

EYFS 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b></p> <p>NB: These themes may be adapted at various points to allow for children's interests</p>	<p><b>All About Me!</b></p> <p>Friendship Superheroes Healthy Me Well-being</p> <p>Starting school / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? Being kind / staying safe</p>	<p><b>Who Lives in a Castle?</b></p> <p>Traditional Tales Fireworks Christmas Traditional Tales Little Red Hen - Harvest Familiar tales Nursery Rhymes The Nativity Christmas Lists Letters to Father Christmas</p>	<p><b>Come Outside!</b></p> <p>Plants &amp; Flowers Food Weather Seasons</p> <p>Plants &amp; Flowers Weather / Seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse &amp; Recycle Fun Science / Materials</p>	<p><b>Terrific Tales!</b></p> <p>Traditional Tales Easter</p> <p>Traditional Tales Little Red Hen - Harvest Familiar tales Nursery Rhymes The Easter Story</p>	<p><b>Amazing Animals!</b></p> <p>Life Cycles Minibeasts Down on the Farm Jungles Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns Habitats</p>	<p><b>Fun at the Seaside!</b></p> <p>Under the sea Seaside Pirates Under the sea</p> <p>Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils - Mary Anning Seasides in the past Compare: Now and then! Seaside art</p>
<p><b>High Quality Texts</b></p>	<p>You Choose Going on a Bear Hunt Who's in my family Autumn Rosie's walk Super Tato Superworm Tiger who came to tea The Smartest Giant The Colour Monster Elmer Room on the Broom</p>	<p>In the Castle Dragon Post Christmas Story Nativity Stickman</p>	<p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons Matisse's Magical Trail A Fruit is a Suitcase for Seeds The Little Gardners Eddie's Garden</p>	<p>The Jolly Postman Goldilocks The 3 Little Pigs Red Riding Hood Gingerbread Man Jack and The Beanstalk</p>	<p>The Very Hungry Caterpillar Aghh Spider! Mad about Minibeasts Farmyard Hullabaloo Rumble in the Jungle Handa's Surprise</p>	<p>Lighthouse Keeper's Lunch Billy's Bucket Commotion in the Ocean P is for Passport: A World Alphabet The Troll The Night Pirates Pirates love Underpants The Storm Whale</p>

General Themes	All About Me!	Who Lives in a Castle?	Come Outside!	Terrific Tales!	Amazing Animals!	Fun at the Seaside!
'Wow' moments / Enrichment	Autumn walk Remembrance Day Harvest Time Birthdays Favourite Songs What do I want to be when I grow up? Video for parents.	Guy Fawkes Bonfire Night Christmas Time Nativity Diwali Hannukah Black History Month Remembrance day Children in Need Anti- Bullying Week	Chinese New Year Lent Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art Week Walk to the park Picnic Planting Seeds Weather Study	Nature scavenger Hunt Van Gogh Study Easter time Easter Egg Hunt Mother's Day Queen's Birthday	Zoo visit Chinese Animal Art Let's go on Safari -An animal a day! Start of Ramadan Food tasting - different cultures. Eid D-Day	Visit to the beach Fossil hunting Father's Day World Environment Day Map work - Find the Treasure Pirate Day Ice - Cream at the park
<b>Communication and Language</b>	<p>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, nonfiction, 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.</p>					
General Themes	All About Me!	Who Lives in a Castle?	Come Outside!	Terrific Tales!	Amazing Animals!	Fun at the Seaside!
<b>Whole EYFS Focus</b>	Welcome to EYFS Settling in activities	Settling in activities Develop vocabulary	Using language well Ask's how and why	Describe events in detail - time	Discovering Passions Re-read some books	Show and tell Weekend news

<p><b>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, Collective Worships and weekly interventions.</b></p> <p><b>Daily story time</b></p>	<p>Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>questions... Discovering Passions Retell a story with story language Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Sustained focus when listening to a story</p>	<p>so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Discovering Passions 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 in different weather conditions and seasons.</p>
<p><b>General Themes</b></p>	<p><b>All About Me!</b></p>	<p><b>Who Lives in a Castle?</b></p>	<p><b>Come Outside!</b></p>	<p><b>Terrific Tales!</b></p>	<p><b>Amazing Animals!</b></p>	<p><b>Fun at the Seaside!</b></p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>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</p>					



<p><b>children' s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities</b></p>	<p>activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation</p>	<p>activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
	<p><b>All About Me!</b></p>	<p><b>Who Lives in a Castle?</b></p>	<p><b>Come Outside!</b></p>	<p><b>Terrific Tales!</b></p>	<p><b>Amazing Animals!</b></p>	<p><b>Fun at the Seaside!</b></p>
	<p><b>Gross motor</b></p> <p>Cooperation games i.e. parachute games. Climbing - outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers,</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; 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. Dance / moving to music Gymnastics /</p>	<p>Balance- children moving with confidence dance related activities 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.</p>	<p>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</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance</p>

	thorough handwashing and toileting.	skateboards, wheelbarrows, prams and carts are all good options	Balance			
	From Development Matters 20' : Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
<b>General Themes</b>	<b>All About Me!</b>	<b>Who Lives in a Castle?</b>	<b>Come Outside!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>Fun at the Seaside!</b>
<b>Literacy Comprehension</b>	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)					
<b>Developing a passion for reading Children will visit the library weekly Word Reading Children will be working in different groups for Read Write Inc. SH - Focus on consolidation of set</b>	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	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story - Story Maps.	Making up stories with themselves as the main character - Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.	Can 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

<p><b>1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</b></p>	<p>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.</p> <p>Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children</p>	<p>Retelling of stories. 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</p> <p>Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p>	<p>Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p> <p>Phonic Sounds: RWI Differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become</p>	<p>Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or event</p> <p>Phonic Sounds: RWI Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience,</p>	<p>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. Role play area - book characters</p> <p>Phonic Sounds: RWI Differentiated groups Reading: Non-fiction texts, Internal blending, Naming letters of</p>	<p>reactions. Make predictions Beginning to understand that a non-fiction is a nonstory- 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.</p> <p>Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
--	--	--	--	--	---	---

	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 'said', help children identify the sound that is tricky to spell.	familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	End of term assessments Transition work with Year 1 staff
<b>General Themes</b>	<b>All About Me!</b>	<b>Who Lives in a Castle?</b>	<b>Come Outside!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>Fun at the Seaside!</b>
<b>Mathematics</b>	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					



	<p>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>					
	<p><b>White Rose Maths</b></p>					
<p><b>General Themes</b></p>	<p><b>All About Me!</b></p>	<p><b>Who Lives in a Castle?</b></p>	<p><b>Come Outside!</b></p>	<p><b>Terrific Tales!</b></p>	<p><b>Amazing Animals!</b></p>	<p><b>Fun at the Seaside!</b></p>
<p><b>Understanding the world</b></p>	<p>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</p>					
	<p><b>Identifying their family. Commenting</b></p>	<p><b>Role play kings and queens</b></p>	<p><b>Trip to our local park (to link with</b></p>	<p><b>Can talk about what they have done</b></p>	<p><b>Listening to stories and placing events</b></p>	<p><b>Materials: Floating / Sinking - boat</b></p>

	<p>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</p>	<p>Look at symbols of monarchy in photographs and portraits of kings and queens Make crowns Sketches of Buckingham Palace</p>	<p>seasons); discuss what we will see on our journey to the park and how we will get there. 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. 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</p>	<p>with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures 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</p>	<p>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. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. 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</p>	<p>building Metallic / non-metallic objects Seasides long ago - Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p>
--	---	---	--	--	--	---

	<p>environment. Introduce children to different occupations and 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. Using cameras.</p>		<p>'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</p>		<p>close observation, draw pictures of the natural world, including animals and plants</p>	
<b>General Themes</b>	<b>All About Me!</b>	<b>Who Lives in a Castle?</b>	<b>Come Outside!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>Fun at the Seaside!</b>
<b>Religious Festivals RE</b>	Rosh Hashanah Yom Kippur Sukkot All Saints Day	Diwali Hanukkah Christmas	Epiphany Ash Wednesday Shrove Tuesday St David's Day Shivaratri	Holi Palm Sunday Passover Easter Start of Ramadan	Eid Shavuot	Summer Solstice

	See RE Planning and syllabus					
<p><b>Expressive Arts and Design</b> Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role</p>	<p>Animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and</p>	<p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons - Art Provide a wide range of props for play which encourage imagination</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries - dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to</p>	<p>Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing - underwater pictures. Father's Day Crafts</p>

	develop and realise creative ideas. Superhero masks	Play of The Nativity	different sorts of glue.		construct with.	
<b>Early Learning Goals - for the end of the year</b>						
<b>Communication and Language</b>	<b>Personal, social, emotional development</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive arts and design</b>
<p><b>ELG: Listening, Attention and Understanding</b> 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</p>	<p><b>ELG: Self-Regulation</b> 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</p>	<p><b>ELG: Gross Motor Skills</b> 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. <b>ELG: Fine Motor Skills</b> 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,</p>	<p><b>ELG: Comprehension</b> 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 role-play. <b>ELG: Word Reading</b> Say a sound for each letter in the</p>	<p><b>ELG: Number</b> 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. <b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the</p>	<p><b>ELG: Past and Present</b> 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. <b>ELG: People, Culture and Communities</b> Describe their</p>	<p><b>ELG: Creating with Materials</b> 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. <b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher.</p>

<p>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, nonfiction, 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.</p>	<p>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</p>	<p>paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>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.</p>	<p>pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>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</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>
---	---	---	--	--	---	--

	<p>sensitivity to their own</p>				<p>some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
--	---------------------------------	--	--	--	---	--