








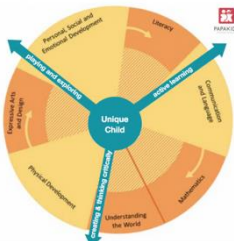


Curriculum Overview - Nursery - 2022 - 2023

Excellence - Responsibility - Respect - Community - Enjoyment - Compassion - Perseverance

This document sets out intended learning experiences by term. It is designed to support practitioner's planning and will be adapted flexibly to meet the needs, stages and interests of the children through short-term planning.

Subject	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	 All About Me!	Terrific Tales! 	Patterns and Prints! 	Ticket to Ride! Who helps us? 	Amazing Animals! 	Come Outside! 
Seasonal interests 	Autumn New friends Families Halloween My healthy body	Winter Diwali Bonfire night Road safety week (15 th November 2021) Traditional tales	Chinese New Year Valentine's day Safer Internet day (8 th February) National Story telling week Winnie the Pooh Day Martin Luther King Day Burns Night	Pancake day Easter Spring Growing and new life Mother's day World Book day (3 rd March)	Summer Living things and growing Life cycles (Insect lore butterflies) International superhero day (28 th April 2022)	Growing Decay Transition Holidays Sun Awareness Week
Visits and visitors 	Surestart dental hygiene talk	Visit to Grotto – Learn about different celebrations i.e. Christmas and how they are celebrated Surestart 'Musical Movers' exploring music and movement	Visit to Norris Green Library (to enhance once upon a time topic, register children at the local Library, develop a love of reading)	Surestart road safety talk Variety of visitors based on their occupation to learn about their job role	Visit to Knowsley Safari Park to enhance everything learnt in 'Animals' topic Visit from dogs trust to learn about how to look after dogs and how to keep yourself safe around dogs	Visit to Norris Green Park Visit to residential care home
Possible texts and 'old favourites' 	Fiction I want a friend I like myself Hedgehogs Autumn hide-and-seek Incredible me! By Kathi Appelt Funny Bones Boo! Made you jump	Fiction Jack and the Beanstalk Little Red Riding Hood The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff The Gingerbread Man The Nativity Story The frog prince	Look at a range of books that include patterns, texture and shape.	Fiction The train ride Duck in the truck Mr. Gumpy's motor car Whatever Next Emma Janes Aeroplanes Journey Ness the Nurse When I grow up I want to be by Baby	Fiction Dear Zoo Commotion in the Ocean Mad about Mega Beasts Rainbow Fish Rumble in the Jungle Mad about Minibeasts The Lion Who Wanted to Love	Fiction The Snowflake Mistake Elmer and the rainbow Flotsam Lucy and Tom at the seaside Three little wolves and the big bad pig Non-Fiction

	<p>Non-Fiction</p> <p>My Five Senses Autumn Look inside your body The great big book of families When I'm Feeling...</p> <p>Poetry</p> <p>Poems to Perform All Are Welcome What If We Were All The Same! Whose Toes are Those? Whose Knees are These? Poems about Emotions</p>	<p>We're going on a bear hunt The hungry caterpillar</p> <p><i>Read different versions of each anchor text so children can learn about alternative endings</i></p> <p>Non-Fiction</p> <p>Poetry</p> <p>The Caring, Sharing, Sensational, Inspirational, Extraordinary book of passionate poetry for spectacular children!</p>		<p>Jill the Farmer The farmer Danny goes to the dentist Postman Busy people: Doctor A superhero like you</p> <p>Non-Fiction</p> <p>Variety of non-fiction books looking at different vehicles and how they have changed through time My first book of transport A journey through transport by Chris Oxlade Look inside jobs What people do</p> <p>Poetry</p> <p>The Puffin Book of Fantastic First Poems Poems to Perform</p>	<p>The Very Hungry Caterpillar The Tiger who Came to Tea Brown Bear, Brown Bear what do you see? Owl Babies Snail and the Whale Farmyard Hullabaloo And Tango makes Three Walking through the Jungle The Gruffalo Little Tigers Big Surprise Barry the Fish with Fingers</p> <p>Non-Fiction</p> <p>A Butterfly's Life Cycle How to Look After Your Pet Puppy Rabbit From Tadpole to Frog</p> <p>Poetry</p>	<p>All kinds of homes ABC A walk in the countryside Jaspers beanstalk</p> <p>Poetry</p> <p>Out and About – A first book of poems Poems from Green & Blue Planet Poems Out Loud!</p>
	Activities planned around books include expressive arts and design (through acting out stories), communication and language/literacy – recalling and sequencing stories (through boxing clever, answering who, what, where questions)					
	<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> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p>					



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.

Learning through play: At Broad Square Primary School, 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.'

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

Communication and Language

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.

Observation checkpoints

Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

- Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".
- Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?
- Can the child answer simple 'why' questions?



Communication and Language

Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting

[illegible]

	as 'pterodactyl', 'planetarium' or 'hippopotamus'	as 'pterodactyl', 'planetarium' or 'hippopotamus'	as 'pterodactyl', 'planetarium' or 'hippopotamus'	as 'pterodactyl', 'planetarium' or 'hippopotamus'	as 'pterodactyl', 'planetarium' or 'hippopotamus'	as 'pterodactyl', 'planetarium' or 'hippopotamus'
		Use longer sentences of 2 words	Use longer sentences of 3 words	Use longer sentences of 4 words	Use longer sentences of four to six words	Use longer sentences of four to six words
	Be able to express wants and interests using actions.	Be able to express own point of view using words and actions	Begin to understand that others have different points of view	Understand that people can have different points of view	Be able to express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	Can begin a conversation with a familiar adult but may not stop to listen to the adults response	Can begin a conversation with a familiar adult but may not be able to take turns i.e. talking over the adult	Can start a conversation with a familiar adult and begins to take turns in the conversation	Can start a conversation with an adult or a friend and continue it for a few turns.	Can start a conversation with an adult or a friend and continue it for a few turns.	Can start a conversation with an adult or a friend and continue it for many turns.
	Begin to use talk in their play	Begin to use talk in their play to relate to what they are doing	Begin to use talk to explain what they are doing	Use talk to organise themselves and their play	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Use advanced talk/language to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."




Physical development




Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness 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 core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 proficiency, control and confidence.

Observation checkpoint

Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

	Begin to understand how to move and balance in a range of ways.	Develop their movement and balancing skills.	Continue to develop their movement and balancing skills and develop their riding (scooters, trikes and bikes) skills	Continue to develop their movement and balancing skills and develop their riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
	Begin to climb onto apparatus.	Continue to develop climbing skills and start to use stairs.	Continue to develop climbing skills, using alternative feet and continue to use stairs.	Go up and down stairs one step at a time and start to climb up apparatus.	Go up and down stairs more confidently and climb up apparatus using alternative feet.	Go up and down stairs more confidently and climb up apparatus using alternative feet.
	Begin to hop and skip on alternative legs	Use apparatus to stand and balance on each leg	Start to play a range of games that encourage balancing skills	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.
	Begin to make marks	Develop mark making skills	Continue to develop mark making skills and start to use larger muscles to wave flags	Continue to develop mark making skills and start to use larger muscles to wave flags	Use large-muscle movements to wave flags and streamers, paint and make marks.	Use large-muscle movements to wave flags and streamers, paint and make marks.
	Begin to take turns, learning to share.	Develop sharing skills and take part in group activities.	Continue to develop sharing skill and take part in group activities.	Start taking part in some group activities which they make up for themselves, or in teams.	Start taking part in some group activities which they make up for themselves, or in teams.	Start taking part in some group activities which they make up for themselves, or in teams.
	Start to understand sequences and patterns of movement	Develop patterns within a range of movements linked to music.	Begin to follow the beat and rhythm of the music and remember sequences and patterns of movement.	Develop understanding of the beat and rhythm of the music and remember sequences and patterns of movement.	Are able to use and remember sequences and patterns of movements which are related to music and rhythm	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm
	Use current physical skills to take part in a range of activities in the setting.	Build on current physical development skills to take part in a	Match their developing physical skills to tasks I the setting.	Match their developing physical skills to tasks and activities in the setting	Match their developing physical skills to tasks and activities in the setting. For example,	Match their developing physical skills to tasks and activities in the setting. For example,

		range of activities in the setting.			they decide whether to crawl, walk or run across a plank, depending on its length and width.	they decide whether to crawl, walk or run across a plank, depending on its length and width.
	Begin to select appropriate resource to carry out a task.	Use a range of resources to carry out tasks.	Use known and new resources to carry out tasks.	Continue to use known and new resources to carry out tasks.	Choose the right resources to carry out their own plan.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
	Begin to cooperate with others.	Work with other children to share a common goal.	Continue to work collaboratively with others to share a common goal.	Continue to work with others to work as a team.	Collaborate with others to manage large items	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
	Explore equipment, handling and manipulating tools and materials with appropriate support	Practise and refine physical skills exploring equipment with appropriate support	Use tools effectively and with sufficient control	Use equipment and materials safely	Work on large- and small-scale projects using tools safely and with support from an adult if needed.	Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when holding pens and pencils.
	Start to use a knife and fork	Develop skills to use a knife and fork.	Continue to develop skills to use a knife and fork.	Start to eat independently and learning how to use a knife and fork	Start to eat independently and learning how to use a knife and fork	Start to eat independently and learning how to use a knife and fork
	Start to develop fine motor skills by picking up and placing down a range of objects.	Continue developing fine motor skills by picking up and placing down a range of objects.	Start to show preference for a dominant hand.	Show a preference for a dominant hand	Show a preference for a dominant hand	Show a preference for a dominant hand

	<p>Be encouraged to dress and undress themselves with adult support.</p> <p>Start to tell an adult if they need the toilet. Children may reply on an adult to remind them to wash hands thoroughly</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Continue to develop skills to be able to dress and undress themselves, have a go at doing up zips.</p> <p>Continue to tell an adult if they need the toilet – children to start telling an adult before they become desperate. Children are reminded to watch their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Become more independent when getting dressed and undressed and start to do zips with adult support.</p> <p>Continue to tell an adult if they need the toilet – children to start telling an adult before they become desperate. Children start to remember to watch and dry their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Show increased independence when getting dressed and undressed and start to do zips with adult support.</p> <p>Children start to go to the toilet independently are sometimes reminded to wash and dry their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
<p>Real PE Foundations</p> 	<p>Static balance- one leg</p> <p>Static balance- seated</p> <p>The children will develop and apply their static balance through focussed thematic stories, songs and games.</p>	<p>Static balance-floor balance</p> <p>Static balance- Stance</p> <p>The children will develop and apply their static balance through focussed thematic stories, songs and games.</p>	<p>Dynamic balance- on a line</p> <p>Dynamic balance to agility-jumping to landing</p> <p>The children will develop and apply their dynamic balance through focussed thematic stories, songs and games.</p>	<p>Counter balance -with a partner</p> <p>Coordination-sending and receiving</p> <p>The children will develop and apply their counter balance and sending and receiving skills through focussed thematic stories, songs and games.</p>	<p>Coordination-ball skills</p> <p>Coordination-footwork</p> <p>The children will develop and apply their coordination through focussed thematic stories, songs and games.</p>	<p>Agility-ball chasing</p> <p>Agility-reaction/response</p> <p>The children will develop and apply their agility through focussed thematic stories, songs and games.</p>



Personal, social and emotional development (PSED)



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.

Observation checkpoint

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.



Personal, Social and Emotional Development

Begin to use a range of resources during selected activities with adult support to achieve a goal which is suggested for them.	Develop knowledge of different resources and how to use them to achieve a goal they have chosen or which has been suggested with some adult support.	Develop knowledge of different resources and how to use them to achieve a goal they have chosen or which has been suggested with some adult support.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Start to be responsible for their own belongings	Continue to show a responsibility for their own things and begin to understand how they form part of a community.	Develop a responsibility for their own things and know that they form part of a community.	Develop a responsibility for their own things and know that they form part of a community.	Develop their sense of responsibility and membership of a community.	Develop their sense of responsibility and membership of a community.
Start to form an attachment with a key worker.	Become familiar with a range of adults in the setting.	Become more outgoing with unfamiliar people but still look for key worker for support in new situations.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Become more outgoing with unfamiliar people, in the safe context of their setting.

	May be shy during new situations and seeks an adult for support.	Become more confident in new situations, may still need a key worker for support.	Become more confident in new situations.	Show more confidence in new social situations.	Show more confidence in new social situations.	Show more confidence in new social situations.
	Start to form friendships with other children in the setting.	Start to play with more than one child during activities or outdoor play.	Develop friendships with a range of children in the setting and start to elaborate on play.	Continue to develop friendships with a range of children in the setting and start to elaborate on play.	With the support of an adult start to find solutions to conflicts and rivalries	Play with one or more other children, extending and elaborating play ideas.
	Start to understand that other children may think and feel differently to them and that's ok.	Continue to understand that everyone is different and start to develop an understanding of this.	Develop turn taking skills and know that they may need to wait their turn to use equipment or take part in an activity.	With the support of an adult start to find solutions to conflicts and rivalries	Increasingly follow rules, understanding why they are important.	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
	Know what a rule is and why they are important.	Know the importance of rules and why we should follow them.	Continue to follow rules and know why they are important – adult to support.	Follow rules with very little adult support.	Follow rules with very little adult support.	Increasingly follow rules, understanding why they are important.
	Adults remind children of following rules and why.	Adult continues to remind children to follow rules and reinforce why.	Children begin to follow rules independently knowing why, without an adult to support.	Children begin to follow rules independently knowing why, with increasingly less support from an adult	Increasingly follow rules, understanding why they are important.	Do not always need an adult to remind them of a rule.
	Know that they can be themselves in a range of situations.	Take part in activities that develop assertiveness	Take an increasing part in activities that will develop their assertiveness.	Develop appropriate ways of being assertive.	Develop appropriate ways of being assertive.	Develop appropriate ways of being assertive.
	Start to understand that others can have a different point of view than them.	Talk sensibly with the support of an adult to talk about different viewpoints in a range of situations.	Talk sensibly with less support from an adult to resolve conflicts. Child may return to an adult for support in this.	Talk sensibly with less support from an adult to resolve conflicts. Child may return to an adult for support in this.	Talk with others to solve conflicts.	Talk with others to solve conflicts.


	Start to understand that what we feel inside are called feelings and know the names of some, like happy and sad. Begin to understand how others might be feeling	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling
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Literacy



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

	<p>Start to understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Begin to develop their phonological awareness, so that they can:</p>	<p>Build on knowledge of five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Continue to develop their phonological awareness, so that they can:</p>	<p>Gain a better understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p>
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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.

<p>Mathematics</p> 	<p>Begin to select a small number of objects from a group.</p> <p>Know and say some numbers - become more familiar with these through learning counting songs.</p> <p>Start to say some numbers.</p> <p>Begin to understand that the numbers they count mean how many things they have got.</p> <p>Begin to understand that numbers show amounts or quantity.</p>	<p>Recognise increasingly more objects, reciting some number names in sequence.</p> <p>Continue to say and sing numbers - make connection with quantity of objects. How many monkeys are jumping on the bed?</p> <p>Continue to recognise numbers in a range of ways through play.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Begin to match amounts with numerals.</p>	<p>Recognition of more than 1 object by sight (subitising)</p> <p>Count objects to 5 in a variety of ways through play.</p> <p>Start to say numbers to 5 knowing what each number looks like.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to</p>	<p>Recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know and say numbers to 5 with confidence.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to</p>
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	Experiment with making numbers through mark making.	Experiment with their own symbols and marks as well as numerals.	match the numeral, up to 5.	match the numeral, up to 5.	match the numeral, up to 5.	match the numeral, up to 5.
	Begin to know that things can be shared and added together.	Solve real world mathematical problems with numbers up to 5.	Experiment with their own symbols and marks as well as numerals.	Experiment with their own symbols and marks as well as numerals.	Experiment with their own symbols and marks as well as numerals.	Experiment with their own symbols and marks as well as numerals.
	Compare quantities using language: 'more than', 'fewer than'.	Compare quantities using language: 'more than', 'fewer than'.	Solve real world mathematical problems with numbers up to 5.	Solve real world mathematical problems with numbers up to 5.	Solve real world mathematical problems with numbers up to 5.	Solve real world mathematical problems with numbers up to 5.
	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Compare quantities using language: 'more than', 'fewer than'.	Compare quantities using language: 'more than', 'fewer than'.	Compare quantities using language: 'more than', 'fewer than'.	Compare quantities using language: 'more than', 'fewer than'.
	Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
	Begin to Describe a familiar route.	Describe a familiar route.	Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Understand position through words alone – for example, "The bag is under the table," – with no pointing.
	Discuss routes and locations, using words like 'in front of' and 'behind'.	Discuss routes and locations, using words like 'in front of' and 'behind'.	Describe a familiar route.	Describe a familiar route.	Describe a familiar route.	Describe a familiar route.
	Begin to make comparisons between objects relating to size, weight and capacity.	Make comparisons between objects relating to size, length, weight and capacity.	Discuss routes and locations, using words like 'in front of' and 'behind'.	Discuss routes and locations, using words like 'in front of' and 'behind'.	Discuss routes and locations, using words like 'in front of' and 'behind'.	Discuss routes and locations, using words like 'in front of' and 'behind'.
			Make comparisons between objects	Make comparisons between objects	Make comparisons between objects	Make comparisons between objects

	<p>length, weight and capacity.</p> <p>Start to Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Begin to talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Start to explore and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Begin to notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>Continue to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Continue to talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Continue to understand and create Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>
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Understanding the world



Understanding the world involves guiding children to make sense of their physical world and their community. 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.

Understanding the World



Use all their senses in hands-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials.	Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.	Explore collections of materials with similar and/or different properties.	Explore collections of materials with similar and/or different properties.	Explore collections of materials with similar and/or different properties.	Explore collections of materials with similar and/or different properties.	Explore collections of materials with similar and/or different properties.	Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.
Begin to make sense of their own life-story and family’s history.	Continue to make sense of their own life-story and family’s history.	Make sense of their own life-story and family’s history.	Make sense of their own life-story and family’s history.	Make sense of their own life-story and family’s history.	Make sense of their own life-story and family’s history.	Make sense of their own life-story and family’s history.
Show interest in different occupations.	Show interest in different occupations.	Show interest in different occupations.	Show interest in different occupations.	Show interest in different occupations.	Show interest in different occupations.	Show interest in different occupations.
Explore how things work.	Explore how things work.	Explore how things work.	Explore how things work.	Explore how things work.	Explore how things work.	Explore how things work.
	Plant seeds and care for growing plants. (Jack and the Beanstalk)				Plant seeds and care for growing plants.	Plant seeds and care for growing plants.
	Begin to understand why the leaves fall from the trees and when they might start growing again.				Understand the key features of the life cycle of a plant and an animal.	Understand the key features of the life cycle of a plant and an animal.

	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>
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Expressive Arts and Design






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.

[illegible]

 <p>British Values:</p> <p>Democracy Rule of Law Liberty Respect Tolerance</p>	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
	Create their own songs, or improvise a song around one they know.	Create their own songs, or improvise a song around one they know.	Create their own songs, or improvise a song around one they know.	Create their own songs, or improvise a song around one they know.	Create their own songs, or improvise a song around one they know.	Create their own songs, or improvise a song around one they know.
	Play instruments with increasing control to express their feelings and ideas.	Play instruments with increasing control to express their feelings and ideas.	Play instruments with increasing control to express their feelings and ideas.	Play instruments with increasing control to express their feelings and ideas.	Play instruments with increasing control to express their feelings and ideas.	Play instruments with increasing control to express their feelings and ideas.
<p>British Values</p>						
	Class rules – rule of law Books to show positive images of gender, abilities and cultures. Different books in different languages. Familiar books such as the Gruffalo that children can recognise even if in another language.	Understand manners and politeness and how to be fair. Remembrance Sunday – how soldiers died for our way of life, peace & democracy Multi-cultural items to be added to the role play different ways of eating, dressing	Look at art, dance, music and how it forms part of everyday lives of people in the world. In our religion and traditions St David and St Patrick – celebrating different traditions within UK family	St George's Day – story of George and the Dragon Where do our food and clothes come from (we all need each other) democracy & rule of law Celebrate uniqueness – talk about differences Police officers visit if available	Celebrate our natural world and how we can look after it. Be part of the wider community fund raiser for charities. VE Day - respect, democracy and rule of law.	Learning about different countries, foods and languages – mutual respect & tolerance Look at how people with disabilities participate in sport and the achievements they make.

<p>Home Learning and Projects.</p> 	<p>Begin to use Evidence Me to share what children are doing in the home/school environment.</p>	<p>Use Evidence Me to share what children are doing in the home/school environment.</p>	<p>Use Evidence Me to share what children are doing in the home/school environment.</p> <p>Homework book to begin to go home. Homework linked to learning taking place in Nursery.</p> <p>Start taking a book home to read.</p>	<p>Use Evidence Me to share what children are doing in the home/school environment.</p> <p>Homework book to begin to go home. Homework linked to learning taking place in Nursery.</p> <p>Start taking a book home to read.</p>	<p>Use Evidence Me to share what children are doing in the home/school environment.</p> <p>Homework book to begin to go home. Homework linked to learning taking place in Nursery.</p> <p>Start taking a book home to read.</p>	<p>Use Evidence Me to share what children are doing in the home/school environment.</p> <p>Homework book to begin to go home. Homework linked to learning taking place in Nursery.</p> <p>Start taking a book home to read.</p>
<p style="text-align: center;">Assessment Opportunities</p>						
<p>Assessment opportunities</p> 	<p>Baseline all children in all areas on entry to Nursery</p> <p>Early identification – referrals made if needed e.g. SALT, Community Paediatrician, SENISS.</p> <p>SEND plans reviewed for complex SEND children – EHCP completed if needed</p> <p>Set up Pupil Profiles – parents to sign the profile.</p> <p>Begin NELI-N initial assessment (every child)</p> <p>EYFS meetings</p> <p>Language intervention data to guide planning for next half term.</p>	<p>Observation opportunity. Use Evidence Me to assess what children are able to do and use this data to inform planning and build next steps for children moving forward.</p> <p>Review and update pupil profiles, parents to read the updated profiles and sign.</p> <p>Vulnerable sheet completed with identified barriers to learning and actions to overcome these</p> <p>NELI-N intervention</p> <p>EYFS meetings</p> <p>Language intervention data to guide planning for next half term.</p>	<p>NELI-N intervention</p> <p>EYFS meetings</p> <p>On-going assessment</p> <p>Language intervention data to guide planning for next half term.</p>	<p>Observation opportunity. Use Evidence Me to assess what children are able to do and highlight progression made from the last observation, ensuring children are making good progress. Identifying additional support and or intervention needed to further support children not yet making the expected progress. Use these observations to support future planning.</p> <p>Review and update pupil profiles, parents to read the updated profiles and sign.</p> <p>NELI-N intervention</p> <p>EYFS meetings</p>	<p>NELI-N intervention</p> <p>EYFS meetings</p> <p>On-going assessment</p> <p>Language intervention data to guide planning for next half term.</p>	<p>Observation opportunity. Use Evidence Me to assess what children are able to do and highlight progression made from the last observation, ensuring children are making good progress. Identifying additional support and or intervention needed to further support children not yet making the expected progress. Use these observations to support future planning.</p> <p>Pass on relevant information to next teacher.</p> <p>Review and update pupil profiles, parents to read the updated profiles and sign. - pass onto next class teacher.</p> <p>NELI-N intervention</p>

				Language intervention data to guide planning for next half term.		EYFS meetings Language intervention data to be passed on to the next teacher.
<h2>Parent Involvement</h2>						
Parent Involvement 	Staggered Start (flexible depending on children's needs) Proud Clouds Parents Evening Home / School Agreement Welcome meetings (school cloud and phone calls) Evidence Me introduction Support with transition into Nursery.	Early Years Nativity/sing along. Proud Clouds Parent volunteers – Grotto trip. Dump the Dummy campaign	Proud Clouds Early Reading workshops/meeting (online or zoom) Maths workshop Stay and read session (linked to WBD) Stay and play session	Proud Clouds Parents invited into Nursery to talk about how their job helps people in the community. Parents evening Coffee Morning/dental hygiene Sure start/Dental nurse.	Proud Cloud Parents invited to join us on our Safari Park trip. Stay and play maths party – link to Number Day. Support with transition into Reception.	Proud Cloud Phonics workshop (transition to reception) Parents picnic in the sun EYFS beach party celebration Support with transition into Reception. School reports given out and meet with class teacher Parent Annual Questionnaire Report feedback
<h2>Safety messages</h2>						
Safety messages	PANTS Rule discussion at a child friendly appropriate level	How to keep self-safe during a school trip (The grotto) -Discuss safety on the coach e.g. seatbelts	Emergency services – how and when to use 999 Knowing their address in case of an emergency	Internet safety day – talk about how to keep yourself safe online	Trip safety – talk about and recap how to keep themselves safe on the bus when going on the trip.	Sun Safety – Talk and discuss how to keep themselves safe in the sun and the importance of using sun protection



<p>Class rules and how to keep themselves safe in the classroom and outdoors</p> <p>Home time safety message e.g. waiting for their name to be called before leaving and staying with parents on the yard.</p> <p>Stranger Danger – during the discussion of ‘Halloween’ talk about how to keep safe when out trick or treating. Discuss stranger danger. Talk about what to do if a stranger approaches them.</p> <p>Discussion of ‘respecting my body’, talk about toilet privacy, keeping hands to self, personal space</p> <p>Fire safety – Discuss school fire procedure. Discuss and practise fire drill.</p> <p>Self-care hygiene e.g. hand washing and attending to personal care needs.</p>	<p>-Discuss the importance of staying with the adult around the grotto -Talk about what to do if you get lost</p> <p>Safety messages taught through ‘Little Red Riding Hood’ and ‘Goldilocks and the Three Bears’ -Don’t talk to strangers -Don’t tell strangers about yourself -Don’t go out of sight or away from your adult -Don’t go into houses of people you don’t know</p> <p>Bonfire night safety – talk about how to keep themselves safe around fireworks -Discuss the dangers of standing too close to fireworks -Discuss how we should behave when there are fireworks -Fire code</p> <p>As it begins to get darker earlier talk about how to keep themselves safe in the dark and what they can do to be seen</p> <p>PSHE Jigsaw message ‘standing up for yourself’ - Children learn how to improve things if they don’t like what someone says or does to them.</p> <p>Self-care hygiene e.g. hand washing and attending to personal care needs</p>	<p>Self-care hygiene e.g. hand washing and attending to personal care needs.</p> <p>Kitchen safety e.g. using knives, using the oven, using the kettle etc.</p> <p>Fire safety – talk about how to keep themselves safe when there is a fire -Discuss the school fire procedure -Talk about the dangers of playing with fire</p>	<p>PSHE Jigsaw safety message ‘stranger danger’ - Using stories like ‘Never Talk To Strangers’, children discuss with suggestions about what they could do to keep themselves safe.</p> <p>Self-care hygiene e.g. hand washing and attending to personal care needs.</p> <p>Road safety -Discuss how to cross a road safely -Discuss the importance of stop, look and listen. -Discuss and role-play the sequence of crossing a road, going step by step.</p>	<p>Also discuss and recap the importance of staying with an adult during the trip and what to do if they get lost</p> <p>Self-care hygiene e.g. hand washing and attending to personal care needs.</p> <p>Animal safety – Dogs trust teach us how to keep ourselves safe around dogs</p> <p>-Discussions about what to do and how to approach animals</p> <p>PSHE Jigsaw message ‘falling out and bullying’ - Children explore how they feel if someone says something unkind to them.</p>	<p>PSHE Jigsaw message ‘respecting my body’ - Reinforcing the concept that our bodies are precious and need looking after.</p> <p>Food safety – Discuss things you may find in the outdoors that you can and can’t eat. During decay discuss what foods are safe to eat and what is not</p> <p>Water safety – talking about how to keep yourself around water when going the beach/pool</p>
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Activities

Activities



Self-portrait focusing on the features of the face

Draw and talk about your family focusing on using simple sentences

Discussion on class rules and how to keep yourself safe in the classroom

Discussion on PANTS rule

Naming parts of the body

Discuss their preferences and interests. Children pick out toys from a catalogue and talk about what it is and why they like it. Adult to scribe what is said, child to do emergent writing.

Represent themselves using computing equipment, using the Interactive Smartboard focusing on using the drawing tool

Represent themselves using collage focusing on selecting their own resources

Paint a picture of themselves focusing on their faces and selecting the correct colours

Decorate a Gingerbread man using icing and edible materials. Children can then eat it.

Read, recall, sequence and act out all anchor texts through boxing clever

Sequence story using beginning, middle and end focusing on modelling it to the children.

Plant seeds linked to Jack and The Beanstalk

Answer who, what, where and when questions about different stories.

Children to learn signs for certain words and questions through boxing clever to help them sequence and answer questions.

Recall main events and key characters in stories

Computing - Draw their favourite character using the interactive smartboard trying to select the colour themselves.

Draw a scene from their favourite story then recall the story – adult to scribe what they say, children to do emergent writing.

Look at and learn how to draw different patterns e.g. stripes, spots, checked, zig-zags. Children to practise in a variety of ways drawing these different patterns.

Look at ab patterns (colour, food etc.). Practise in a variety of ways of making ab colour patterns e.g. threading beads, sorting bears, fruit kebabs etc.

Read the story of Elmer, children to collage an image of Elmer

Read 'Jazzy in the Jungle. Discuss the different patterns we see. Children to copy the patterns onto similar animals.

Children to design a sock using a variety of patterns, children then to use the interactive smart board to follow their paper plan to create a matching sock.

Children to design a t-shirt on paper using a variety of patterns, children then to follow their plan on a fabric t-shirt using a variety of materials such as fabric pens, paint etc.

Children to explore playing with different 2D shapes in order to create pictures of different types of transport.

Children to use different materials to cut into different shapes in order to create a picture of their favourite transport.

Children to learn how to draw different types of transport, first learning how to draw different types of 2D shapes.

Children to learn the different uses of transport for different situations. Children to sort different types of transport into the environment they would find them e.g. boats into water, planes into the sky etc.

Children to talk about how things work and the movement of toys using language such as 'push, pull, press'

Children begin to write their name on a train, using a different cart for each letter.

Weekly focus on different animals in different habitats e.g.

-1 week of farm animals
-1 week of pets
-1 week of zoo/safari park animals
-1 week of ocean animals
-1 week of minibeasts

During each week have discussions about them animals and the environments they live in

Sort animals into their different environments

Discuss and adult to model write lists of things animals need to survive. Children can copy write lists

Use a simple ICT programme to draw and create pictures of different animals using the interactive smart board

Use the plasticine to create models of different animals – children to manipulate the material to get the desired effect. Children to pinch and roll plasticine to create desired effect.

Children to learn to draw different animals drawing from their knowledge of drawing 2d shapes.

Talk about different types of plants and how plants grow
Label the different parts of a plant – children to use letters they can hear in the words

Discuss and write a list of all the things a plant needs to survive and grow

Draw a plant with all the different parts e.g. stem, roots etc.

Go on a plant hunt outside, see what plants we can find, do they have leaves, stem, roots etc.

Grow our own cress, document through different forms of media of how the cress grows. Discussing what it needs

Children to use an ICT programme to draw a picture of their favourite plant/flower

Discuss the different homes people might live in


Children to draw a picture of their own home, how many windows does it have, how many rooms etc. children to talk confidently about their home

	<p>Represent themselves using construction focusing on using fine motor skills to connect the pieces</p> <p>Mark-make in a variety of materials e.g. sand, foam and paint focusing on using their finger to make the shapes used in letters e.g. circles, lines, zig-zags</p> <p>Look at photos of self and discuss how you have changed from a baby to now – adult to scribe what is said</p> <p>Look at emotions using the stories above, discuss what each emotion means and feels like – explore how to show these emotions using facial features</p> <p>Look at senses and discuss what we use for each sense e.g. we use our nose to smell using non-fiction books</p> <p>Look and discuss how we keep our bodies healthy, sort objects into healthy and non-healthy</p> <p>Discuss dental hygiene, Surestart talk delivered on oral health My friends – discuss what it means to be a good friend, children to talk about their friends enhanced by games such as ‘sandy girl’</p>	<p>Children to write their own book using one of the anchor text. Children to make the front cover of a book and use emergent writing to recall the story.</p> <p>Children to sing Nursery rhymes daily. Children to recall their favourite song and sing it for everyone via the ‘X-Factor game’.</p> <p>Shared write – adult to model write sentence structures to children focusing on capital letters, finger spaces and full stops</p> <p>Ordering by size – children to learn the vocabulary small, medium and big through the anchor texts. Children to order big and small objects into size groups.</p> <p>After reading ‘the three little pigs’ children to construct models of their own houses through a variety of construction materials.</p> <p>Look at a variety of materials and discuss which materials are best for building houses and why.</p> <p>Props and resources to be made by children relating to each anchor text with adult support e.g. training scissors, support with selecting and using</p>	<p>Children to use a variety of 2d shapes to create shape patterns.</p> <p>Create peg bees – Winnie the Pooh Day</p> <p>Create a giant mural of Martin L King in celebration of MLK day.</p> <p>Children to design and make patterns on gloves, hat and scarf</p> <p>Children to learn and sing the song ‘I like my stripy socks’</p> <p>Children to use a template of the hungry caterpillar, in each section of the body children to create a different pattern</p> <p>Assessment piece in their book – split the page into 4 or 6) depending on ability) then children to independently create a pattern in each box.</p> <p>Chinese New Year Discuss the celebration Make a poster of all the different things people may do to celebrate Chinese New Year Watch a video of someone celebrating Chinese New Year -Make our own lanterns and decorate them using patterns and print -Make own money envelopes, children to</p>	<p>Children to colour in a type of transport using a shape key e.g. colour all the squares blue etc.</p> <p>Children to create a transport picture on the computer using dazzle. Children to click and drag the correct shapes to make the picture – Mark?</p> <p>Children to look at pictures of different types of transport. Children to order the pictures from the slowest transport to the fastest transport.</p> <p>Children to complete pictures of transport using dot to dot numbers to 20.</p> <p>Children to play with small world cars – labelled with a range of numbers – children to put the cars in the right car parking space.</p> <p>Go on a transport hunt outside, hide different types of transport and ask children to find transport that has a certain feature, e.g. find a transport that has four wheels</p> <p>Children to make a book bus outside, children can then get on the bus and read their favourite book</p> <p>Look at jobs and occupations relating to different types of</p>	<p>Use different medias and materials e.g. cardboard tubes to make models of different animals and their environments</p> <p>Create puppets and masks using different materials and media based on the animal story books we read e.g. dear zoo puppets</p> <p>In small groups work together to create large Safari Park posters using different Medias and materials. Children to copy write letters on to their posters.</p> <p>Make pictures of different fish exploring colour mixing</p> <p>Explore textures by adding different materials such and sand to paint. Children to discuss the textures of the paint when it is dry.</p> <p>Dear zoo activity, children to colour the animals, then they write a sentence from the story. Either copy write or sound out the words depending on ability</p> <p>Order animals through size big, medium and small.</p> <p>Look at how animals have changed since they were a baby – talk about the different names of baby animals. Match the animals to their young</p>	<p>Children to go on a walk and do observational drawings of the homes they see</p> <p>Children to use different materials to build and create their own homes</p> <p>Discuss growth and decay – talk about what happens when things such as food decays</p> <p>Discuss the importance of not eating food that has decayed</p> <p>At the beginning of term leave fruit and vegetables out – children to observe what happened to the fruit and vegetables after several weeks. Children then to make observational drawings of the fresh fruit and vegetables and then the decayed fruit and vegetables. Children to be able to talk about the changes they see in the fruit and vegetables.</p> <p>Write a list of the changes we see in fruit and vegetables after they have decayed</p> <p>Discuss the changes in the seasons – recap what changes occurred in autumn, winter and spring and now the changes we can see in summer. Make a season’s wheel – children to draw each</p>
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	<p>Phase 1 phonics – activities surrounding sounds we hear in the environment</p> <p>Songs and rhymes relating to ‘all about me’</p> <p>Learning about Autumn – Discuss changes in Autumn looking at how and why changes occur</p> <p>-Go on an Autumn walk and explore the changes -Collect things we see on the autumn walk and make a collage in small groups -look at animals associated with Autumn e.g. hedgehogs and foxes -use non-fiction books -make a model of a hedgehog using clay, children use fine motor skills to roll, pinch and push Learn about the celebration Halloween -Safety message on how to keep safe i.e. stranger danger -Creative activities using different media and materials -Pumpkin carving selecting and using tools</p> <p>Monster phonics – learn different letter sounds.</p> <p>N.B. Flexible dependant on children’s interest and needs</p>	<p>resources. These are then left out for each anchor text for children to explore and act out the stories.</p> <p>Whilst acting out stories children to recall repeated refrains in each anchor text</p> <p>Adults to make porridge for children – discuss texture and taste e.g. sweet and salty like in the ‘Goldilocks and the three bears’</p> <p>Safety messages taught through ‘Little Red Riding Hood’ and ‘Goldilocks and the Three Bears’ -Don’t talk to strangers -Don’t tell strangers about yourself -Don’t go out of sight or away from your adult -Don’t go into houses of people you don’t know</p> <p>Children to begin learning how to rhyme. Children to be able to do a one-word rhyme</p> <p>Learn about the celebration ‘Christmas’ -Read the ‘Nativity Story’ -Talk and discuss what some people do to celebrate Christmas -Create an ‘Elf Workshop’ where children can design and make toys -Children to make a Christmas list – drawing pictures of what they</p>	<p>write their own name on the envelope and then decorate the envelope Children to explore chinese numbers to 5 and practice painting them. Create chinese draons using pegs – open and closed mouth toy.</p> <p>-Make own Chinese dragons using different crafts and medias and materials -Children to make and try Chinese foods -Children to watch and try dragon dances -Chinese celebration at the end of the week</p> <p>Monster phonics – learn a new sound each week – start to identify letter sounds in a range of activities.</p> <p>N.B. Flexible dependant on children’s interest and needs</p>	<p>transport e.g. piolet/ bus driver</p> <p>Look at how different types of transport operate and what we have to do to make them work</p> <p>Children to listen to different action songs relating to transport e.g. wheels on the bus. Children can do this for P.E.</p> <p>Children to make models of transport using different types of construction e.g. Lego, mobile, stickle bricks</p> <p>Children to use different modelling materials found around the home e.g. cardboard boxes, to make a model of their favourite transport.</p> <p>Children to draw and talk about their favourite type of transport, adult to scribe what they say. Children then use their own writing (emergent or phonetic) to represent their words.</p> <p>Easter: -Look at the celebration Easter and what it means to some religions. -Read and talk about the Easter story</p>	<p>Outdoor mini beast hunt, children to identify and mini beasts in the environment</p> <p>Introduce information books about animals, explore different fun facts about animals.</p> <p>Explore different sounds of instruments and how they can relate to the animals e.g. bang of drum for an elephant stomping</p> <p>Use Charanga songs to explore different animals</p> <p>Discuss life cycles of a butterfly. Explore the different pictures from each cycles. Raise own butterfly garden and observe how they grow and change.</p> <p>Draw and talk about their favourite animal, children to write their own letters (based on ability). Children to discuss what their animal will need to survive</p> <p>Children to go on a visit to Knowsley Safari Park, parents are invited with their children. Children to go to the safari school and explore around the safari park</p> <p>Children to recall and talk about their trip to the safari park. Children to express their favourite</p>	<p>season and then discuss/write what happens in each season.</p> <p>Talk about how to keep themselves safe in the sun.</p> <p>Discuss different places that we can visit in the world e.g. places we have been on holiday. Discuss how different countries vary e.g. weather, language and food. Throughout the weeks look at a variety of countries and explore what happens there. For each county: -Learn how to say hello and goodbye -Look at what type of weather they have -Look at the type of houses they have -Try different foods from that country</p> <p>Children to make their own travel agents where they can pretend play going on holiday. Provide writing materials and opportunities and props to support role play.</p> <p>Talk about the beach – ask the children if they have been – if they have ask them to talk about their past experiences. Children then to pretend play being at the seaside – provide them with available props to support role play. Discuss water safety.</p>
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		<p>would like and then using emergent writing</p> <ul style="list-style-type: none"> -Trip to the Grotto to see father Christmas. -Safety talk on how to travel safely on the bus for the trip to the Grotto <p>Monster phonics – learn a new sound each week – start to identify letter sounds in a range of activities.</p> <p>N.B. Flexible dependant on children's interest and needs</p>		<ul style="list-style-type: none"> -Children to use different materials to create an Easter basket. Children to put different patterns on their Easter basket. - Students -Children to make their own Easter cards, children to write their own name into their Easter cards -Easter egg hunt outside – Students -Children to design and make their own Easter egg (gingerbread) Rice crispy cake nest making <p>Monster phonics – learn a new sound each week – start to identify letter sounds in a range of activities.</p> <p>N.B. Flexible dependant on children's interest and needs</p>	<p>part of the day or their favourite animal they saw.</p> <p>Monster phonics – learn a new sound each week – start to identify letter sounds in a range of activities.</p> <p>N.B. Flexible dependant on children's interest and needs</p>	<p>Monster phonics – learn a new sound each week – start to identify letter sounds in a range of activities.</p> <p>N.B. Flexible dependant on children's interest and needs</p>
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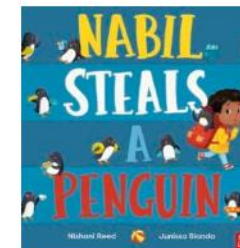
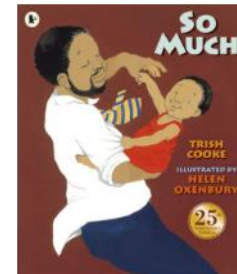
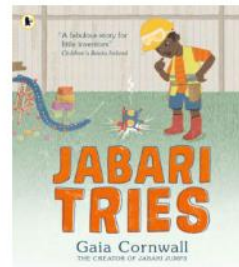
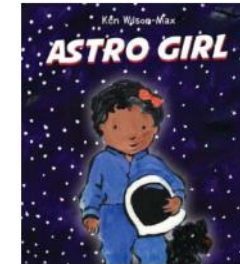
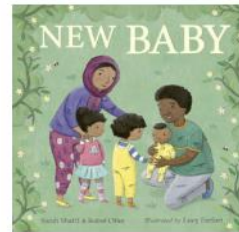
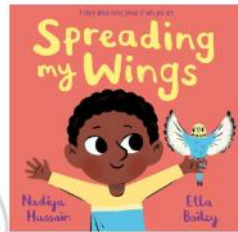
Additional activities

<p>Additional Activities</p> 	<p>Daily phonics activities focusing on s,a,t,p,i,n</p> <p>Daily counting activities</p> <p>Daily mathematic activities</p> <p>Daily mark-making/early emergent writing skills</p> <p>Daily songs/nursery rhymes</p>	<p>Daily phonics activities focusing on c/k, e, h, r, m, d</p> <p>Daily counting activities, focusing on counting reliably beyond 10</p> <p>Daily mathematic activities looking closely at 2d flat shapes</p> <p>Daily mark-making/early emergent writing skills</p>	<p>Weekly boxing clever sessions focusing on retelling and ordering the story sequence</p> <p>Daily phonics activities focusing on g, o, u, l, f, b</p> <p>Daily PSHE sessions during snack time, children to participate in different 'circle time' events. This term focusing on their dreams and goals</p>	<p>Daily phonics activities focusing on j, z, w, y, x, q</p> <p>Daily counting activities, focusing on counting reliably beyond 20</p> <p>Daily shape activities, focusing on naming 3D shapes</p> <p>Daily mathematical language used; focusing on more/less and positional language</p>	<p>Daily phonics activities recapping on all known sounds</p> <p>Daily sentence writing, introducing capital letters, finger spaces and full stops</p> <p>Daily counting activities, focusing on counting reliably beyond 30</p> <p>Recapping on 2d shapes and their properties and</p>	<p>Daily phonics activities recapping on all known sounds</p> <p>Daily sentence writing, introducing capital letters, finger spaces and full stops. Introduce new grammar</p> <p>Daily name writing on entry to Nursery</p>
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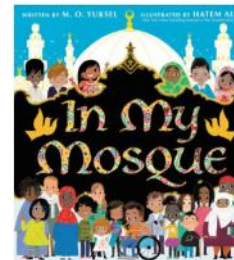
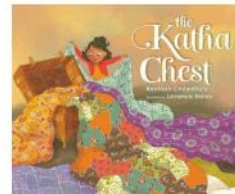
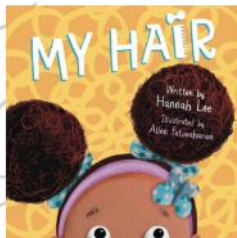
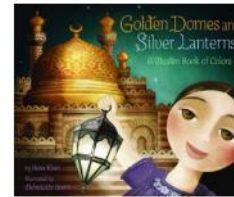
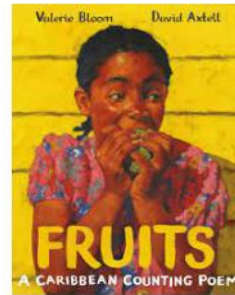
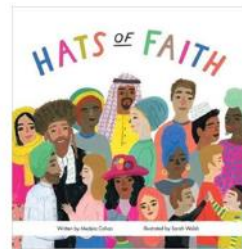
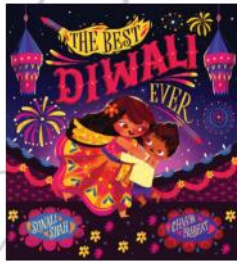
	<p>Daily outdoor learning focusing on different areas of the curriculum</p> <p>Daily stories encouraging children to sit and listen</p> <p>Daily PSHE sessions during snack time, children to participate in different 'circle time' events. This term focusing on their own feelings and behaviours</p>	<p>Recognising initial letter and sound in name</p> <p>Daily songs/nursery rhymes</p> <p>Daily outdoor learning focusing on different areas of the curriculum</p> <p>Weekly boxing clever sessions focusing on retelling and ordering the story sequence</p> <p>Daily stories focusing on developing language and recalling repeated refrains and main events of stories</p> <p>Daily PSHE sessions during snack time, children to participate in different 'circle time' events. This term focusing on celebrating differences in people and cultures</p>	<p>Daily shape activities, beginning to look at some solid 3d shapes</p> <p>Daily name-writing activities</p> <p>Daily outdoor learning linked to topic and activities done inside</p> <p>Daily reading opportunities, teacher led and independent.</p> <p>Daily reminders of illustrators and authors, title and pictures</p> <p>Weekly P.E. sessions focusing on climbing and jumping off objects</p>	<p>Weekly P.E. lessons focusing on physical skills</p> <p>Daily outdoor learning focusing on different areas of the curriculum</p> <p>Weekly boxing clever sessions focusing on retelling and ordering the story sequence</p> <p>Daily stories focusing on retelling the story from beginning to middle to end.</p> <p>Daily PSHE sessions during snack time, children to participate in different 'circle time' events. This term focusing on how to keep themselves healthy</p>	<p>introducing 3d shapes and their properties</p> <p>Positional language games</p> <p>Sorting games focusing on vocabulary of size and length</p> <p>Daily songs and rhymes</p> <p>Weekly boxing clever</p> <p>Introduce alliteration</p> <p>Daily name writing activities</p> <p>Daily stories focusing on the structure of stories</p> <p>Daily questioning about the stories we read focusing on 'who', 'what', 'where', 'when' 'why' and 'how'.</p> <p>Begin to blend CVC words together to read.</p> <p>P.E. sessions focusing on climbing, and successfully negotiating space.</p> <p>Daily PSHE sessions during snack time – weekly plans following jigsaw</p>	<p>Daily counting activities, focusing on counting reliably beyond 40</p> <p>Daily number work, focusing on recognising numbers up to and beyond 10</p> <p>Recapping on 2d shapes and their properties and introducing 3d shapes and their properties</p> <p>Weekly Jigsaw lessons to help prepare children for Reception</p> <p>Daily story telling focusing on the structure of a story, children suggesting how it might end and recapping the story from beginning to end in the correct order.</p> <p>Daily PSHE sessions during snack time to help develop children's communication and language skills as well as emotional development with moving to reception.</p> <p>Weekly P.E. sessions focusing on children gaining confidence in all types of movements.</p> <p>Daily outdoor activities relating to the topic</p> <p>Weekly boxing clever</p>
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Diverse and inclusive books for EYFS

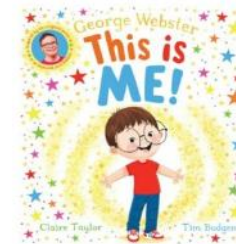
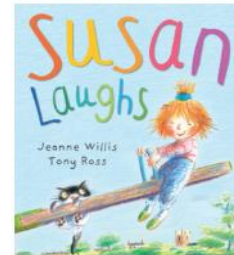
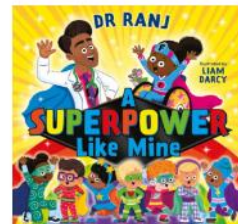
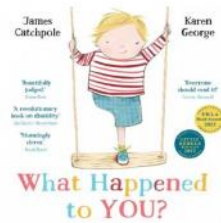
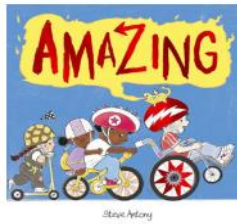
Books with minority ethnic main characters



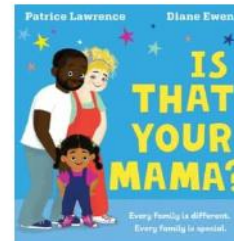
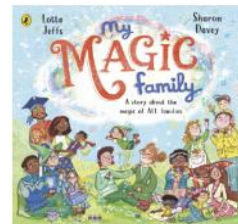
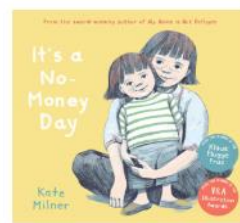
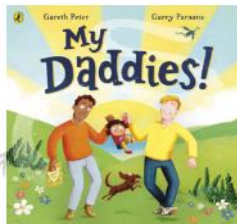
Books that represent cultural diversity



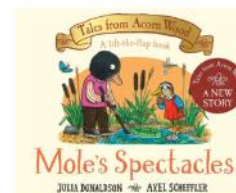
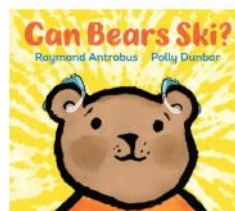
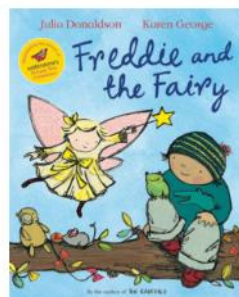
Books that represent physical disabilities



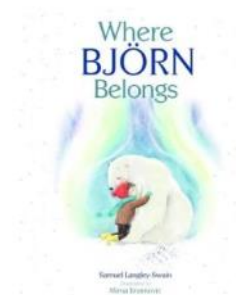
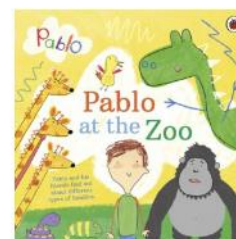
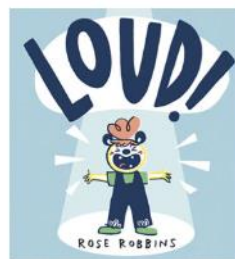
Books that represent different types of families



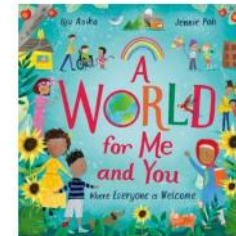
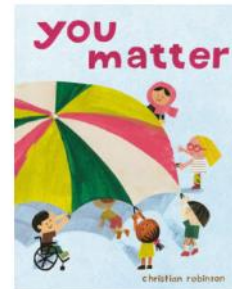
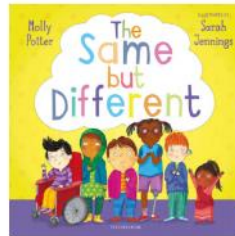
Books that represent visual impairment and hearing loss



Books that represent neurodiversity and speech disorders



Books about celebrating difference and including everyone










Quality texts linked to Jigsaw scheme: EYFS

Being me in my own world	<p>Be who you are – Todd Parr</p> <p>Farmer Duck – Martin Waddell</p> <p>The selfish crocodile – Faustin Charles</p> <p>The Proudest Blue 0 Ibtiyah Muhammad</p>
Celebrating differences	<p>We belong together – Todd Parr</p> <p>I love my hair – Natasha Anastasia Tarpley</p> <p>All are welcome – Alexandra Penfold</p>
Dreams and Goals	<p>Beautiful oops – Barney Salzberg</p> <p>Max the brave – Ed Vere</p> <p>How to catch a star – Oliver Jeffers</p> <p>After the fall – Dan Santat</p>
Healthy Me	<p>Daisy eat your peas – Kes Gray</p> <p>Oliver's Vegetables – Vivian French</p> <p>I don't want to wash my hands – Tony Ross</p> <p>Green eggs and ham – Dr Seuss</p>
Relationships	<p>So Much – Trish Cooke</p> <p>The family book – Todd Parr</p> <p>My friend bear – Jazz Alborough</p> <p>Will you be my friend? – Molly Potter</p>

Changing Me	Titch – Pat Hutchins Full. Full, full of love – Trish Cooke
Books that support RSE	Boys and Girls - Lynwen Jones The Family Book – Todd Parr

Early Learning Goals (For the end of the Reception Year)

 Communication and Language ELG: Listening, Attention and Understanding	 Personal, social, emotional development ELG: Self-Regulation	 Physical Development ELG: Gross Motor Skills	 Literacy ELG: Comprehension	Maths  ELG: Number	 Understanding the World ELG: Past and Present	 Expressive arts and design ELG: Creating with Materials
<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 Participate in small group, class and</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>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>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>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; -</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</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>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: 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>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</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>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>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>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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