Timeline

Description automatically generated

At High Ercall we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| General themes – these general themes may be changed at times to follow the children’s interests | Starting school / getting to know my new class  Being me in my world  Superheroes linked to  people who help us  My family and PSED focus on what am I good at.  Being kind and making friends | Life cycles of butterflies, frogs and hens Safari animals  Animals around the world  Climates / Hibernation  Minibeasts  Sea creatures  Animal Arts and crafts  Animal patterns  Happy Habitats  Weather / seasons | Plants & Flowers  The great outdoors  Planting seeds  How can we look after our Earth and animals?  Where do we live? What are our homes like?  Seaside, coasts and holidays |
| Texts – used as stimulus and “old favourites”.  We will use lots of other texts for story times. | Elmer  Little Red Riding Hood  Goldilocks and the Three Bears  We all have Different Families  The Gruffalo  The Gruffalo’s Child  Barbara throws a Wobbler  We all look different  Poetry challenge – learn 10 rhymes  The Jolly Postman  Anno’s Counting Book | Dear Zoo  Pig’s Egg  How to hide a Lion  Owl Babies  Rosie’s Walk  Room on the Broom  The Very Hungry Caterpillar  On the Way Home  Mr Gumpy’s Outing  The Little Red Hen  Handa’s Hen  How the Elephant got his Trunk | The Princess and the Pea  The Paper Bag Princess  Going on a Bear Hunt  How to draw an Alien  I’m a Little Alien  Supertato  The Enormous Turnip  Tiddalick  Handa’s Surprise  In Every House on Every Street  The Doorbell Rang  Grandpa’s Quilt |
| Enrichment opportunities | Autumn nature walk  Remembrance Day  Harvest Celebrations  Birthday celebrations  Christmas celebrations  Comic Relief  Diwali celebrations  Nurse/firefighter/police officer visits. | Chinese New Year celebrations  Internet safety day  Random acts of kindness week  Easter celebrations  Mother’s Day  Planting seeds  World Book Day | Sport’s Day  Local walks  Seaside Day  Family picnic  Church visit |
| Over-arching principles | Unique Child  Every child is unique and has the potential to be resilient, capable, confident and self-assured.  Positive Relationships  Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.  Enabling environments  Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  Learning and Development  Children develop and learn at different rates. We must be aware of children who need greater support than others.  PLAY  At High Ercall Primary School we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based. | | |
| Assessment opportunities | Analyse Nursery  assessments  In-house - Baseline data  on entry  National Baseline data  by end of half term  Phonic Interventions  Gap strength analysis  Pupil progress meetings  Parent conversations  EYFS team meetings  In house moderation  Midterm Assessments | EYFS team meetings  Internal moderations  EYFS data  Pupil progress meetings  Parent conversations  Phonic interventions  On-going assessments and gap strength analysis  EYFS data and evaluation  Writing and reviewing ILPs | EYFS Team meetings  Pupil progress meetings  Monitoring  LA moderation meetings  Reports  EYFS profile |
| Parental involvement | Transition meetings  Staggered start  Tapestry observations  Learn 10 rhymes  Parent meetings  Weekly open morning  Parent workshops  Harvest Celebrations  Nativity | Weekly Open morning  Parent Conversations  World Book Day  Tapestry observations | Weekly Open Morning  Tapestry observations  Sport’s Day  Summer Reports |
| Communication and language – we help children communicate using a few key words if they are multi-lingual or signs if they are using Makaton. | 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, storytelling 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. | | |
|  | Welcome to EYFS  Settling in activities  Making friends  Children talking about  experiences that are  familiar to them  through the use of Tapestry.  Rhyming and  alliteration  Shared stories  Model talk routines  through the day. For  example, arriving in  school: “Good morning,  how are you?”  Listening and  responding to stories  Following instructions  Takes part in discussion  Understands how to  listen carefully and why  listening is important –  introducing talking  partners.  Use new vocabulary  through the day.  Carefully chosen stories  to develop the  children’s vocabulary. | Using language well.  Encourage and model  the use of how and why  questions during new  time.  Discovering Passions  Retelling a story with  story language –  provide puppets and  props in CP.  Encourage and model  describing events in  some detail during new  time and in the puppet  area.  Listen to and talk about  stories to build  familiarity and  understanding.  Learn rhymes, poems  and songs.  Encourage and model  the use of time  connectives when  children are telling their  news from home or  retelling stories.  Understand how to  listen carefully and why  listening is important –  children to listen  carefully and ask good  questions during news  time.  Sustained focus when  listening to a story | Re-read some favourite  stories/ stories we have  uses in our learning to  revisit and consolidate  vocabulary and events.  Sharing books from home.  Read aloud books to  children that will extend  their knowledge of the  world and illustrate a  current topic.  Select books containing  photographs and  pictures, for example,  places with different  weather types, toys, animals and  dinosaurs  Model  using the features of  non-fiction books. |
| PSED | Be Yourself  What makes me special? Feelings and emotions. How do I manage my emotions? | Mindfulness  Mindfulness activities – helping to manage emotions, feel our bodies and have times of reflection. | One World  Learn about people who live in other places and cultures, compare them with their own lives. |
| Self - regulation | -Controlling own feelings and behaviours  -Applying personalised strategies to return to a state of calm  -Being able to curb impulsive behaviours  -Being able to concentrate on a task  -Being able to ignore distractions  -Behaving in ways that are pro-social  -Planning  -Thinking before acting  -Delaying gratification  -Persisting in the face of difficulty. | | |
| Physical development – fine and gross motor | Fine motor  Threading, cutting, weaving, playdough  Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush beyond whole hand grasp  Pencil Grip  Develop muscle tone to put  pencil pressure on paper  Use tools to effect changes to  materials Show preference for  dominant hand  Engage children in structured  activities: guide them in what  to draw, write or copy. Teach  and model correct letter  formation.  Gross motor  Cooperation games including  parachute games.  Sand and water play – pouring and filling.  Digging in the mud outside.  Climbing using the outdoor  equipment  Different ways of moving to  be explored with children  Help individual children to  develop good personal  hygiene. Acknowledge and  praise their efforts. Provide  regular reminders about  thorough handwashing and  toileting. Allow less confident children time to observe before joining in. | Fine motor  Threading, cutting, weaving, playdough  Begin to form letters correctly  Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely.  Holding Small Items / Button Clothing / Cutting with Scissors  Hold pencil effectively with  comfortable grip Forms  recognisable letters most  correctly formed.  Gross motor  Ball skills- aiming, dribbling,  pushing, throwing & catching,  patting, or kicking  Ensure that spaces are  accessible to children with  varying confidence levels,  skills and needs.  Provide a wide range of  activities to support a broad  range of abilities.  Sand and water play – smaller vessels and tools to challenge children’s gross motor skills.  Provide smaller trowels for digging and large spades.  Balance- children moving with  confidence  Dance related activities in the  stage area.  Provide opportunities for  children to, spin, rock, tilt,  fall, slide and bounce.  Use picture books and other  resources to explain the  importance of the different  aspects of a healthy lifestyle. | Fine motor  Threading, cutting, weaving, playdough.  Develop pencil grip and letter formation continually  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors / Start to cut along a curved line.  Form letters correctly  Copy a square  Begin to draw diagonal lines,  like in a triangle / Start to  colour inside the lines of a  picture  Start to draw pictures that are  recognisable /  Build things with smaller  linking blocks, such as Duplo  or Lego  Gross motor  Obstacle activities  children moving over, under,  through and around  equipment.  Encourage children to be  highly active and get out of  breath several times every  day. Provide opportunities for  children to, spin, rock, tilt,  fall, slide and bounce.  Dance / moving to music  Races / team games involving gross motor movements dance related activities. Gymnastics / Balance |
| 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) | | |
| Reading  Comprehension | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print.  Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.  Retell stories related to events through acting/role play.  Christmas letters/lists. Retelling stories using images and actions to retell the story – Story Maps.  Retelling of stories. Books with no words. Editing of story maps and orally retelling new stories.  Non-Fiction Focus  Retelling of stories.  Sequence story – use vocabulary of beginning, middle and end.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books | Making up stories with themselves as the main character.  Encourage children to record stories through picture drawing/mark making for LAs.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Information leaflets about animals in the garden/plants and growing.  Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment.  Use vocabulary and forms of speech that are increasingly influenced by the children’s experiences of books.  Begin to develop their own narratives and explanations by connecting ideas or events | Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group –  Use story language when acting out a narrative. Rhyming words. Parents reading stories  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.  Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories. |
| Word reading | Phonic Sounds: s a t p i n m d g o c k ck e u r h b f l ff ll ss  Tricky words: is I the he of we me be as and has his her go no to  into  **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.  Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘no’, help children identify the sound that is tricky to spell. | Phonic Sounds: j v w x y z zz qu ch sh th ng ai ee igh oa oo oo ar or ur ow oi ear air er  Tricky words: was you they my by all are  **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Rhyming strings, common theme in traditional tales, identifying characters and settings. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.  Story structure beginning, middle, end. Innovating and retelling stories to an audience, nonfiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. | Phonic learning: Short vowels with adjacent consonants  • CVCC CCVC CCVCC CCCVC CCCVCC  • longer words and compound words  Tricky words: said so have like some come love do were here little says there when what one out today  **Reading:** Non-fiction texts,  Internal blending, longer words and compound words,  Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Reading simple  sentences with fluency.  Reading CVCC and CCVC  words confidently.  End of term assessments |
| Writing | Children will be experimenting with mark -making and writing patterns in a range of media.  They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks, drawings and labels.  Writing initial sounds and simple captions. Use initial sounds to label characters / images.  Children will begin to write letters from their names. Name writing practice.  Labelling using initial sounds.  Telling stories sometimes with adults acting as scribes.  Writing CVC words to label characters. Writing simple captions about pictures from traditional tales e.g. it is a hen.  Help children identify the sound that is tricky to spell.  Sequence stories such as the Christmas story. | Writing some of the tricky words such as I, me, my, like, to, the.  Writing CVC words, Labels using CVC, CVCC, CCVC words.  Guided writing based around developing short sentences about animal facts/looking after animals and habitats.  Drawing and labelling own story maps, writing captions and labels, writing simple sentences.  Writing short sentences and captions to accompany story maps.  Labels and captions – life cycles.  Character descriptions. Write more simple sentences.  Opportunities for independent writing. | Writing lists e.g. what would we pack to take on an adventure?  Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.  Rhyming words.  Recount of our trip.  Story writing, writing sentences using a range of tricky words that are spelt correctly.  Beginning to use full stops, capital letters and finger spaces.  Using familiar texts as a model for writing own stories.  Character description  Opportunities for independent writing. |
| Maths | 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. | | |
|  | Early Mathematical  Experiences  • Counting rhymes and songs  • Classifying objects based on  one attribute  • Matching equal and unequal  sets  • Comparing objects and sets.  • Subitising.  • Ordering objects and sets /  introduce manipulatives.  • Number recognition.  • 2D Shapes.  Pattern and early number  • Recognise, describe, copy  and extend colour and size  patterns  • Count and represent the  numbers 1 to 3  • Estimate and check by  counting.  • Recognise numbers in the  environment.  • A number a week.  Numbers within 6  • Count up to six objects.  • One more or one fewer  • Order numbers 1 – 6  • Conservation of numbers  within six  Addition and subtraction within 6  • Explore zero  • Explore addition and  subtraction using real objects  Measures  • Estimate, order compare,  discuss and explore  capacity, weight and  lengths  Shape and sorting  • Describe, and sort 2-D & 3-D  shapes  • Describe position accurately  Calendar and time  • Days of the week, seasons | Numbers within 10  • Count up to ten objects  • Represent, order and  explore numbers to ten  • One more or fewer, one  greater or less  Addition and subtraction within 10  • Explore addition as counting  on and subtraction as  taking away  Numbers within 15  • Count up to 15 objects and  r e c o g n i s e d i f f e r e n t  representations  • Order and explore numbers  to 15  • One more or fewer  Numbers within 20  • Count up to 10 objects  • Represent, order and  explore numbers to 15  • One more or fewer  Shape and pattern  • Describe and sort 2D and  3D shapes  • Recognise, complete and  create patterns | Grouping and sharing  • Counting and sharing in  equal groups  • Grouping into fives and tens  • Relationship between  grouping and sharing  Doubling and halving  • Doubling and halving & the  relationship between them  Addition and subtraction within 20  • Commutativity (e.g. 3+2 is  the same as 2+3)  • Explore addition and  subtraction  • Compare two amounts  • Relationship between  doubling and halving  Money  • Coin recognition and values  Use money to role play shops  Measures  • Describe capacities  • Compare volumes  • Compare weights  • Estimate, compare and  order lengths  Depth of numbers  within 20  • Explore numbers and  strategies  • Recognise and extend  patterns  • Apply number, shape and  measures knowledge  • Count forwards and  backwards  Numbers beyond 20  • One more one less  • Estimate and count  • Grouping and sharing |
| Understanding the world  Science  History  Geography  RE/Festivals | 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. | | |
|  | • Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.  • Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.  • Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.  • Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.  • Introduce children to different occupations and how they use transport to help them in their jobs.  • Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.  • Long ago – How time has changed.  Can talk about what they have done  with their families during Christmas’  in the past.  • Talk about the Great Fire of London – read books that tell the story.  Share different culture’s versions of  famous fairy tales.  • To introduce children to a range of  fictional characters and creatures  from stories and to begin to  differentiate these characters from  real people in their lives.  • Understand some important processes  and changes in the natural world  around them, including the seasons  and changing states of matter  (freezing, melting, floating/sinking)  • Can name and explore their 5 senses,  explaining in simple terms what their 5 senses are. | • Listening to stories and placing events  in chronological order.  • What can we do here to take care of  animals in the jungle?  • Compare animals from a jungle to  those on a farm.  • Nocturnal Animals Making sense of  different environments and habitats  • Use images, video clips, shared texts  and other resources to bring the  wider world into the classroom.  Listen to what children say about  what they see  • Listen to children describing and  commenting on things they have seen  whilst outside, including plants and  animals.  • After close observation, draw pictures  of the natural world, including  animals and plants  • Introduce the children to recycling  and how it can take care of our  world. Look at what rubbish can do  to our environment and animals.  Create opportunities to discuss how  we care for the natural world around  us.  • Can children make comments on the  weather, culture, clothing, housing.  Talk about how children’s lives have changed over time. What toys did your parents/grandparents play with?  • Change in living things – Changes in  the leaves, weather, seasons,  • Explore the world around us and see  how it changes as we enter Summer.  Provide opportunities for children to  note and record the weather.  • Building a ‘Bug Hotel’  • Draw children’s attention to the  immediate environment, introducing  and modelling new vocabulary where  appropriate.  • Encourage interactions with the  outdoors to foster curiosity and give  children freedom to touch, smell and  hear the natural world around them  during hands-on experiences.  • Look for children incorporating their  understanding of the seasons and  weather in their play.  • Use the BeeBots | • Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.  • Look at the difference between transport in this country and one other country.  Encourage the children to make simple  comparisons.  • Use bee-bots on simple maps. Encourage the children to use navigational language.  • Can children talk about their homes and what there is to do near their homes?  • Look out for children drawing/painting or constructing their homes.  • Encourage them to comment on what their  home is like. Show photos of the children’s  homes and encourage them to draw  comparisons.  • Environments – Features of local environment  Maps of local area Comparing places on  Google Earth – how are they similar/  different?  • Can children differentiate between land and water on a map.  • Take children to places of worship and places of local importance to the community.  • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |
| Special Celebrations | Harvest Festival  Diwali  Hannukah  Christmas | Chinese New Year  Shrove Tuesday/Ash Wednesday  St David’s Day  Holi  Easter  Start of Ramadan | Eid  Summer Solstice |
| Expressive arts and design | Join in with familiar songs.  Provide opportunities to experiment with a wide variety of media and resources.  Children have access to materials to create their own projects.  Begin to mix primary colours to make secondary colours.  Join in with role play games and uses resources available for props; build models using construction equipment.  Sing call-and-response songs, echoing phases adults sing.  Children make their own vehicles using wheels and axles.  Learn to sing rhymes and action songs.  Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.  Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.  Use different textures and materials.  Listen to music and make their own dances in response.  Use clay and dough.  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. | Make different textures; make patterns using different colours  Children will explore ways to protect the growing of plants by designing scarecrows and light catchers using old CDs.  Children create freestanding structures using blocks and construction kits.  Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc  Continue bock and small world play – children build on their ideas and extend creativity in groups.  Listen to different styles and genres of music. | The children are given further opportunities to develop their skills in mark making.  They use paint of different kinds, draw with a variety of materials and begin to choose their own materials. They can mix the colours they need to create projects. They are now more able to talk about their work and say what they like about it.  Children’s play using blocks and loose parts develops and becomes more detailed. Different resources are provided to extend their play.  Listen and respond to different styles and genres of music. |

Early Learning Goals

End of year expectations – whole child/best fit judgement

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Communication and Language | Personal, Social and Emotional Development | Physical Development | Literacy | Maths | Understanding the World | Expressive arts and design |
| ELG: Listening, Attention and Understanding  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers  ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher | ELG: Self-Regulation  Show an understanding of their own  feelings and those of others, and begin  to regulate their behaviour  accordingly.  Set and work towards simple goals,  being able to wait for what they want  and control their immediate impulses  when appropriate.  Give focused attention to what the  teacher says, responding appropriately  even when engaged in activity, and  show an ability to follow instructions  involving several ideas or actions.  ELG: Managing Self  Be confident to try new activities and  show independence, resilience and  perseverance in the face of challenge.  Explain the reasons for rules, know  right from wrong and try to behave  accordingly.  Manage their own basic hygiene and  personal needs, including dressing,  going to the toilet and understanding  the importance of healthy food  choices.  ELG: Building Relationships  Work and play cooperatively and take  turns with others.  Form positive attachments to adults  and friendships with peers.  Show sensitivity to their own and to  others’ needs. | ELG: Gross Motor Skills  Negotiate space and obstacles safely,  with consideration for themselves and  others.  Demonstrate strength, balance and  coordination when playing.  Move energetically, such as running,  jumping, dancing, hopping, skipping  and climbing.  ELG: Fine Motor Skills  Hold a pencil effectively in preparation  for fluent writing – using the tripod  grip in almost all cases.  Use a range of small tools, including  scissors, paint brushes and cutlery.  Begin to show accuracy an | ELG: Comprehension  Demonstrate understanding of what  has been read to them by retelling  stories and narratives using their own  words and recently introduced  vocabulary.  Anticipate – where appropriate – key  events in stories.  Use and understand recently  introduced vocabulary during  discussions about stories, non-fiction,  rhymes and poems and during roleplay.  ELG: Word Reading  Say a sound for each letter in the  alphabet and at least 10 digraphs.  Read words consistent with their  phonic knowledge by sound-blending.Read aloud simple sentences and  books that are consistent with their  phonic knowledge, including some  common exception words.  ELG: Writing  Write recognisable letters, most of  which are correctly formed.  Spell words by identifying sounds in  them and representing the sounds with  a letter or letters.  Write simple phrases and sentences  that can be read by others. | ELG: Number  Have a deep understanding of number  to 10, including the composition of  each number;  Subitise (recognise quantities without  counting) up to 5; - Automatically  recall (without reference to rhymes,  counting or other aids) number bonds  up to 5 (including subtraction facts)  and some number bonds to 10,  including double facts.  ELG: Numerical Patterns  Verbally count beyond 20, recognising  the pattern of the counting system; -  Compare quantities up to 10 in  different contexts, recognising when  one quantity is greater than, less than  or the same as the other quantity.  Explore and represent patterns within  numbers up to 10, including evens and  odds, double facts and how quantities  can be distributed equally. | ELG: Past and Present  Talk about the lives of the people  around them and their roles in society.  Know some similarities and differences  between things in the past and now,  drawing on their experiences and what  has been read in class.  Understand the past through settings,  characters and events encountered in  books read in class and storytelling.  ELG: People, Culture and  Communities  Describe their immediate environment  using knowledge from observation,  discussion, stories, non-fiction texts  and maps.  Know some similarities and differences  between different religious and  cultural communities in this country,  drawing on their experiences and what  has been read in class.  Explain some similarities and  differences between life in this country  and life in other countries, drawing on  knowledge from stories, non-fiction  texts and – when appropriate – maps.  ELG: The Natural World  Explore the natural world around  them, making observations and  drawing pictures of animals and  plants.  Know some similarities and differences  between the natural world around  them and contrasting environments,  drawing on their experiences and what  has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | ELG: Creating with Materials  Safely use and explore a variety of  materials, tools and techniques,  experimenting with colour, design,  texture, form and function.  Share their creations, explaining the  process they have used; - Make use of  props and materials when role playing  characters in narratives and stories.  ELG: Being Imaginative and  Expressive  Invent, adapt and recount narratives  and stories with peers and their  teacher.  Sing a range of well-known nursery  rhymes and songs; Perform songs,  rhymes, poems and stories with  others, and – when appropriate – try  to move in time with music. |