules?</p>

<p>Communication and Language</p> <p>This is a big focus at Laygate Community School</p> <p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, RSHE times, stories, singing, speech and language interventions, assemblies and Time to Talk, BLAST2 and NELI interventions.</p>	<p>Enjoys listening to longer stories and can remember much of what happens</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Develop social phrases</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems, and songs.</p> <p>Introducing elements of T4W to support oral storytelling</p>	<p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts.</p> <p>Learn new vocabulary</p> <p>Develop social phrases</p> <p>Engage in non-fiction books.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems, and songs.</p> <p>Embedding elements of T4W to support oral storytelling</p>	<p>Learn new vocabulary.</p> <p>Begin to articulate thoughts and ideas through well-formed sentences.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems, and songs.</p> <p>Embedding elements of T4W to support oral storytelling and using this to help children follow stories without pictures.</p>	<p>Learn new vocabulary.</p> <p>Begin to articulate thoughts and ideas through well-formed sentences.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Embedding elements of T4W to support oral storytelling and using this to help children follow stories without pictures.</p>	<p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check their understanding.</p> <p>Describe some events in detail.</p> <p>Engage in non-fiction books.</p> <p>Embedding elements of T4W to support oral storytelling and using this to help children follow stories without pictures.</p> <p>.</p>	<p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check their understanding.</p> <p>Describe some events in detail. Connect one idea or action to another using a range of connectives.</p> <p>Use talk to work out problems, organise thinking and activities, explaining how things work and why they might happen.</p> <p>Engage in non-fiction books</p> <p>Embedding elements of T4W to support oral storytelling and using this to help children follow stories without pictures.</p>
<p>Fine Motor Skills</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality)</p> <p>We will provide extra help and close guidance when needed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Cooking with natural materials in outdoor mud kitchen.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Gross Motor Skills</p> <p>Weekly Sessions using Jasmine Real Foundations Scheme.</p> <p>Help individual children to develop good personal hygiene</p>	<p>Weekly PE Sessions –Dance Bollywood Dancing – linked to Diwali.</p> <p>Daily ‘Go Noodle’</p> <p>Cooperation games i.e. parachute games.</p> <p>Negotiate space and awareness when moving around an area.</p> <p>Simple ball skills – throwing and catching Different ways of moving to be explored with children.</p>	<p>Weekly PE sessions - Daily ‘Go Noodle’</p> <p>Continue all skills- throwing and catching.</p> <p>Skipping ropes in outside area</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p>	<p>Weekly P.E. sessions</p> <p>Daily ‘Go Noodle’</p> <p>Continue to develop ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Provide a wide range of activities to support a broad range of abilities in the Reception Outdoor Area.</p>	<p>Weekly P.E. Sessions</p> <p>Daily ‘Go Noodle’</p> <p>Balance- children moving with confidence dance related activities.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. SSFC Polly Phonics</p>	<p>Weekly P.E Sessions</p> <p>Daily ‘Go Noodle’</p> <p>Obstacle activities children moving over, under, through and around equipment.</p> <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide</p>	<p>Weekly P.E Sessions.</p> <p>Daily ‘Go Noodle’</p> <p>Races / team games involving gross motor movements.</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p>
<p>Literacy Comprehension</p> <p>On-going development of skills as per curriculum guidance for the EYFS</p> <p>Shared Reading Reading Books Story Times</p>	<p>Joins in with rhymes and showing an interest in stories with repeated refrains.</p> <p>•Environment print. • Sharing their favourite story/rhyme.</p> <p>- the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p>	<p>Retell stories related to events through acting/role play Christmas letters/lists. Retelling stories using actions. Story Maps. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made</p>	<p>Making up stories with themselves as the main character</p> <p>Encourage children to record stories through picture drawing/mark making (ability wise)</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where</p>	<p>Share Information leaflets about animals in the garden/plants and growing (from Pets at home/Garden Centres etc.) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly</p>	<p>Share stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non- story- it gives information instead. Fiction means</p>

Understand the 5 key concepts about print. -meaning -purposes -left to right reading -different parts of a book -page sequencing	Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	up of known letter– sound correspondences.	necessary, a few exception words. Read a few common exception words Make books available for children to share at school and at home.	influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	Role play area – book characters (speech bubbles etc) Pajamarama Day (May 2022)- (reading stories that children bring in)	story. Can independently point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Begins to sort books into simple categories.
Literacy Word Reading On-going development of skills as per curriculum guidance for the EYFS. Follow RWI scheme (whole school approach)	RWI Scheme – Baseline Assessment Half termly Assessment Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Rhyming activities. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	RWI Scheme - Children streamed into 3 groups. By End of Autumn: Reading Set 1 single letter sounds and blending these sounds into words. End of term assessment Reading: Beginning to blend sounds, rhyming with increased accuracy, common theme in traditional tales, alliteration, knows that print is read from left to right. Show children how to touch each finger as they say each sound.	RWI Scheme – Continue to stream the children into 3 groups following Autumn term assessment. Tutoring lowest 20% Half Termly assessment. Reading: Rhyming strings, identifying characters and settings. Reading books in line with their developing phonic knowledge.	RWI Scheme – By the End of Spring: Reading Set 1 Special Friends diagraph. Reading words containing Set 1 sounds in the Ditties and Red Ditty books. End of term assessment Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non- fiction books. Listen to children read some longer words made up of letter-sound correspondences	RWI Scheme – Continue to stream the children into 3 groups following Spring term assessment. Tutoring lowest 20% Half Termly Assessment Reading: Non-fiction texts, Internal blending, Distinguishing capital letters and lower-case letters. Reading books in line with their developing phonic knowledge. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘come’, ‘some’, ‘all’	RWI Scheme – By the end of Summer: Reading Set 2 sounds and reading Green Story books. End of Year assessment. Reading: Reading simple sentences with fluency. Reading CVC, VCC, CVCC, CCVC and CCCVC words confidently. Reading books in line with their developing phonic knowledge.
Literacy Writing	Texts as a Stimulus: The Colour Monster The Colour Monster goes to school: Colour Monster – photos of each monster Drawing own colour monster. Name writing. Labelling feelings ‘sad’ ‘mad/cross’ ‘happy’. What makes me happy? (Draw and label) The Gruffalo: Identify rhyming words. Story map, teacher to scribe. Sequential vocabulary first, then, next, finally Character description – using words to describe. What’s in the Witch’s Kitchen? : Rhyming words Labelling potions	Texts as a Stimulus: Diwali (non-fiction text) Instructions – ‘How to make a Diya Lamp’. Stick Man Identify rhyming words. Story map. Story sequencing, beginning, middle, end. Instructions to make a stick man, teacher to scribe (sequential vocabulary first, then, next, finally) Link to own experiences of being lost. I felt... Stick Man’s feelings at various points. Little Red Riding Hood Create a wanted poster to catch the witch. Retelling stories in the writing area. Labelling using initial sounds. Character labelling. Captions/speech bubbles - what is she saying? Christmas cards to each other- name writing focus. Christmas lists using phonic knowledge.	Texts as a Stimulus: How to Catch a Star Bob the Man on the Moon Write a caption/sentence of what might happen. Label items that Bob could sell to the tourists. Moon factual; caption/sentences using phonic knowledge. Postcard from Space. Innovate Story-Bob flies to a different pace in his rocket. Picnic list Space Poems – Macmillan Children’s books. My first book of the solar system – Non-fiction. Focus on: Writing some of the tricky words that have been taught so far. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided group writing based around developing short sentences in a meaningful context.	Texts as a Stimulus: Jack and the Beanstalk Story language of a traditional tale. Retelling the story. Speech bubbles Lists of item Jack took. A Great Big Cuddle –Michael Rosen Diary of a Plant – non fiction Keeping a bean diary - captions/sentences. Instructions on how to grow a bean. Focus on: writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Ordering a story. Labels and captions.	Texts as a Stimulus: Handa’s Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version Focus on: Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower- case and capital letters correctly. Rhyming words.	Texts as a Stimulus: Commotion in the Ocean Write factual sentences using phonic knowledge. About an ocean / sea creature e.g., whale/octopus etc. The Pirate’s Next Door A pirate character description Treasure Map-label, Pirate story writing Focus on: Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories. Re-read what they have written to check it makes sense.

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Expressive Arts and Design	Weekly singing lessons	

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Mathematical Development

Laygate Community School

End of Reception Early Learning Goals (ELGs)

At the end of Reception, children at the expected level of development will:	
Communication and Language	<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	<p>Self-Regulation ELG</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships ELG</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
Physical	<p>Physical Development Gross Motor Skills ELG</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills ELG</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Literacy	<p>Literacy Comprehension ELG</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> <ul style="list-style-type: none"> - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing ELG</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

<p>Maths</p>	<p>Mathematics Number ELG</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns ELG</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Understanding of the World</p>	<p>Understanding the World Past and Present ELG</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World ELG</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p>Expressive Arts and Design</p>	<p>Expressive Arts and Design Creating with Materials ELG</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive ELG</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.