

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 classBeing me in my world Superheroes linked topeople who help usMy family and PSED focus on what am I good at.Being kind and making friends | Life cycles of butterflies, frogs and hens Safari animalsAnimals around the worldClimates / HibernationMinibeastsSea creaturesAnimal Arts and craftsAnimal patternsHappy HabitatsWeather / seasons | Plants & FlowersThe great outdoorsPlanting seedsHow 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. | ElmerLittle Red Riding HoodGoldilocks and the Three BearsWe all have Different FamiliesThe GruffaloThe Gruffalo’s ChildBarbara throws a WobblerWe all look differentPoetry challenge – learn 10 rhymesThe Jolly PostmanAnno’s Counting Book | Dear ZooPig’s EggHow to hide a LionOwl BabiesRosie’s WalkRoom on the BroomThe Very Hungry CaterpillarOn the Way HomeMr Gumpy’s OutingThe Little Red HenHanda’s HenHow the Elephant got his Trunk | The Princess and the PeaThe Paper Bag PrincessGoing on a Bear HuntHow to draw an AlienI’m a Little AlienSupertatoThe Enormous TurnipTiddalickHanda’s SurpriseIn Every House on Every StreetThe Doorbell RangGrandpa’s Quilt |
| Enrichment opportunities | Autumn nature walkRemembrance DayHarvest CelebrationsBirthday celebrationsChristmas celebrationsComic ReliefDiwali celebrationsNurse/firefighter/police officer visits. | Chinese New Year celebrationsInternet safety dayRandom acts of kindness weekEaster celebrationsMother’s DayPlanting seedsWorld Book Day | Sport’s DayLocal walksSeaside DayFamily picnicChurch 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 DevelopmentChildren develop and learn at different rates. We must be aware of children who need greater support than others. PLAYAt 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 NurseryassessmentsIn-house - Baseline dataon entryNational Baseline databy end of half termPhonic InterventionsGap strength analysisPupil progress meetingsParent conversationsEYFS team meetingsIn house moderationMidterm Assessments | EYFS team meetingsInternal moderationsEYFS dataPupil progress meetingsParent conversationsPhonic interventionsOn-going assessments and gap strength analysisEYFS data and evaluationWriting and reviewing ILPs | EYFS Team meetingsPupil progress meetingsMonitoringLA moderation meetingsReportsEYFS profile |
| Parental involvement | Transition meetingsStaggered startTapestry observationsLearn 10 rhymesParent meetingsWeekly open morningParent workshopsHarvest CelebrationsNativity | Weekly Open morningParent ConversationsWorld Book DayTapestry observations | Weekly Open MorningTapestry observationsSport’s DaySummer 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 EYFSSettling in activitiesMaking friendsChildren talking aboutexperiences that arefamiliar to themthrough the use of Tapestry.Rhyming andalliterationShared storiesModel talk routinesthrough the day. Forexample, arriving inschool: “Good morning,how are you?”Listening andresponding to storiesFollowing instructionsTakes part in discussionUnderstands how tolisten carefully and whylistening is important –introducing talkingpartners.Use new vocabularythrough the day.Carefully chosen storiesto develop thechildren’s vocabulary. | Using language well.Encourage and modelthe use of how and whyquestions during newtime.Discovering PassionsRetelling a story withstory language –provide puppets andprops in CP.Encourage and modeldescribing events insome detail during newtime and in the puppetarea.Listen to and talk aboutstories to buildfamiliarity andunderstanding.Learn rhymes, poemsand songs.Encourage and modelthe use of timeconnectives whenchildren are telling theirnews from home orretelling stories.Understand how tolisten carefully and whylistening is important –children to listencarefully and ask goodquestions during newstime.Sustained focus whenlistening to a story | Re-read some favouritestories/ stories we haveuses in our learning torevisit and consolidatevocabulary and events.Sharing books from home.Read aloud books tochildren that will extendtheir knowledge of theworld and illustrate acurrent topic.Select books containingphotographs andpictures, for example,places with differentweather types, toys, animals anddinosaurs Modelusing the features ofnon-fiction books. |
| PSED | Be YourselfWhat makes me special? Feelings and emotions. How do I manage my emotions?  | MindfulnessMindfulness activities – helping to manage emotions, feel our bodies and have times of reflection. | One WorldLearn 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, playdoughManipulate objects with good fine motor skillsDraw lines and circles using gross motor movementsHold pencil/paint brush beyond whole hand graspPencil GripDevelop muscle tone to putpencil pressure on paperUse tools to effect changes tomaterials Show preference fordominant handEngage children in structuredactivities: guide them in whatto draw, write or copy. Teachand model correct letterformation.Gross motorCooperation games includingparachute games.Sand and water play – pouring and filling.Digging in the mud outside.Climbing using the outdoorequipmentDifferent ways of moving tobe explored with childrenHelp individual children todevelop good personalhygiene. Acknowledge andpraise their efforts. Provideregular reminders aboutthorough handwashing andtoileting. Allow less confident children time to observe before joining in. | Fine motorThreading, 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 ScissorsHold pencil effectively withcomfortable grip Formsrecognisable letters mostcorrectly formed.Gross motorBall skills- aiming, dribbling,pushing, throwing & catching,patting, or kickingEnsure that spaces areaccessible to children withvarying confidence levels,skills and needs.Provide a wide range ofactivities to support a broadrange 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 withconfidenceDance related activities in thestage area.Provide opportunities forchildren to, spin, rock, tilt,fall, slide and bounce.Use picture books and otherresources to explain theimportance of the differentaspects of a healthy lifestyle. | Fine motorThreading, 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 correctlyCopy a squareBegin to draw diagonal lines,like in a triangle / Start tocolour inside the lines of apictureStart to draw pictures that arerecognisable /Build things with smallerlinking blocks, such as Duploor LegoGross motorObstacle activitieschildren moving over, under,through and aroundequipment.Encourage children to behighly active and get out ofbreath several times everyday. Provide opportunities forchildren to, spin, rock, tilt,fall, slide and bounce.Dance / moving to musicRaces / 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) |
| ReadingComprehension | 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 ssTricky words: is I the he of we me be as and has his her go no tointo**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 erTricky 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 simplesentences with fluency.Reading CVCC and CCVCwords 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 MathematicalExperiences• Counting rhymes and songs• Classifying objects based onone attribute• Matching equal and unequalsets• Comparing objects and sets.• Subitising.• Ordering objects and sets /introduce manipulatives.• Number recognition.• 2D Shapes.Pattern and early number• Recognise, describe, copyand extend colour and sizepatterns• Count and represent thenumbers 1 to 3• Estimate and check bycounting.• Recognise numbers in theenvironment.• A number a week.Numbers within 6• Count up to six objects.• One more or one fewer• Order numbers 1 – 6• Conservation of numberswithin sixAddition and subtraction within 6 • Explore zero• Explore addition andsubtraction using real objectsMeasures• Estimate, order compare,discuss and explorecapacity, weight andlengthsShape and sorting• Describe, and sort 2-D & 3-Dshapes• Describe position accuratelyCalendar and time• Days of the week, seasons | Numbers within 10• Count up to ten objects• Represent, order andexplore numbers to ten• One more or fewer, onegreater or lessAddition and subtraction within 10• Explore addition as countingon and subtraction astaking awayNumbers within 15• Count up to 15 objects andr e c o g n i s e d i f f e r e n trepresentations• Order and explore numbersto 15• One more or fewerNumbers within 20• Count up to 10 objects• Represent, order andexplore numbers to 15• One more or fewerShape and pattern• Describe and sort 2D and3D shapes• Recognise, complete andcreate patterns | Grouping and sharing• Counting and sharing inequal groups• Grouping into fives and tens• Relationship betweengrouping and sharingDoubling and halving• Doubling and halving & therelationship between themAddition and subtraction within 20• Commutativity (e.g. 3+2 isthe same as 2+3)• Explore addition andsubtraction• Compare two amounts• Relationship betweendoubling and halvingMoney• Coin recognition and valuesUse money to role play shopsMeasures• Describe capacities• Compare volumes• Compare weights• Estimate, compare andorder lengthsDepth of numberswithin 20• Explore numbers andstrategies• Recognise and extendpatterns• Apply number, shape andmeasures knowledge• Count forwards andbackwardsNumbers beyond 20• One more one less• Estimate and count• Grouping and sharing |
| Understanding the worldScienceHistoryGeographyRE/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 donewith 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 offamous fairy tales.• To introduce children to a range offictional characters and creaturesfrom stories and to begin todifferentiate these characters fromreal people in their lives.• Understand some important processesand changes in the natural worldaround them, including the seasonsand 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 eventsin chronological order.• What can we do here to take care ofanimals in the jungle?• Compare animals from a jungle tothose on a farm.• Nocturnal Animals Making sense ofdifferent environments and habitats• Use images, video clips, shared textsand other resources to bring thewider world into the classroom.Listen to what children say aboutwhat they see• Listen to children describing andcommenting on things they have seenwhilst outside, including plants andanimals.• After close observation, draw picturesof the natural world, includinganimals and plants• Introduce the children to recyclingand how it can take care of ourworld. Look at what rubbish can doto our environment and animals.Create opportunities to discuss howwe care for the natural world aroundus.• Can children make comments on theweather, 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 inthe leaves, weather, seasons,• Explore the world around us and seehow it changes as we enter Summer.Provide opportunities for children tonote and record the weather.• Building a ‘Bug Hotel’• Draw children’s attention to theimmediate environment, introducingand modelling new vocabulary whereappropriate.• Encourage interactions with theoutdoors to foster curiosity and givechildren freedom to touch, smell andhear the natural world around themduring hands-on experiences.• Look for children incorporating theirunderstanding of the seasons andweather 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 simplecomparisons.• 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 theirhome is like. Show photos of the children’shomes and encourage them to drawcomparisons.• Environments – Features of local environmentMaps of local area Comparing places onGoogle 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 FestivalDiwaliHannukahChristmas | Chinese New YearShrove Tuesday/Ash WednesdaySt David’s DayHoliEasterStart of Ramadan | EidSummer 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 etcContinue 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-RegulationShow an understanding of their ownfeelings and those of others, and beginto regulate their behaviouraccordingly.Set and work towards simple goals,being able to wait for what they wantand control their immediate impulseswhen appropriate.Give focused attention to what theteacher says, responding appropriatelyeven when engaged in activity, andshow an ability to follow instructionsinvolving several ideas or actions. ELG: Managing SelfBe confident to try new activities andshow independence, resilience andperseverance in the face of challenge.Explain the reasons for rules, knowright from wrong and try to behaveaccordingly.Manage their own basic hygiene andpersonal needs, including dressing,going to the toilet and understandingthe importance of healthy foodchoices.ELG: Building RelationshipsWork and play cooperatively and taketurns with others.Form positive attachments to adultsand friendships with peers.Show sensitivity to their own and toothers’ needs. | ELG: Gross Motor SkillsNegotiate space and obstacles safely,with consideration for themselves andothers.Demonstrate strength, balance andcoordination when playing.Move energetically, such as running,jumping, dancing, hopping, skippingand climbing.ELG: Fine Motor SkillsHold a pencil effectively in preparationfor fluent writing – using the tripodgrip in almost all cases.Use a range of small tools, includingscissors, paint brushes and cutlery.Begin to show accuracy an | ELG: ComprehensionDemonstrate understanding of whathas been read to them by retellingstories and narratives using their ownwords and recently introducedvocabulary.Anticipate – where appropriate – keyevents in stories.Use and understand recentlyintroduced vocabulary duringdiscussions about stories, non-fiction,rhymes and poems and during roleplay.ELG: Word ReadingSay a sound for each letter in thealphabet and at least 10 digraphs.Read words consistent with theirphonic knowledge by sound-blending.Read aloud simple sentences andbooks that are consistent with theirphonic knowledge, including somecommon exception words. ELG: WritingWrite recognisable letters, most ofwhich are correctly formed.Spell words by identifying sounds inthem and representing the sounds witha letter or letters.Write simple phrases and sentencesthat can be read by others. | ELG: NumberHave a deep understanding of numberto 10, including the composition ofeach number;Subitise (recognise quantities withoutcounting) up to 5; - Automaticallyrecall (without reference to rhymes,counting or other aids) number bondsup to 5 (including subtraction facts)and some number bonds to 10,including double facts.ELG: Numerical PatternsVerbally count beyond 20, recognisingthe pattern of the counting system; -Compare quantities up to 10 indifferent contexts, recognising whenone quantity is greater than, less thanor the same as the other quantity.Explore and represent patterns withinnumbers up to 10, including evens andodds, double facts and how quantitiescan be distributed equally. | ELG: Past and PresentTalk about the lives of the peoplearound them and their roles in society.Know some similarities and differencesbetween things in the past and now,drawing on their experiences and whathas been read in class.Understand the past through settings,characters and events encountered inbooks read in class and storytelling. ELG: People, Culture andCommunitiesDescribe their immediate environmentusing knowledge from observation,discussion, stories, non-fiction textsand maps.Know some similarities and differencesbetween different religious andcultural communities in this country,drawing on their experiences and whathas been read in class.Explain some similarities anddifferences between life in this countryand life in other countries, drawing onknowledge from stories, non-fictiontexts and – when appropriate – maps.ELG: The Natural WorldExplore the natural world aroundthem, making observations anddrawing pictures of animals andplants.Know some similarities and differencesbetween the natural world aroundthem and contrasting environments,drawing on their experiences and whathas 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 MaterialsSafely use and explore a variety ofmaterials, tools and techniques,experimenting with colour, design,texture, form and function.Share their creations, explaining theprocess they have used; - Make use ofprops and materials when role playingcharacters in narratives and stories.ELG: Being Imaginative andExpressiveInvent, adapt and recount narrativesand stories with peers and theirteacher.Sing a range of well-known nurseryrhymes and songs; Perform songs,rhymes, poems and stories withothers, and – when appropriate – tryto move in time with music. |