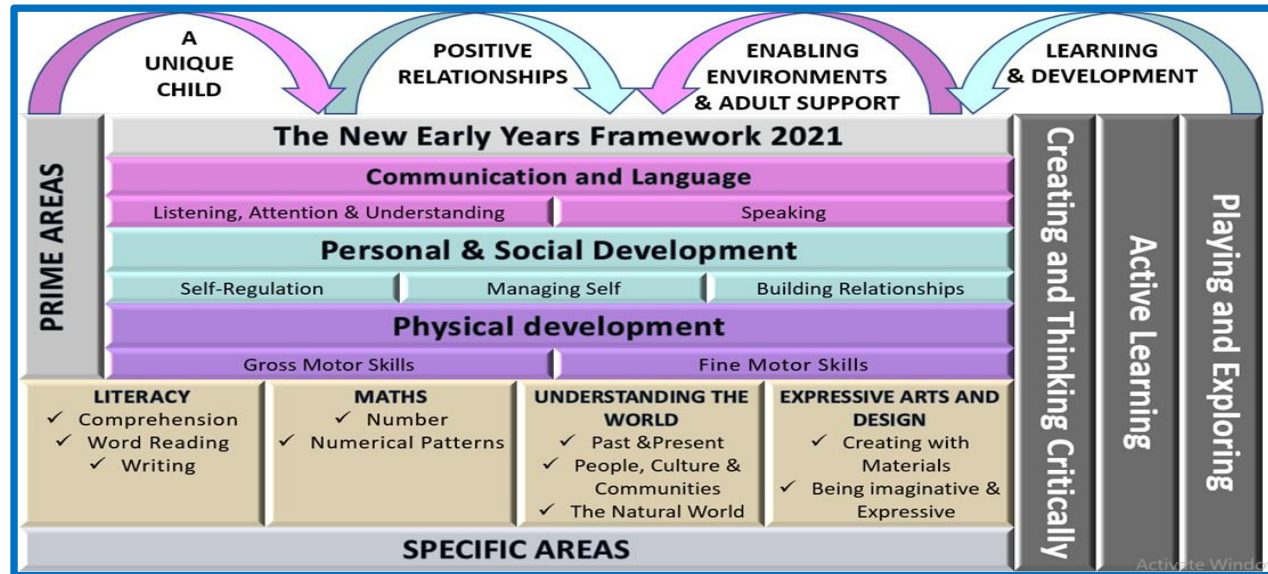




### Early Years Foundation Stage – Cycle 1 Long Term Planning 2023-24



#### Our school believes in:


- Enabling everyone to reach their full potential
- Developing a love for learning and a desire to achieve
- Encouraging everyone to become independent and confident, with a belief in themselves
- Promoting Christian values and respecting diversity.


At Bishop Lonsdale we offer a broad and balanced range of subjects and topics within a safe, stimulating and nurturing environment to enable children to start their journey as enthusiastic, successful, life-long learners.

Our provision is carefully planned and taught to allow children to explore, create and acquire knowledge that is relevant to their lives in all seven key areas of learning. Throughout their independent and collaborative play, our children are given opportunities to extend their learning through critical thinking and challenge.

## Early Years Foundation Stage – Cycle 1 Reception – Long Term Planning

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>TOPICS</b>	<b>AMAZING ME</b> <i>My Body My Family My Friends Looking After Myself Healthy Eating</i>	<b>RAINBOWS &amp; SPARKLES</b> <i>Red and Yellow Blue and Green Black and White Light and Dark</i>	<b>FAIRYTALES AND FORESTS</b> <i>Traditional stories based around forests e.g. Little Red Riding Hood</i>	<b>BLAST OFF!</b> <i>Whatever Next! Aliens Love Underpants Marvellous Moon Map</i>	<b>MARVELLOUS MINI BEASTS &amp; FABULOUS FLOWERS</b> <i>Plants and flowers Mini beasts Looking After our World</i>	<b>TRAVEL &amp; TRANSPORT</b> <i>Bikes Cars and Trains Planes and Boats Journeys Holidays</i>
<b>PICTURE BOOKS AND GREAT READS</b>	<b>Owl Babies:</b> Martin Waddle <b>What Makes Me a Me:</b> Ben Faulks	<b>Brown Bear, Brown Bear:</b> Eric Carle <b>Mixed:</b> Aree Chung	<b>Little Red Riding Hood:</b> Mandy Ross <b>We're Going on a Bear Hunt:</b> Michael Rosen	<b>Whatever Next!:</b> Jill Murphy <b>Aliens Love Underpants:</b> Claire Freedman	<b>Jasper's Beanstalk:</b> Nick Butterworth <b>The Very Hungry Caterpillar:</b> Eric Carle	<b>We Catch the Bus:</b> Katie Abey <b>The Lost Property Office:</b> Emily Rand
<b>MUST READS</b>	<b>The Large Family Books:</b> Jill Murphy <b>Peace at Last:</b> Jill Murphy <b>The Boy Who Loved Everyone:</b> Jane Porter <b>You Choose:</b> Nick Sharratt <b>Leaf Man:</b> Lois Ehlert	<b>Press Here:</b> Herve Tullet <b>Bob's Blue Period:</b> Marion Deuchars <b>The Colour Monster:</b> Anna Llenas <b>Rainbow Hands:</b> Mamta Nainy <b>How to Catch a Rainbow:</b> Naomi Jones <b>Elmer:</b> David McKee	<b>Where's My Teddy:</b> Jez Alborough <b>We're Going to Find the Monster:</b> Marjorie Blackman <b>The Gruffalo:</b> Julia Donaldson <b>Mr Wolf's Pancakes:</b> Jan Fearnley	<b>The Marvellous Moon Map</b> Teresa Heapy <b>Aliens Love Underpants Save the World:</b> Claire Freedman <b>How to Catch a Star:</b> Oliver Jeffers <b>Martha Maps it Out:</b> Leigh Hodgkinson <b>You Choose in Space:</b> Nick Sharratt	<b>Arrrrgh Spider:</b> Lydia Monks <b>The Extraordinary Gardner:</b> Sam Boughton <b>The Bug Collector:</b> Alex Griffiths <b>Norman the Slug with the Silly Shell:</b> Sue Hendra	<b>The Train Ride:</b> June Crebbin <b>The Last Stop on Market Street:</b> Matt De La Pena <b>Mrs Armitage on Wheels</b> Quentin Blake <b>When I was Like You</b> Jill Paton Walsh
<b>NURSERY RHYMES/POEMS</b>	Heads, Shoulders Knees and Toes A Great Big Cuddle	10 Green Bottles I Can Sing a Rainbow	Teddy Bears Picnic	Twinkle Twinkle Hey Diddle Diddle <b>Zim Zam Zoom:</b> James Carter	Incey Wincey Spider <b>Mad About Minibeasts:</b> Giles Andreae	Row Your Boat Wheels on the Bus <b>Red Lorry, Yellow Lorry:</b> Michelle Robinson <b>The Whales on the Bus:</b> Katrina Chapman
<b>NON FICTION BOOKS</b>	<b>All Kinds of Families:</b> Sophie Henn <b>The Body Book:</b> Hannah Alice <b>All Kinds of People:</b> Emma Damon	<b>Wonderful World of Colour:</b> Tim Hopgood <b>Colours, Colours Everywhere:</b> Julia Donaldson	<b>National Trust – Look What I Found in the Woods</b> Moira Butterfield <b>Tilly Plants a Tree:</b> William Petty	<b>The Solar System for Kids:</b> Dr Dhoot <b>Look Inside Space:</b> Rob Lloyd Jones	<b>Sam Plants a Sunflower:</b> Kate Petty <b>Do You Love Bugs?:</b> Matt Robertson	<b>My Big Book of Transport:</b> Moira Butterfield <b>Things that Go:</b> William Bee

<b>MATHS BOOKS</b>	<b>One to Ten and Back Again:</b> Nick Sharatt		<b>Ten Seeds</b> Ruth Brown	10 Little Aliens 5 little men in a flying saucer	<b>How Much Does a Ladybird Weigh?:</b> Alison Limentani <b>Actual Size:</b> Steve Jenkins	<b>Count the Cars, Trains, Trucks and Planes</b>
<b>WELL BEING BOOKS</b>	<ol style="list-style-type: none"> <li><b>Rain Before Rainbows</b> Smitri Halls</li> <li><b>What are Feelings</b> Katie Daynes</li> <li><b>In My Heart Book of Feelings</b> Jo Wttek</li> </ol>			<ol style="list-style-type: none"> <li><b>The Colour Monster</b> Anna Llenas</li> <li><b>Worry Monsters</b> Rosie Greening</li> <li><b>Ruby's Worry</b> Tom Percival</li> </ol>		
	<b>AUTUMN 1 AMAZING ME</b>	<b>AUTUMN 2 RAINBOWS AND SPARKLES</b>	<b>SPRING 1 FAIRYTALES AND FORESTS</b>	<b>SPRING 2 BLAST OFF!</b>	<b>SUMMER 1 MARVELLOUS MINI BEASTS &amp; FABULOUS FLOWERS</b>	<b>SUMMER 2 TRAVEL AND TRANSPORT</b>
<b>ENRICHMENT OPPORTUNITIES AND 'WOW MOMENTS'</b>	Autumn Autumn Nature Walk Planting vegetables (Indoor & outdoor) Harvest Time Halloween Diversity Week Rammie's Little Movers	Winter Winter Nature Walk Make a Bird Feeder Bonfire Night Remembrance Day Christmas & Nativity Christmas Disco Diwali Children in Need Anti-Bullying Week Balanceability	Forest School Sessions Leaf Hunt Den Building Valentine's Day Internet Safety Day	Spring Spring Nature Walk Nature Wands World Book Day World Maths Day Science Week Pancake Day Easter Easter Egg Hunt Top Up Balanceability	Planting flowers - take home a sunflower Mini Beast Hunt Bug Hotel Mini Beast Visit Fundamentals Trip	Summer Summer Nature Walk Bishop Beach Day Beach Disco Wet and Wild Day Road Safety Top Up Balanceability Sports Day
<b>PARENTAL ENGAGEMENT</b>	Stand Up Derbyshire Parents Evening Behaviour Breakfast Reading Workshop Going for Green	Christmas Bingo Nativity E-Safety Workshop Going for Green	Winter Olympics Parents Evening Bedtime Story Workshop Going for Green	Spring Event Easter Service Going for Green	Curriculum Link Event Reading Challenge Going for Green	Open Evening Summer Fayre Going for Green End of Year Report
<b>BRITISH VALUES</b>	<p><b>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. These are not exclusive to being British and are shared by other democratic countries.</b></p> <ul style="list-style-type: none"> <li><b>Picture News</b></li> <li><b>Worship</b></li> <li><b>Prayer Spaces</b></li> <li><b>PSHE</b></li> <li><b>RE</b></li> <li><b>School Council</b></li> <li><b>Sports Council</b></li> <li><b>ECO Council</b></li> <li><b>Diversity</b></li> </ul>					
	<p><b>Mutual Respect</b> - We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> <p><b>Mutual Tolerance</b> - Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p><b>Rule of Law</b> - We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p><b>Individual Liberty</b> - We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p><b>Democracy</b> - We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>					

<p><i>Week</i></p> <ul style="list-style-type: none"> <li><i>School Rules</i></li> <li><i>School Team Events</i></li> <li><i>Spirituality Area</i></li> </ul>						
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Reception Baseline Assessment (RBA) Bishop Lonsdale Baseline Assessment Nuffield Early Language Intervention (NELI) Assessment EY Team Meetings EAL Assessments</p>	<p>Pupil Progress (PPM) Little Wandle Assess NELI EY Team Meetings Feedback on group plans</p>	<p>PPM Little Wandle Assess NELI EY Team Meetings Feedback on group plans Target Review Sheets</p>	<p>PPM Little Wandle Assess NELI EY Team Meetings Feedback on group plans</p>	<p>PPM Little Wandle Assess NELI EY Team Meetings Feedback on group plans Target Review Sheets</p>	<p>PPM Little Wandle Assess NELI Final Assessment EY Team Meetings Feedback on group plans EAL Assessment</p>
	<p><b>AUTUMN 1 AMAZING ME</b></p>	<p><b>AUTUMN 2 RAINBOWS AND SPARKLES</b></p>	<p><b>SPRING 1 FAIRYTALES AND FORESTS</b></p>	<p><b>SPRING 2 BLAST OFF!</b></p>	<p><b>SUMMER 1 MARVELLOUS MINI BEASTS&amp;FABULOUS FLOWERS</b></p>	<p><b>SUMMER 2 TRAVEL AND TRANSPORT</b></p>
<p><b>CHARACTERISTICS OF EFFECTIVE LEARNING</b></p>	<p><b>PLAYING AND EXPLORING:</b> 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><b>ACTIVE LEARNING:</b> 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><b>CREATING AND CRITICALLY THINKING:</b> 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>					
<p><b>OVERARCHING PRINCIPLES</b></p>	<p><b>UNIQUE CHILD:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>POSITIVE RELATIONSHIPS:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>ENABLING ENVIRONMENTS:</b> 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.</p>					

**LEARNING AND DEVELOPING:**

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 Bishop Lonsdale Primary School and Nursery we understand that play is an integral part of learning and this is at the heart of our early years curriculum.

We believe that the correct mix of adult directed and uninterrupted child initiated play, including outdoor play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.



**AUTUMN 1  
AMAZING ME**

**AUTUMN 2  
RAINBOWS AND  
SPARKLES**

**SPRING 1  
FAIRYTALES AND  
FORESTS**

**SPRING 2  
BLAST OFF!**

**SUMMER 1  
MARVELLOUS MINI  
BEASTS&FABULOUS  
FLOWERS**

**SUMMER 2  
TRAVEL AND  
TRANSPORT**

**COMMUNICATI  
ON AND  
LANGUAGE**  
*Talk to parents  
about what  
language they speak  
at home, try and  
learn a few key  
words and celebrate  
multilingualism.*

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**.

**ONGOING &  
TARGETED  
ACTIVITIES:**

- High quality interactions
- Daily group discussions.
- PSHE & circle time
- Storytime
- Class Worship
- Split Stories
- Singing & Rhymes
- Speech & Language Interventions
- NELI Interventions

Settling in activities.  
Making friends and learning names.  
Modelling talk routines through the day e.g. answering register/eye contact.  
Use social phrases e.g good morning.  
Listening activities.  
Following instructions.  
Learn new vocabulary and use throughout the day.  
Talk about experiences that


Understanding how to listen carefully and why listening is important – introducing talking partners.  
Taking part in discussions.  
Develop new vocabulary.  
Using previous and new vocabulary throughout the day.  
Listening and responding to stories.  
Using story language.


Speak in complete sentences.  
Listening to and talking about stories to build familiarity and understanding.  
Retelling a story with story language.  
Describing events.  
Listen to and talk about selected non fiction.  
Use connectives e.g. and to develop ideas.

Describe events in detail.  
Introduce and model the use of time connectives.  
Listening carefully and asking good questions during story time and discussions.  
Answering and asking how and why questions.  
Sustaining focus when listening to a story.

Using time connectives within spoken sentences.  
Learning the features of non-fiction books.  
Selecting books containing photographs and pictures to support their learning.

Use talk to work out problems and organise thinking.  
Explain how things work and why they might happen.  
Reading books to extend their knowledge of the world and illustrate a current topic.  
Use the features of non-fiction books.


<ul style="list-style-type: none"> <li>• <i>Voice 21 strategies</i></li> </ul>	<p>are familiar to them.</p> <p>Sharing stories.</p>					
<p>Listen and join in with songs and rhymes.</p> <p>Re-reading some favourite stories.</p> <p>Revisit and consolidate previously learnt vocabulary and events e.g. floor books and zone photos.</p>						
	<p><b>AUTUMN 1 AMAZING ME</b></p>	<p><b>AUTUMN 2 RAINBOWS AND SPARKLES</b></p>	<p><b>SPRING 1 FAIRYTALES AND FORESTS</b></p>	<p><b>SPRING 2 BLAST OFF!</b></p>	<p><b>SUMMER 1 MARVELLOUS MINI BEASTS&amp;FABULOUS FLOWERS</b></p>	<p><b>SUMMER 2 TRAVEL AND TRANSPORT</b></p>
<p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating, and manage personal needs independently</b>. Through supported interactions with other children, they learn how to <b>make good friendships</b>, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve</b> at school and in later life.</p>					
<p><b><i>SCHEME OF WORK: JIGSAW</i></b></p>						
<p><b>ONGOING &amp; TARGETED</b></p>	<p><b>BEING ME IN MY WORLD</b></p>	<p><b>CELEBRATING DIFFERENCE</b></p>	<p><b>DREAMS AND GOALS</b></p>	<p><b>HEALTHY ME</b></p>	<p><b>RELATIONSHIPS</b></p>	<p><b>CHANGING ME</b></p>

<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Regular reference to school rules</li> <li>• Smileys, awards and green certificates</li> <li>• School team events</li> <li>• Talking partners and group activities</li> <li>• Class Worship</li> <li>• Feelings games</li> <li>• Whole school initiatives e.g. Tasting Tuesday, Oral Health Workshops.</li> <li>• Use of communication an visual aids</li> <li>• Use of sensory spaces.</li> <li>• Personalised strategies</li> </ul>	<p>I can help others to feel welcome.</p> <p>I can begin to recognise and manage my own feelings.</p> <p>I understand why it is good to have kind and gentle hands.</p> <p>I am beginning to understand what responsible means.</p>	<p>I can talk about what I am good at.</p> <p>I understanding that being different makes us all special.</p> <p>I know ways that we are different and the same.</p> <p>I can tell you how to be a kind friend.</p> <p>I can tell you why my home is special to me.</p> <p>I know ways to stand up for myself.</p>	<p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you a time that I didn't give up.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people</p> <p>I know what it means to feel proud of myself.</p>	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand that moving and resting are good for my body.</p> <p>I know which foods are healthy and not healthy.</p> <p>I know how to help myself go to sleep and why it is good for me.</p> <p>I can wash my hands thoroughly and I know why it is important to stay healthy.</p> <p>I know what a stranger is and how to keep safe if a stranger approaches me.</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p>
	<p><b>AUTUMN 1 AMAZING ME</b></p>	<p><b>AUTUMN 2 RAINBOWS AND SPARKLES</b></p>	<p><b>SPRING 1 FAIRYTALES AND FORESTS</b></p>	<p><b>SPRING 2 BLAST OFF!</b></p>	<p><b>SUMMER 1 MARVELLOUS MINI BEASTS&amp;FABULOUS FLOWERS</b></p>	<p><b>SUMMER 2 TRAVEL AND TRANSPORT</b></p>
<p><b>PHYSICAL DEVELOPMENT</b></p>	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					

<p><b>FINE MOTOR ONGOING &amp; TARGETED ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Finger Gym</li> <li>• Schemas table</li> <li>• Sand and Water</li> <li>• Writing shelves</li> <li>• Writing bench</li> <li>• Graffiti Wall</li> <li>• Extension activities</li> <li>• Outdoor provision</li> <li>• Forest School</li> <li>• Physical Literacy</li> <li>• Target Tickets</li> </ul>	<p><b>At least two opportunities to develop the small movements listed below will be planned into continuous provision. Challenge will be planned e.g. following and cutting a zig-zag line, moving items with tweezers against a timer.</b></p> <p><i>Using cutlery</i>  <i>Threading</i>  <i>Cutting e.g. snipping</i>  <i>Weaving</i>  <i>Malleable</i>  <i>Strengthening e.g. tweezers</i>  <i>Pencil Control e.g. tracing</i>  <i>Construction e.g. woodwork</i>  <i>Mark making</i></p>
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<p><b>GROSS MOTOR ONGOING &amp; TARGETED ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Balanceability</li> <li>• Forest school</li> <li>• Den building</li> <li>• Physical literacy</li> <li>• Target tickets</li> <li>• Extension activities</li> <li>• Lunchtime provision</li> </ul>	<p><b>At least two opportunities to develop the gross motor skills listed below will be planned into continuous provision. Challenge will also be planned e.g. putting skills into games, increasing distance between a target.</b></p> <p><i>Balance</i>  <i>Co-ordination</i>  <i>Body Strength</i>  <i>Agility</i>  <i>Energetic movements: climbing, running, hopping, skipping, jumping, riding</i></p>
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**SCHEME OF WORK: GET SET 4 PE**

PHYSICAL EDUCATION	Fundamentals Units 1&2	Dance Units 1&2	Gymnastics Units 1&2	Ball Skills Units 1&2	Games Units 1&2	Sports Day Activities
	<b>AUTUMN 1 AMAZING ME</b>	<b>AUTUMN 2 RAINBOWS AND SPARKLES</b>	<b>SPRING 1 FAIRYTALES AND FORESTS</b>	<b>SPRING 2 BLAST OFF!</b>	<b>SUMMER 1 MARVELLOUS MINI BEASTS&amp;FABULOUS FLOWERS</b>	<b>SUMMER 2 TRAVEL AND TRANSPORT</b>



<b>LITERACY</b>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)</p>					
<b>READING COMPREHENSION ON ONGOING &amp; TARGETED ACTIVITIES</b> <ul style="list-style-type: none"> <li>• Storytimes</li> <li>• Extension activities</li> <li>• Reading area</li> <li>• Reading shed</li> <li>• 1:1 reading</li> <li>• Home Reading</li> <li>• Library</li> <li>• Lunchtime Reading Ambassadors</li> </ul>	<p><b>Attitudes</b> Enjoy listening to a range of texts that are age appropriate and beyond.</p> <p><b>Structure and Presentation:</b> Join in when poems with predictable and repeating patterns are read aloud.</p> <p><b>Retrieval</b> When the child is reading: With support from an adult, uses picture clues to describe what has just happened.</p>	<p><b>Attitudes</b> Chooses to engage in book related activities or play e.g. choosing a book to read for story time, asking an adult to read a particular book to them.</p> <p><b>Inference:</b> With support, begin to link what they are reading to their own experiences.</p> <p><b>Stamina</b> Listen attentively and respond to what they hear when being read to.</p> <p><b>Vocabulary</b> Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play</p>	<p><b>Attitudes</b> Has favourite books and rhymes and can talk about them.</p> <p><b>Retrieval</b> When the adult is reading: Recall information from a page, which they have listened to, to answer simple questions.</p> <p><b>Fluency</b> Begin to read some common regular/irregular words by sight recognition without sounding out.</p>	<p><b>Attitudes</b> Begins to use story language and/or common story patterns in play or activities.</p> <p><b>Inference:</b> Can respond to questions about what characters have said and done, including how they might be feeling.</p> <p><b>Vocabulary</b> Show interest in unfamiliar words by asking what they mean</p>	<p><b>Structure and Presentation:</b> Begin to recognise the difference between fiction and non-fiction texts.</p> <p><b>Retrieval</b> When the adult is reading: Show interest by asking questions to understand what has happened in stories they have had read to them.</p>	<p><b>Connections and Comparisons:</b> Begin to show awareness of similarities and differences between features of different stories, e.g. characters, settings, events, story endings.</p> <p><b>Summarizing:</b> Holds conversation when engaged in back and forth exchanges about stories they know or have heard.</p>
<b>SCHEME OF WORK: LITTLE WANDLE</b>						
<b>WORD READING &amp; FLUENCY ONGOING &amp; TARGETED ACTIVITIES</b> <ul style="list-style-type: none"> <li>• At least x3 CP activities</li> <li>• Extension activities</li> <li>• Reading shed</li> <li>• 1:1 reading</li> <li>• Home Reading</li> <li>• Phonics Interventions</li> <li>• Target Tickets</li> </ul>	<p><b>Phase 2</b> <b>GPCs:</b> s a t p I n m d g o c k c k e u r h b f l <b>Tricky words:</b> is I the</p>	<p><b>Phase 2</b> <b>GPCs:</b> ff ll ss j v w x y z zz qu ch sh th ng nk <b>Tricky words:</b> put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p><b>Phase 3</b> <b>GPCs:</b> ai ee igh oa oo oo ar or ur ow oi ear air er <b>Tricky words:</b> was you they my by all are sure pure</p>	<p><b>Phase 3</b> <b>GPCs:</b> Review Phase 3 <b>Tricky words:</b> Review the words taught so far</p>	<p><b>Phase 4</b> Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words <b>Tricky words:</b> said so have like some come love do were here little says there when what one out today</p>	<p><b>Phase 4</b> Long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est Longer words and compound words <b>Tricky words:</b> Review all taught so far</p>
<p>Begin to read some common regular/irregular words by sight recognition without sounding out. Read simple phrases/sentences using their phonic knowledge. Become more fluent and confident re reading a book.</p>						

<b>WRITING TRANSCRIPTIO N SPELLING</b>	<b>Phase 2 GPCs:</b> s a t p I n m d g o c k c k e u r h b f l  Write grapheme in response to hearing phoneme.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<b>Phase 2 GPCs:</b> ff ll ss j v w x y z zz qu ch sh th ng nk  Write grapheme in response to hearing phoneme.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<b>Phase 3 GPCs:</b> ai ee igh oa oo oo ar or ur ow oi ear air er  Write grapheme in response to hearing phoneme.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<b>Phase 3 GPCs:</b> Review Phase 3  Write grapheme in response to hearing phoneme.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<b>Phase 4</b> Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words  Spell longer words by identifying sounds in them and representing the sounds with a letter or letters.	<b>Phase 4</b> Long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est Longer words and compound words  Spell longer words by identifying sounds in them and representing the sounds with a letter or letters.
<b>WRITING TRANSCRIPTIO N HANDWRITING</b>	<b><i>SCHEME OF WORK: KINGSTON CURSIVE HANDWRITING</i></b>					
	<i>Under pattern (short)</i> <i>Under pattern (tall)</i> <i>Under pattern short/tall</i> <i>Associated letters: i l t u y j b</i> <i>Words including above letters e.g. it, lit, till</i> <i>Vocabulary: grip, ascenders, descenders, under, pattern, join.</i>	<i>Patterns previously taught</i> <i>Over pattern</i> <i>Associated letters: n m h r p k</i> <i>Words including above letters and those previously taught e.g. pin, nut,</i> <i>Zigzag pattern</i> <i>Associated letters: v, w, x</i> <i>Words including above letters and those previously taught e.g. zip, buzz</i> <i>Vocabulary: grip, ascenders, descenders, over, zig zag, pattern, join.</i>	<i>Patterns previously taught</i> <i>C pattern</i> <i>O pattern</i> <i>Associated letters: c o a d g q f s</i> <i>Words including above letters and those previously taught e.g. had, dog</i> <i>Letters: e, z and x</i> <i>Words including above letters and those previously taught e.g. box, pen</i> <i>Vocabulary: grip, ascenders, descenders, over, zig zag, pattern, join.</i>			
<b>WRITING (COMPOSITION)</b>	<b><i>SCHEME OF WORK: WRITING FOR PLEASURE</i></b>					
	<b>Punctuation</b> Introduce (and refer whenever encountered): <ul style="list-style-type: none"> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letters</li> </ul> <b>Sentence Construction</b> <ul style="list-style-type: none"> <li>Children orally compose full sentences in response to a prompt, question or respond to a shared text.</li> <li>Gives meaning to the marks they make as they draw, write, paint and including using touch-screen technology</li> </ul> <b>Text structure and Organisation</b> <ul style="list-style-type: none"> <li>Simple factual sentence based around a theme (names, labels, lists). These might be recorded by a member of staff and then the child copies providing opportunity for deliberate transcribing practice.</li> </ul>	<b>Punctuation</b> <ul style="list-style-type: none"> <li>Children are taught to use capital letters for their forename</li> <li>Children start a phrase of sentence with a capital letter</li> </ul> <b>Sentence Construction</b> <ul style="list-style-type: none"> <li>Orally compose a complete sentence using Standard English.</li> <li>With daily, deliberate practice, children consistently form recognisable letters and words. They write lists, labels and captions that are phonetically plausible, and are beginning to write some common exception words, such as I, the, to and go.</li> </ul> <b>Text structure and Organisation</b> <ul style="list-style-type: none"> <li>Simple factual sentences based around a theme.</li> <li>Sentences are recorded within an appropriate writing book.</li> </ul>	<b>Punctuation</b> <ul style="list-style-type: none"> <li>Children read back completed sentences which they have written.</li> <li>Name always starts with capital</li> </ul> <b>Sentence Construction</b> <ul style="list-style-type: none"> <li>Orally compose sentences which are spoken with accurate verb tense agreement.</li> <li>Extend to using connectives: and, but</li> </ul> <b>Text structure and Organisation</b> <ul style="list-style-type: none"> <li>Children orally compose sentences, using text and familiar books, before recording sentences using an appropriate pencil.</li> <li>Sentences are recorded within an appropriate writing book.</li> </ul>			



**AUTUMN 1  
AMAZING ME**

**AUTUMN 2  
RAINBOWS AND SPARKLES**

**SPRING 1  
FAIRYTALES AND  
FORESTS**

**SPRING 2  
BLAST OFF!**

**SUMMER 1  
MARVELLOUS MINI  
BEASTS&FABULOUS  
FLOWERS**

**SUMMER 2  
TRAVEL AND  
TRANSPORT**

**MATHS  
ONGOING &  
TARGETED  
ACTIVITIES**

- Extension activities
- Maths shed

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

**SCHEME OF WORK: WHITE ROSE**

**Match, Sort and Compare**

- Matching and grouping objects
- Sorting and comparing objects
- Comparing amounts

**Measure and Pattern**

- Comparing size, mass and capacity
- Exploring simple patterns
- Copy, continue and create simple patterns.

**Numbers 1, 2 and 3**

- Finding and representing 1, 2 and 3
- Subitising 1, 2 and 3
- Composition 1, 2 or 3
- Finding 1 more and 1 less

**Circles and Triangles**

- Identify, name and comparing circles and triangles.
- Looking for shapes in the environment
- Describing position

**Numbers 4 and 5**

- Finding, subitizing and representing 4 and 5.
- Finding 1 more or 1 less
- Composition of 4 and 5
- Composition of number 1 to 5

**Shapes with 4 sides**

- Identify and name shapes with 4 sides
- Combining shapes with 4 sides
- Looking for shapes in the environment
- Day and Night

**Numbers from 0 to 5**

- Introducing zero
- Find, subitise and represent 0 to 5
- Finding 1 more and 1 less
- Composition of numbers up to 5
- Conceptual subitising to 5

**Mass and Capacity**

- Comparing mass using balance scales
- Exploring and comparing capacity

**Building up to 6, 7 & 8**

- Finding, subitizing and representing 6, 7 and 8.
- Finding 1 more or 1 less
- Composition of 6, 7 and 8
- Making pairs and finding odd and even
- Doubling up to 8

**Length, Height and Time**

- Explore and compare length
- Explore and compare height

**Building up to 9 and 10**

- Finding and representing 9 and 10
- Comparing numbers to 10
- Conceptual subitising to 10
- Finding 1 more or 1 less
- Composition to 10
- Number bonds to 10

**Exploring 3D shapes and patterns**

- Recognise and name 2-d shapes.
- Finding 2D shapes within 3D shapes
- Using 3D shapes for tasks
- 3-d shapes in the environment
- Exploring and identifying more complex patterns
- Copy and continue more complex patterns.
- Patterns in the environment

**Numbers to 20 and Beyond**

- Building numbers beyond 10
- Continuing patterns beyond 10
- Verbal counting up to and beyond 20
- Verbal counting patterns

**Addition and Subtraction**

- Adding more
- Taking Away
- How many do I have?

**Exploring Shape**

- Selecting shapes for a purpose
- Rotating and manipulating shapes
- Explaining shape arrangements.
- Composing and decomposing shapes
- Copying 2D shape pictures
- Finding 2D shapes within 3D shapes

**Sharing and Grouping**

- Exploring sharing
- Sharing sets of objects
- Exploring grouping
- Grouping objects together
- Sharing even and odd numbers
- Doubling

**Patterns, Positional Language and Visualisation**

- Identifying repeating patterns
- Creating and exploring own patterns
- Using construction to replicate and build scenes
- Visualising from different positions
- Describing position
- Exploring mapping and representing maps using objects
- Create maps from familiar places and story settings

**Deepening Understanding and Consolidation of learning**



**AUTUMN 1  
AMAZING ME**

**AUTUMN 2  
RAINBOWS AND SPARKLES**

**SPRING 1  
FAIRYTALES AND  
FORESTS**

**SPRING 2  
BLAST OFF!**

**SUMMER 1  
MARVELLOUS MINI  
BEASTS&FABULOUS  
FLOWERS**

**SUMMER 2  
TRAVEL AND  
TRANSPORT**

**UNDERSTANDING THE WORLD**  
*RE Festivals Science History Geography (See links to maths)*

The **frequency and range** of children’s **personal experiences** increases their **knowledge and sense of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, **listening to a broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our **culturally, socially, technologically and ecologically diverse** world. As well as building important knowledge, this **extends their familiarity with words** that support understanding across domains. **Enriching and widening children’s vocabulary** will support later reading comprehension


**RE SCHEME OF WORK: UNDERSTANDING CHRISTIANITY/**

	<b>Being Special</b> Key Question: Where do we belong?  <i>Religion: Christianity, Judaism</i>	<b>Incarnation</b> Key Question: Why do Christians perform Nativity plays at Christmas? How do people celebrate?  <i>Religion: Christianity</i>	<b>Special People</b> Key Question: What makes places special?  <i>Religions: Christianity, Islam, Judaism</i>	<b>Salvation</b> Key Question: Why do Christians put a cross in an Easter garden?  <i>Religion: Christianity</i>	<b>Special Places</b> Key Question: Which places are special and why?  <i>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</i>	<b>Creation</b> Key Question: Who made the world?  <i>Religion: Christianity</i>
<b>Special celebrations</b>	<i>Harvest festival</i>	<i>Diwali Hannukah Christmas</i>	<i>Chinese New Year Shrove Tuesday Ash Wednesday St David’s Day</i>	<i>Palm Sunday Easter Vaisakhi Start of Ramadan St Georges Day</i>	<i>Eid</i>	<i>Summer Solstice Eid</i>

**FOREST SCHOOL:**

**UNITS CAN BE DELIVERED IN ANY ORDER OR SIMULTANEOUSLY BY EXTERNAL PROVIDERS/BISHOP LONSDALE STAFF**

<b>Risk Management &amp; Environmental Awareness</b>	<b>Exploration and Play</b>	<b>Natural Crafts</b>	<b>Shelter Building &amp; Knots</b>	<b>Using Tools</b>	<b>Fire &amp; Using Fire for Cooking</b>
<ul style="list-style-type: none"> <li>• Introduce to rules and boundaries.</li> <li>• Promotion of free exploration.</li> <li>• Introduction to nettles and brambles – encourage check before touch approach.</li> <li>• Teach return to me methos: “123, back to me”.</li> <li>• Promote kindness and the concept of being gentle with nature.</li> <li>• Sensory walks to explore.</li> <li>• Learn to carry sticks safely. (1 end on the floor at all</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce rules and boundaries.</li> <li>• Plant bulbs or seeds.</li> <li>• Sensory walks</li> <li>• Search for colours, shapes and patterns in nature.</li> <li>• Sensory play: mud kitchen, potions and puddings.</li> </ul>	<ul style="list-style-type: none"> <li>• Using clay or mud to explore 3D</li> <li>• shapes and sculpture.</li> <li>• Creating stickman</li> <li>• Leaf and tree bark rubbings.</li> <li>• Nature Detectives: colour hunt.</li> </ul>	<ul style="list-style-type: none"> <li>• Den building for small animals and toys.</li> <li>• Using natural items to create dens.</li> <li>• Can build a basic shelter with support using indoor equipment (e.g chairs, tables and sheets).</li> <li>• Mini-den building for small animals - Three little</li> </ul>	<ul style="list-style-type: none"> <li>• Know what basic tools look like and are called and what they can be used for (peelers for whittling, hammers, mallets, trowels and forks).</li> <li>• To explore with plastic tools in the sand tray or garden area.</li> <li>• To plant seeds in pots with care.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and talk about fire lighting procedures.</li> <li>• Begin to contribute by selecting fuel.</li> <li>• Know safety procedures.</li> <li>• Practice the down on one knee safety position.</li> <li>• If suitable and able, allow to practice</li> </ul>

	times for longer sticks).			pigs <ul style="list-style-type: none"> <li>To learn to tie shoe laces.</li> </ul>		with fire steel. <ul style="list-style-type: none"> <li>Toast marshmallows.</li> </ul>
	<b>AUTUMN 1 AMAZING ME</b>	<b>AUTUMN 2 RAINBOWS AND SPARKLES</b>	<b>SPRING 1 FAIRYTALES AND FORESTS</b>	<b>SPRING 2 BLAST OFF!</b>	<b>SUMMER 1 MARVELLOUS MINI BEASTS&amp;FABULOUS FLOWERS</b>	<b>SUMMER 2 TRAVEL AND TRANSPORT</b>
<b>EXPRESSIVE ARTS AND DESIGN</b>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<b>MUSIC SCHEME OF WORK: CHARANGA</b>						
	<b>Me</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Share and perform the learning that has taken place</li> </ul>	<b>My stories</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Share and perform the learning that has taken place</li> </ul>	<b>Everyone</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Share and perform the learning that has taken place</li> </ul>	<b>Our World</b> <ul style="list-style-type: none"> <li>Listening and responding to different styles of music</li> <li>Embedding foundations of the interrelated dimensions of music</li> <li>Learning to sing or sing along with nursery rhymes and action songs</li> <li>Improvising leading to playing classroom instruments</li> <li>Share and perform the learning that has taken place</li> </ul>	<b>Big Bear Funk</b> <ul style="list-style-type: none"> <li>Listening and appraising Funk music</li> <li>Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>Playing instruments within the song</li> <li>Improvisation using voices and instruments</li> <li>Riff-based composition</li> <li>Share and perform the learning that has taken place</li> </ul>	<b>Reflect, Rewind, replay.</b> <ul style="list-style-type: none"> <li>Listening and appraising Funk music</li> <li>Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>Playing instruments within the song</li> <li>Improvisation using voices and instruments</li> <li>Revisit Nursery and action rhymes previously learned</li> <li>Riff-based composition</li> <li>Share and perform the learning that has taken place</li> </ul>

**EARLY LEARNING GOALS**  
**End of Year Expectations - Holistic / Best Fit Judgement**

<b>COMMUNICATION &amp; LANGUAGE</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	<b>PHYSICAL DEVELOPMENT</b>	<b>LITERACY</b>	<b>MATHS</b>	<b>UNDERSTANDING THE WORLD</b>	<b>EXPRESSIVE ART AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p><i>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</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p> <p><b>ELG: Speaking</b></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced</i></p>	<p><b>ELG: Self-Regulation</b></p> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></p> <p><i>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.</i></p> <p><b>ELG: Managing Self</b></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><b>ELG: Building Relationships</b></p> <p><i>Work and play cooperatively and</i></p>	<p><b>ELG: Gross Motor Skills</b></p> <p><i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><b>ELG: Fine Motor Skills</b></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paint brushes and cutlery.</i></p> <p><i>Begin to show accuracy and care when drawing.</i></p>	<p><b>ELG: Comprehension</b></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate – where appropriate – key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p> <p><b>ELG: Word Reading</b></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><b>ELG: Writing</b></p>	<p><b>ELG: Number</b></p> <p><i>Have a deep understanding of number to 10, including the composition of each number;</i></p> <p><i>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.</i></p> <p><b>ELG: Numerical Patterns</b></p> <p><i>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.</i></p> <p><i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>	<p><b>ELG: Past and Present</b></p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><b>ELG: People, Culture and Communities</b></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>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.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –</i></p>	<p><b>ELG: Creating with Materials</b></p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</i></p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p><i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></p> <p><i>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.</i></p>

<p><i>vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>	<p><i>take turns with others.</i></p> <p><i>Form positive attachments to adults and friendships with peers;</i></p> <p><i>Show sensitivity to their own and to others' needs.</i></p>		<p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>		<p><i>when appropriate – maps.</i></p> <p><b><i>ELG: The Natural World</i></b></p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>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.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>	
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[Exploring words - Help for early years providers - GOV.UK \(education.gov.uk\)](http://education.gov.uk)