

Nursery Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: These themes may be adapted at various times to allow for children's interests to be followed through the provision.</i>	Me and my Community! Starting Nursery/my new class/my key group and key person My family Being kind How do I feel? Autumn Planting bulbs Bug hotel	Let's Celebrate! How different festivals and occasions are celebrated in my family and community Winter	Come Outside!		Tell me a Story	
			Settling in and following children's interests	Gardening Planting seeds Weather Spring Frogspawn - tadpoles	Settling in and following children's interests	Traditional tales Transition to Reception (N2)

Key Texts	<p>Fiction texts</p> <p>'Owl Babies'</p> <p>'Peace at Last!'</p> <p>'Hello, Friend!'</p> <p>'Where's Spot?'</p> <p>Non-fiction texts</p> <p>Autumn</p>	<p>Fiction texts</p> <p>'Tidy'</p> <p>'We're Going on an Elf Chase'</p> <p>'Walking in a Winter Wonderland'</p> <p>'Pick a pine tree'</p> <p>Non-fiction text</p> <p>Bonfire Night</p> <p>Winter</p> <p>Christmas</p>	<p>Fiction texts</p> <p>'What a Wonderful World'</p> <p>'We're Going on a Bear Hunt'</p> <p>Non-fiction text</p> <p>World Atlas</p>	<p>Fiction texts</p> <p>'Mr. Wolf's Pancakes'</p> <p>'Hurray for Hoppy'</p> <p>'We're Going on an Egg Hunt'</p> <p>'The Colour Monster'</p> <p>Non-fiction</p> <p>From tadpole to Frog</p> <p>Farm animals</p> <p>Easter</p> <p>Spring</p>	<p>Fiction texts</p> <p>'The Gingerbread Man'</p> <p>'The Three Little Pigs'</p> <p>Non-fiction</p> <p>From seed to sunflower</p> <p>Summer</p>	<p>Fiction texts</p> <p>'The Three Billy Goats Gruff'</p> <p>'Goldilocks and the Three Bears'</p> <p>Non-fiction texts</p> <p>World Atlas</p>
Key Nursery Rhymes	<p>The Incy Wincy Spider</p> <p>5 Currant Buns</p> <p>Dingle Dangle Scarecrow</p> <p>I Hear Thunder</p> <p>Doctor Foster</p> <p>The Wheels on the Bus</p>	<p>Alice the Camel</p> <p>Here we go Around the Mulberry Bush</p> <p>10 Green Bottles</p> <p>Twinkle Twinkle Little Star</p>	<p>Little Peter Rabbit</p> <p>Little Bo Peep</p> <p>Two Little Dickie Birds</p> <p>Five Crispy Pancakes</p>	<p>Old MacDonald had a Farm</p> <p>Five Little Ducks</p> <p>Hot Cross Buns</p> <p>5 Little Bunnies</p> <p>Sleeping Bunnies</p> <p>Mary had a Little Lamb</p> <p>Baa Baa Black Sheep</p>	<p>Mary Mary Quite Contrary</p> <p>5 Little Speckled Frogs</p> <p>Round and Round the Garden</p>	<p>The Sun has got his Hat on</p> <p>The Queen of Hearts</p> <p>Wiggly Woo</p>
<p>Pie Corbett Reading Spine Books – Nursery pack</p> <p>Regularly selected from for story time</p> <p>3 key authors for Nursery:</p> <p>Rod Campbell</p> <p>Eric Carle</p> <p>Janet and Allan Ahlberg</p>	<p>Fiction</p> <p>'Brown Bear, brown Bear, What Do You See?' by Bill Martin JR and Eric Carle</p> <p>'Come on, Daisy' by Jane Simmons</p> <p>'Dear Zoo' by Rod Campbell</p> <p>'Each Peach Pear Plum' by Janet and Allan Ahlberg</p> <p>'Hairy Maclary from Donaldson's Dairy' by Lynley Dodd</p> <p>'Hug' by Jez Alborough</p> <p>'Jasper's Beanstalk' by Nick Butterworth and Mick Inkpen</p> <p>'The Train Ride' by June Crebbin and Stephen Lambert</p> <p>'The Very Hungry Caterpillar' by Eric Carle</p> <p>'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury</p> <p>'Where's Spot?' by Eric Hill</p> <p>'You Choose' by Nick Sharratt and Pippa Goodhart</p>				<p>Poetry</p> <p>'Dinosaur Roar!' by Paul and Henrietta Stickland</p> <p>'Shark in the Park' by Nick Sharratt</p> <p>'The Oxford Treasury of Nursery Rhymes'</p> <p>'The Puffin Baby and Toddler Treasury'</p>	
"Wow" moments	<p>Autumn Walk</p> <p>Harvest</p> <p>Photographer - Individual/siblings</p> <p>National Poetry Day (06 October)</p>	<p>Guy Fawkes/Bonfire Night</p> <p>Birthdays</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Christmas/Nativity</p> <p>Firefighter visit</p>	<p>Farmer to visit with lambs</p> <p>Bulgarian Spring Festival (01 March)</p>	<p>Comic Relief /Sports Relief</p> <p>Planting seeds</p> <p>Mother's Day</p> <p>Easter</p> <p>World Book Day</p> <p>Pancake Day</p> <p>Frogspawn-tadpoles (9wks)</p>	<p>Author/illustrator visit</p> <p>Queen's Platinum Jubilee celebrations 2022</p> <p>Photographer – class (N2 only)</p>	<p>Sunflower gifts</p> <p>Father's Day</p> <p>Summer party</p>

		Anti-bullying week World Nursery Rhyme Week (mid-November)				
	Autumn 1 Me and my Community!	Autumn 2 Let's Celebrate!	Spring 1 Settling in and following children's interests	Spring 2 Come Outside!	Summer 1 Settling in and following children's interests	Summer 2 Tell me a Story
Characteristics of effective learning	<p>Playing and Exploring – Children investigate and experience things, and 'have a go'. Children who actively participate in their play develop a larger store of information to draw on which supports their learning.</p> <p>Active learning – Children concentrate and keep on trying if they encounter difficulties. They enjoy their achievements. For children to develop into self-regulating, lifelong learners they need to take ownership, accept challenge and learn persistence.</p> <p>Creating and thinking critically – Children have a develop their own ideas, make links between their ideas, and develop strategies for doing things.</p>					
Overarching principles	<p>Unique child: Every child is unique, who is constantly learning and can be resilient, capable, confidence and self-assured.</p> <p>Positive relationships: Children learn to be strong and independent through positive relationships.</p> <p>Enabling environments: Children learn and develop well in a safe and secure environment where routines are established and where adults respond to their individual needs and interests and help them to build on their learning over time.</p> <p>Learning and development: Children develop and learn at different rates. We must be aware of children who need greater support than others. Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. Depth in early learning is much more important than covering lots of things in a superficial way.</p>					
	Autumn 1 Me and my Community!	Autumn 2 Let's Celebrate!	Spring 1 Settling in and following children's interests	Spring 2 Come Outside!	Summer 1 Settling in and following children's interests	Summer 2 Tell me a Story
EYFS Statutory Educational programme: Communication and Language	<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 learning 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.</p> <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role-play, where children share their ideas will support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become more comfortable using a rich range of vocabulary and language structures.</p>					

<p><i>Communication and language is developed throughout the year through high quality interactions, daily group times, stories, nursery rhymes, singing, and speech and language interventions.</i></p> <p><i>Makaton sign of the week – whole school.</i></p>	<p>Sept intake check points (see Development Matters p.28, 30)</p> <p>Across all terms – Listen to and encourage talking, model good listening and provide good models of spoken English to help young children enlarge their vocabulary and learn, for example, how to structure comprehensible sentences, speak confidently and clearly, and sustain dialogue.</p> <p>Learn rhymes, poems and songs. Model using language well. Settling in activities. Making friends. Talking about themselves and experiences that are familiar to them. Model talk routines throughout the day e.g. “Good morning, how are you?”</p> <p>Forest school – Wednesday a.m. (small group of N2)</p>	<p>Check points (see Development Matters p.33)</p> <p>Understand how to listen carefully. Develop vocabulary and use new vocabulary throughout the day. Use books that will develop vocabulary. Exploring story language. Listening and responding to stories – taking about what is happening and giving their own ideas. Retell stories. Understanding a question or instruction that has two parts. Cooking/baking.</p> <p>Forest school – Wednesday a.m. (small group of N2)</p>	<p>Jan intake check points (see Development Matters p.28, 30)</p> <p>Learn rhymes, poems and songs. Model using language well. Settling in activities. Making friends. Talking about themselves and experiences that are familiar to them. Model talk routines throughout the day e.g. “Good morning, how are you?” Model language that promotes thinking and challenges children. Help children to elaborate on how they are feeling.</p>	<p>Check points (see Development Matters p.33)</p> <p>Understand how to listen carefully. Develop vocabulary and use new vocabulary throughout the day. Use books that will develop vocabulary. Exploring story language. Listening and responding to stories – taking about what is happening and giving their own ideas. Retell stories. Understanding a question or instruction that has two parts. Talking about changes over time e.g. cooking/baking, frogspawn-frog. Taking part in small group or class discussions. Understanding ‘how?’ and ‘why?’ questions.</p> <p>Forest school – Wednesday a.m. (small group of N2)</p>	<p>April intake check points (see Development Matters p.28, 30)</p> <p>Learn rhymes, poems and songs. Model using language well. Settling in activities. Making friends. Talking about themselves and experiences that are familiar to them. Model talk routines throughout the day e.g. “Good morning, how are you?” Understand how to listen carefully. Develop vocabulary and use new vocabulary throughout the day. Use books that will develop vocabulary. Understanding a question or instruction that has two parts.</p>	<p>Check points (see Development Matters p.33)</p> <p>Exploring story language. Listening and responding to stories – taking about what is happening and giving their own ideas. Retell stories. Talking about changes over time e.g. seed-sunflower. Model language that promotes thinking and challenges children. Help children to elaborate on how they are feeling. Taking part in small group or class discussions. Understanding ‘how?’ and ‘why?’ questions. N2 – transition to Reception.</p>
	<p>Early Talk Boost – 9 week programme (N2) Contrastive pairs – min 12 weeks (N2)</p>		<p>Early Talk Boost – 9 week programme (N2) Contrastive pairs – min 12 weeks (N2)</p>		<p>Early Talk Boost – 9 week programme (N2) Contrastive pairs – min 12 weeks (N2)</p>	

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EYFS Statutory Educational programme: Personal, Social and Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and it 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.</p> <p>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 managing personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					

<p><i>PSED is not specifically planned for across the year. The EYFS principles underpin daily classroom practice which ensures all elements of developing PSED are covered.</i></p> <p><i>Observations are central to supporting children in making relationships, developing self-confidence, co and self-regulating and having an awareness of and managing feelings and behaviour.</i></p>	<p>Sept intake check points (see Development Matters p.50)</p> <p>Following class routines and rules.</p> <p>Building relationships with adults and peers.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried'.</p> <p>Modelling how to use the learning environment.</p> <p>Importance of handwashing.</p> <p>Looking after our belongings.</p> <p>Asking for help.</p> <p>*Repeat all of the above at the start of each term.</p> <p>Forest school – Wednesday a.m. (small group of N2)</p>	<p>Check points (see Development Matters p.54–55)</p> <p>Learning why rules are important in the context of their play/keeping safe etc.</p> <p>Taking turns and sharing (scaffolded approach).</p> <p>Building independence in accessing the learning environment, selecting and using resources and activities, with help when needed.</p> <p>Looking after resources.</p> <p>Being kind – kind words, kind hands, kind feet.</p> <p>Dressing and undressing with developing levels of independence.</p> <p>Forest school – Wednesday a.m. (small group of N2)</p>	<p>Jan intake check points (see Development Matters p.50)</p> <p>*See autumn term 1</p> <p>Understanding how others might be feeling.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Model how to find solutions to conflicts and rivalries and develop appropriate ways of being assertive.</p>	<p>Check points (see Development Matters p.54–55)</p> <p>Learning why rules are important in the context of their play/keeping safe etc.</p> <p>Taking turns and sharing (scaffolded approach).</p> <p>Building independence in accessing the learning environment, selecting and using resources and activities, with help when needed.</p> <p>Looking after resources.</p> <p>Being kind – kind words, kind hands, kind feet.</p> <p>Dressing and undressing with developing levels of independence.</p> <p>Forest school – Wednesday a.m. (small group of N2)</p>	<p>April intake check points (see Development Matters p.50)</p> <p>*See autumn term 1</p> <p>Understanding how others might be feeling.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Model how to find solutions to conflicts and rivalries and develop appropriate ways of being assertive.</p>	<p>Check points (see Development Matters p.54–55)</p> <p>Taking turns and sharing (scaffolded approach).</p> <p>Building independence in accessing the learning environment.</p> <p>Looking after resources.</p> <p>Understanding our own and others' feelings.</p> <p>Being kind – kind words, kind hands, kind feet.</p> <p>Dressing and undressing with developing levels of independence.</p>
	Increasing independence in using the toilet.					
	<p>Autumn 1</p> <p>Me and my Community!</p>	<p>Autumn 2</p> <p>Let's Celebrate!</p>	<p>Spring 1</p> <p>Settling in and following children's interests</p>	<p>Spring 2</p> <p>Come Outside!</p>	<p>Summer 1</p> <p>Settling in and following children's interests</p>	<p>Summer 2</p> <p>Tell me a Story</p>

<p>EYFS Statutory Educational programme:</p> <p>Physical development</p> <p>Daily opportunities for fine and gross-motor activities.</p>	<p>Physical development is vital in children's all round development, enabling them to pursue happy, healthy and active lives. Gross and fine-motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p> <p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross-motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine-motor control and precision helps with hand eye coordination, which is alter linked to early literacy. Repeated and varied opportunities to example and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop the proficiency, control and confidence.</p>
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Gross-motor	<p>Sept intake: Scoot on sit-down trikes without pedals and in push along cars Catch large balls Climb using hands and feet Pulling and pushing movements e.g. tyres, prams All: Pedal tricycles Climb, jump off and land safely e.g. boulders, tyres, logs Use steps with alternate feet Walk around the school site including ramps and steps Model the vocabulary of instruction and encourage the children to use it e.g. 'follow', 'lead', 'copy' etc. Listening and attention games e.g. parachute Digging e.g. gravel and bark Community Play water area Forest school – Wednesday a.m. Yoga – Wednesday p.m.</p>	<p>Sweeping Puddle jumping Different ways of moving and modelling the vocabulary of movement, encouraging children to use it e.g. 'gallop', 'slither', 'creep' etc. Skip, hop, stand on one leg and hold a pose e.g. Simon Says, musical statues etc. Carrying heavier items e.g. resource boxes, watering cans, buckets etc.</p> <p>Walk up steps using alternating feet Twisting, turning and rotating skills.</p> <p>Forest school – Wednesday a.m. Yoga – Wednesday p.m.</p>	<p>Jan intake: Climb using hands and feet Pulling and pushing movements e.g. tyres All: Sweeping Puddle jumping Use steps with alternate feet Walk around the school site including ramps and steps Twisting, turning and rotating skills</p> <p>* Use cross-lateral movement to move forwards and negotiate space, moving through tunnels, dens etc. (*continue throughout spring and summer terms)</p>	<p>Sweeping Puddle jumping Walks around the school site including ramps and steps Carrying heavier items e.g. resource boxes, watering cans, buckets etc. Digging e.g. gravel and bark Community Play water area Pushing, pulling, riding, pedal and balance wheeled toys Moving with confidence in a range of ways, negotiating space e.g. beginning to hop, jump, run etc. * (see spring term 1)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large Community Play blocks</p> <p>Forest school – Wednesday a.m.</p>	<p>April intake: Scoot on sit-down trikes without pedals and in push along cars Catch large balls Climb using hands and feet Pulling and pushing movements e.g. tyres, prams All: Listening and attention games, e.g. parachute Climb, jump off and land safely e.g. boulders, tyres, logs Digging – large sand pit, gravel and bark Community Play water area Pushing, pulling, riding, pedal and balance wheeled toys * (see spring term 1)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large Community Play blocks</p>	<p>Listening and attention games, e.g. parachute Climb, jump off and land safely e.g. boulders, tyres, logs Digging – large sand pit, gravel and bark Community Play water area Pushing, pulling, riding, pedal and balance wheeled toys Moving with confidence in a range of ways, negotiating space e.g. beginning to hop, jump, run etc. * (see spring term 1)</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large Community Play blocks</p>
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<p>Fine-motor</p> <p><i>Continuously check the progress of children's pencil grip and preference for a dominant hand. Provide extra help and guidance when needed.</i></p>	<p>Playdough, fine-motor resources</p> <p>Use one-handed equipment e.g. cutting playdough spaghetti</p> <p>Draw lines and circles using gross-motor and cross-lateral movements</p> <p>Encourage mark-making in different media</p> <p>Hold pencil/paintbrush beyond whole hand grasp</p> <p>Gardening – clearing beds from summer and planting spring bulbs</p> <p>Cutting up lunch with a knife and fork with varying levels of scaffolded support (repeat half-termly)</p>	<p>Playdough, fine-motor resources</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Use one-handed equipment e.g. making snips in paper with scissors</p> <p>Be increasingly independent as they get dressed and undressed e.g. putting coats on and doing up zips with varying levels of scaffolded support.</p>	<p>Threading, cutting, playdough, fine-motor resources</p> <p>Draw lines and circles using gross-motor and cross-lateral movements</p> <p>Encourage mark-making in different media</p> <p>Hold pencil/paintbrush beyond whole hand grasp.</p>	<p>Threading, cutting, playdough, fine-motor resources</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Pencil grip</p> <p>Use tools to effect changes to materials</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Gardening.</p> <p>Use a comfortable grip e.g. tripod with good control when holding pens or pencils, showing a preference for a dominant hand.</p>	<p>Threading, cutting, playdough, fine-motor resources</p> <p>Draw lines and circles using gross-motor and cross-lateral movements</p> <p>Encourage mark-making in different media</p> <p>Gardening.</p> <p>Using one-handed equipment with control e.g. scissors to cut a long a line.</p> <p>Use a comfortable grip e.g. tripod with good control when holding pens or pencils, showing a preference for a dominant hand.</p>	<p>Threading, cutting, playdough, fine-motor resources</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely</p> <p>Pencil grip – tripod</p> <p>Gardening.</p> <p>Using one-handed equipment with control e.g. scissors to cut a long a line.</p>
<p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions. Develop small motor skills so children can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use 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 outdoors, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop and refine a range of ball skills, including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p>						

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EYFS Statutory Educational programme: 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).					
Comprehension See Pie Corbett Reading Spine Books – Nursery pack Choose books which reflect diversity.	Joining in with rhymes and showing an interest in stories with repeated refrains. Rhyme of the week.	Non-fiction focus. Having a favourite story/rhyme. Understand that print has meaning, print can have different purposes, we read from left to right and from top to bottom in English. Retelling stories using images/actions. Enjoy an increasing range of books. Engage in extended conversations about stories, learning new vocabulary.	Rhyme of the week. Retell stories related to events through acting/role play. Names of different parts of a book e.g. cover, author, illustrator, page number etc.	Non-fiction focus. Having a favourite story/rhyme. Understand that print has meaning, print can have different purposes, we read from left to right and from top to bottom in English. Enjoy an increasing range of books. Engage in extended conversations about stories, learning new vocabulary. Retelling stories using images/actions.	Rhyme of the week. Sequence stories using vocabulary of beginning, middle and end. Retelling stories using images/actions. Enjoy an increasing range of books. Engage in extended conversations about stories, learning new vocabulary. Names of different parts of a book e.g. cover, author, illustrator, page number etc.	Having a favourite story/rhyme. Sequence stories using vocabulary of beginning, middle and end. Retelling stories using images/actions. Enjoy an increasing range of books.

<p>Word reading</p> <p>Phase One activities are arranged under the following seven aspects.</p> <ul style="list-style-type: none"> ■ Aspect 1: General sound discrimination – environmental sounds ■ Aspect 2: General sound discrimination – instrumental sounds ■ Aspect 3: General sound discrimination – body percussion ■ Aspect 4: Rhythm and rhyme ■ Aspect 5: Alliteration ■ Aspect 6: Voice sounds ■ Aspect 7: Oral blending and segmenting <p>Each aspect is divided into three strands.</p> <ul style="list-style-type: none"> ■ Tuning into sounds (auditory discrimination) ■ Listening and remembering sounds (auditory memory and sequencing) ■ Talking about sounds (developing vocabulary and language comprehension) 	<p>Phonics – Phase 1 Letters and Sounds</p> <p>Planned opportunities to listen carefully and talk extensively about what they hear, see and do.</p> <p>General sound discrimination – environmental sounds (A1) e.g. listening walks, drum outdoors, sound lotto, enlivening stories.</p> <p>General sound discrimination – instrumental sounds (A2) e.g. Which instrument? matching sounds, hidden instruments, animal sounds.</p> <p>Rhythm and rhyme (A4).</p>	<p>Phonics – Phase 1 Letters and Sounds</p> <p>Planned opportunities to listen carefully and talk extensively about what they hear, see and do.</p> <p>Explain the idea of a 'word', pointing out how some words are longer than others and how there is always a space before and after a word e.g. big books.</p> <p>General sound discrimination – body percussion (A3) e.g. action songs, roly poly, follow the sound.</p> <p>Rhythm and rhyme (A4). Clap syllables in words.</p>	<p>Phonics – Phase 1 Letters and Sounds</p> <p>Planned opportunities to listen carefully and talk extensively about what they hear, see and do.</p> <p>Sound lotto (A1) Matching sounds (A2) Action songs (A3) Rhythm and rhyme (A4). Clap syllables in words. Alliteration (A5). Voice sounds (A6) e.g. Metal mike, sound story time, watch my sounds, animal noises.</p>	<p>Phonics – Phase 1 Letters and Sounds</p> <p>Planned opportunities to listen carefully and talk extensively about what they hear, see and do.</p> <p>Explain the idea of a 'word', pointing out how some words are longer than others and how there is always a space before and after a word e.g. big books.</p> <p>N1 – Nursery rhyme time, singing songs (A6) and stories. N2 – Oral blending and segmenting (A7) and hearing and saying initial sounds (A5).</p>	<p>Phonics – Phase 1 Letters and Sounds</p> <p>Planned opportunities to listen carefully and talk extensively about what they hear, see and do.</p> <p>N1 – Nursery rhyme time, singing songs (A6) and stories. N2 – Oral blending and segmenting (A7).</p>	<p>Phonics – Phase 1 Letters and Sounds</p> <p>Planned opportunities to listen carefully and talk extensively about what they hear, see and do.</p> <p>Explain the idea of a 'word', pointing out how some words are longer than others and how there is always a space before and after a word e.g. big books.</p> <p>N1 – A1, A2, A3 N2 – Oral blending, segmenting (A7) and hearing initial sounds in words (A5).</p>
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<p>Writing</p> <p>Also see physical development (gross and fine motor)</p>	<p>Mark-making using a variety of different media and materials (including technology) indoors and outside.</p> <p>Model ascribing meaning to the marks that we make e.g. story map for 'Owl Babies'.</p>	<p>Mark-making using a variety of different media and materials (including technology) indoors and outside.</p> <p>Model writing for different purposes e.g. shopping list when we are baking or for playdough ingredients, scribing a Christmas list, writing a birthday, Christmas or thank you card.</p> <p>Beginning to ascribe meaning to the marks that they make.</p>	<p>Mark-making using a variety of different media and materials (including technology) indoors and outside.</p> <p>Model ascribing meaning to the marks that we make e.g. story map for 'We're Going on a Bear Hunt'.</p> <p>Beginning to ascribe meaning to the marks that they make.</p> <p>Making messages for others through drawings, paintings etc.</p>	<p>Mark-making using a variety of different media and materials (including technology) indoors and outside.</p> <p>Beginning to ascribe meaning to the marks that they make.</p> <p>Making messages for others through drawings, paintings, Mother's Day cards etc.</p> <p>N2 – Use some of their print and letter knowledge in their early writing e.g. writing 'm' for mummy etc. N2 – name writing (tracing cards) See Nelson Handwriting – Language of letter formation.</p>	<p>Mark-making using a variety of different media and materials (including technology) indoors and outside.</p> <p>Beginning to ascribe meaning to the marks that they make.</p> <p>Making messages for others through drawings, paintings etc.</p> <p>N2 – Use some of their print and letter knowledge in their early writing e.g. writing 'm' for mummy etc. N2 – name writing (tracing cards) See Nelson Handwriting – Language of letter formation.</p>	<p>Mark-making using a variety of different media and materials (including technology) indoors and outside.</p> <p>Beginning to ascribe meaning to the marks that they make.</p> <p>Making messages for others through drawings, paintings etc.</p> <p>N2 – Use some of their print and letter knowledge in their early writing e.g. writing 'm' for mummy etc. N2 – name writing See Nelson Handwriting – Language of letter formation.</p>
						12 Page

	Autumn 1 Me and my Community!	Autumn 2 Let's Celebrate!	Spring 1 Settling in and following children's interests	Spring 2 Come Outside!	Summer 1 Settling in and following children's interests	Summer 2 Tell me a Story
EYFS Statutory Educational programme: Mathematics	<p>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.</p> <p>By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebble and ten frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					

<p>Number and numerical patterns.</p> <p>Refer to end of Nursery expectations: mathematics – Numbers to five throughout each half term.</p> <p>Refer to Chris Quigley Curriculum Companion Early Years.</p>	<p>Sing counting songs and rhymes – 5 Currant Buns</p> <p>Count small groups of numbers, starting from three</p> <p>Throw a die with numbers 3, 4, 5, and collect the correct number of objects</p> <p>Make groups of items e.g. groups of three: three pens, three balls, three elephants</p> <p>Position of children in lines e.g. who is first? Who is second?</p> <p>Number dot cards/presentations with easy arrangements of up to four for children to subitise (instantly recognise quantities without having to count)</p> <p>Collections of natural objects for children to collect, count, group and compare.</p>	<p>Sing counting songs and rhymes – Alice the Camel, 10 Green Bottles, 5 mince pies</p> <p>Read Brown Bear, Brown Bear, What do you see? By Bill Martin Jr. Encourage children to identify the repeating pattern and join in with it.</p> <p>Opportunities to count and compare sets. Ask 'How many?' and 'Which collection is bigger/smaller?'</p> <p>Reproduce a number with manipulatives e.g. place two counters on a table, hide another under a cloth and show it to the children. Ask them to make the group that you have (three)</p> <p>Positional language – on, in, under, next to, in front, behind.</p>	<p>Sing counting songs and rhymes – Two Little Dickie Birds, Five Crispy Pancakes</p> <p>Sets</p> <p>Measurement: length</p> <p>Weight – heavy or light How do you know? How can we compare?</p> <p>Capacity</p> <p>Time – day and night game (Chris Quigley) – use of sand timers</p> <p>Talk about what they did at the weekend/in the school holiday – describing a sequence of events (real or fictional), using words such as 'first', 'then', etc.</p> <p>Read 'Rosie's Walk' by Pat Hutchinson. Draw children's attention to positional language in the story and what is happening in the pictures.</p> <p>Create a simple map of the story together.</p> <p>Positional language – on, in, under, next to, in front, behind.</p>	<p>Sing counting songs and rhymes – Five Little Ducks, 5 Little Bunnies</p> <p>2D Shapes – read stories involving shapes</p> <p>What can you see?</p> <p>How do you know that it is a square?</p> <p>What is the difference between these two shapes?</p> <p>Can you see any other shapes like this one?</p> <p>Extend and create simple AB patterns e.g. circle, square, circle, square or red, blue, red, blue or cow, pig, cow, pig or big, little, big, little etc.</p>	<p>Sing counting songs and rhymes – 5 Little Speckled Frogs</p> <p>3D shapes – faces of shapes, Which shapes can you see on the faces of these shapes? Encourage children to count the faces.</p> <p>Time – day and night game (Chris Quigley) – use of sand timers</p> <p>Talk about what they did at the weekend/in the school holiday – describing a sequence of events (real or fictional), using words such as 'first', 'then', etc.</p> <p>Obstacle courses – describe position and spatial relationships e.g. ask, 'Where is it?', 'Can you describe to me how to get there?', 'Which way do I go around your obstacle course?'</p> <p>Positional language – on, in, under, next to, in front, behind.</p>	<p>Sing songs with repeats e.g. When Goldilocks went to the house of the bears.</p> <p>Data collection using fruit.</p> <p>Compare quantities by 'more than', 'less than', 'the same'.</p> <p>Talk and identify patterns around them e.g. stipes on clothes, designs on rugs.</p> <p>Spot and explore errors in repeating patterns.</p>
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	Autumn 1 Me and my Community!	Autumn 2 Let's Celebrate!	Spring 1 Settling in and following children's interests	Spring 2 Come Outside!	Summer 1 Settling in and following children's interests	Summer 2 Tell me a Story
EYFS Statutory Educational programme: Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police offices, 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.					
Past and Present People, Cultures and Communities The Natural World	Talking about themselves. Commenting on photos of themselves e.g. on an outing, at home, with family. Draw similarities and make comparisons between themselves and others. Explore our classroom, garden and school grounds. Changes to season from summer to autumn e.g. autumn walk to collect natural items for bug hotel. Planting spring bulbs (daffodils, tulips and crocus).	Look at changes in the seasons from autumn to Winter e.g. ice explorations. Talk about how they celebrate their birthdays and Christmas. Remembrance. Talk about experiences of Bonfire Night, Halloween etc.	Commenting on photos of themselves e.g. on an outing, at home, with family. Draw similarities and make comparisons between themselves and others. Explore our classroom, garden and school grounds. Observations of spring flowers from the bulbs planted in autumn term.	Signs of seasonal change – spring Bulgarian spring festival. Planting seeds and observing their growth and changes e.g. sweet peas, wildflowers (flower bed) and sunflowers (individual pot gifts – June). Make observations and drawings of animals and plants. Frogspawn – tadpoles – froglets – frogs. Easter.	Commenting on photos of themselves e.g. on an outing, at home, with family. Draw similarities and make comparisons between themselves and others. Explore our classroom, garden and school grounds. Explore changing materials – making gingerbread men and decorating them.	Sun safety N2 – Transition to Reception.

	Autumn 1 Me and my Community!	Autumn 2 Let's Celebrate!	Spring 1 Settling in and following children's interests	Spring 2 Come Outside!	Summer 1 Settling in and following children's interests	Summer 2 Tell me a Story
EYFS Statutory Educational programme: Expressive arts and design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Creating with Materials Being imaginative	Playdough. Junk modelling. 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. Crayon rubbings e.g. autumn leaves. Explore sounds and how they can be changed. Tap out simple rhythms. Salt dough e.g. owl babies.	Playdough. Junk modelling. Poppy pictures using a range of media. Fireworks pictures and non-stick collage. Explore sounds and how they can be changed e.g. in response to experience of bonfire night and fireworks. Making Christmas decorations e.g. salt dough. Christmas card. Calendar – sponge printing. Our First Nativity – slide show (costumes).	Playdough. Junk modelling. Clay. 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.	Playdough. Junk modelling. Collage. Beginning to mix colours. Join in with role play games and use resources available for props. Build models using construction equipment. Observational nature drawings/paintings including technology. Easter craft activities. Mother's day card.	Playdough. Junk modelling. Sewing. Provide opportunities to work together to develop and realise creative ideas. Create own dances/performances to perform for each other.	Play dough. Junk modelling. Tap, tap art. Use different textures and materials to make houses for the three little pigs and bridges for the three billy goats. Provide opportunities to work together to develop and realise creative ideas. Create own dances/performances to perform for each other.
End of Nursery expectations						
Communication and Language	Personal, Social and Emotional Development	Physical development	Literacy	Mathematics	Understanding the World	Expressive arts and design
Listening skills ❖ Respond to questions	Developing sense of self ❖ Name and talk about	Gross motor ❖ Use two hands to pick	Vocabulary acquisition ❖ Hears and uses new	Numbers to 5 ❖ Subitise small	Past and present ❖ Able to say who they	Explore ❖ Recognise colours/

<p>and instructions directed to them</p> <ul style="list-style-type: none"> ❖ Follow 2 part instructions ❖ Take part in short exchanges with others – listening and responding to adults and peers ❖ Take turns in conversations ❖ Songs, rhymes and stories: join in with repeated refrains in rhymes and stories and retell/recite some familiar songs/ rhymes/ stories. <p>Speaking</p> <ul style="list-style-type: none"> ❖ Articulate and speak clearly ❖ Speak using sentences of 4–6 words ❖ Explain feelings in simple terms e.g. “I am sad because...” ❖ Express wants and needs, such as asking for preferred resources ❖ Use simple conjunctions to connect ideas such as ‘and’ and ‘because’ ❖ Use some positional language ❖ Retell a story/ event 	<p>own feelings, sometimes using props as a support e.g. ‘The Colour Monster’</p> <ul style="list-style-type: none"> ❖ Talk about likes and dislikes ❖ Manage own basic hygiene (toileting, hand washing, feeding self, drinking). <p>Follow rules</p> <ul style="list-style-type: none"> ❖ Beginning to understand right and wrong and follow classroom rules e.g. ‘choose it, use it, and put it back’ ❖ Follow simple two part instructions e.g. ‘First put on your coat, then go outside.’ <p>Building relationships</p> <ul style="list-style-type: none"> ❖ Work and play co-operatively with others e.g. building simple role play in the home corner ❖ Show empathy to the feelings of others e.g. comforting another child when they are upset ❖ Know they belong to the class community ❖ Form good bonds with 	<p>up heavy objects, and with support seek assistance to move heavier objects</p> <ul style="list-style-type: none"> ❖ Balance on one foot for a short time ❖ Be able to climb up/ walk across/ jump off climbing equipment with support ❖ Be able to throw and catch a large ball ❖ Run in a straight line ❖ Confidently pedal the tricycles ❖ Sit on the balance bikes and ‘scoot’ self along ❖ Gallop (pre-skipping) ❖ Large up and down/ circular movements. <p>Fine motor</p> <ul style="list-style-type: none"> ❖ Make snips in paper with scissors ❖ Digging, scooping, pouring ❖ Able to use a spoon/fork to feed self/ open top cups to drink ❖ Paint brushes – large movements – circular, up and down ❖ Use tweezers to pick up/ move large objects e.g. pasta, 	<p>vocabulary from stories, rhymes, poems and non-fiction books.</p> <p>Prediction</p> <ul style="list-style-type: none"> ❖ Joins in with familiar rhymes and stories ❖ Begins to predict what might happen in stories. <p>Retelling and recalling</p> <ul style="list-style-type: none"> ❖ Sequencing stories/ events (not always in order) ❖ Identifies characters/ settings/ events in stories ❖ Knows that print carries meaning and is read, in English, from left to right. <p>Sound discrimination</p> <ul style="list-style-type: none"> ❖ Hears initial sounds ❖ Can orally blend simple CVC words ❖ Can orally segment simple CVC words ❖ Identifies sounds in words. <p>Letter knowledge</p> <ul style="list-style-type: none"> ❖ Can copy/write letters in their name ❖ Hears initial sounds 	<p>amounts of up to 3 objects</p> <ul style="list-style-type: none"> ❖ Link numerals and quantity up to 3 ❖ Count reliably to 5, and beginning to count beyond 5 ❖ Say one number name for each item in order 1, 2, 3, 4, 5 ❖ Know the last number reached when counting a set of objects tells you how many there are (cardinal principle) ❖ Show ‘finger numbers’ up to 3 ❖ Solve real world mathematical problems up to 3 ❖ Experiments with own symbols and marks as well as numbers ❖ Verbally rote count to 10 and back again. <p>Number rhymes</p> <ul style="list-style-type: none"> ❖ Explores simple compositions of number through rhymes e.g. 5 little frogs – 2 frogs on the log, 3 in the pool ❖ Knows and sings a selection of number 	<p>are and who they live with</p> <ul style="list-style-type: none"> ❖ Can talk about any pets they may have ❖ Can talk about some members of their family ❖ Sequence family members by size and name (baby, child, adult) ❖ Comments on fictional characters in stories ❖ Shares similarities between characters, figures and objects ❖ Comments on pictures of experiences in their own life e.g. “This was me at the farm...” <p>People, culture and communities</p> <ul style="list-style-type: none"> ❖ Shows an interest in different occupations ❖ Comments on recent pictures of celebrations in their own life e.g. “This is me at a wedding/ Christening/ party...” ❖ Knows there are special places of worship ❖ Knows there are 	<p>choose colours for purpose</p> <ul style="list-style-type: none"> ❖ Begin to use primary colours to mix secondary colours ❖ Can use thick paint brushes ❖ Print with blocks, sponges and fruit/veg ❖ Draw potato people (no neck or body) ❖ Draw things that they observe ❖ Draw simple things from memory e.g. a cat ❖ Use glue sticks independently and use glue spatulas with support ❖ Adds other materials to develop models (tissue paper, glitter etc.) ❖ Adds additional textures e.g. describes as bumpy or smooth ❖ Beginning to weave ❖ Builds walls to create enclosed spaces, beginning to add towers, roofs etc. ❖ Manipulates playdough in different ways e.g. rolls, cuts, squashes, pinches, twists etc.
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<p>(not always in the correct order)</p> <ul style="list-style-type: none"> ❖ Join in with repeated refrains in stories/ rhymes ❖ Describe ❖ Recount and retell. 	<p>adults and peers</p> <ul style="list-style-type: none"> ❖ Take turns with others, sometimes with support. 	<p>pompoms etc.</p> <ul style="list-style-type: none"> ❖ Thread beads/ large objects onto string/ pipe cleaners. <p>Pencil control</p> <ul style="list-style-type: none"> ❖ Use mark-making equipment with increasing accuracy e.g. drawing shapes/ simple pictures ❖ Uses basis of a three-finger pencil grip ❖ Showing a dominant hand. 	<p>and begins to use letters to identify meaning e.g. 'd' is for daddy</p> <ul style="list-style-type: none"> ❖ Writes for a range of purposes e.g. a shopping list, a sign, a picture (not necessarily using correct letters). <p><i>Also see 'Pencil control' in Physical development.</i></p>	<p>rhymes.</p> <p>Compare quantities</p> <ul style="list-style-type: none"> ❖ Sorts objects by a variety of criteria ❖ Describes similarities and difference ❖ Compares quantities by 'more than' and 'less than' and 'the same'. <p>Spatial reasoning</p> <ul style="list-style-type: none"> ❖ Talks about and explores 2D and 3D shapes, using informal and mathematical language e.g. 'sides', 'corners', 'straight', 'flat', 'round' ❖ Selects shapes appropriately e.g. triangular prism for a roof ❖ Understands and uses positional language e.g. 'on', 'in', 'under', 'next to', 'in front', 'behind' ❖ Makes comparisons between objects relating to size, length, weight and capacity. <p>Number patterns</p> <ul style="list-style-type: none"> ❖ Extends and creates 	<p>differences between what people believe</p> <ul style="list-style-type: none"> ❖ Develop positive attitudes about differences between people ❖ Knows there are other places beyond Oswestry e.g. different countries. <p>The natural world</p> <ul style="list-style-type: none"> ❖ Respect and care for environments – classroom/ outdoors ❖ Talks about what they see in their own environment (home/school) ❖ Talk about and describe different types of house, including where they live. ❖ Hands on exploration using senses ❖ Explore collections of materials and identify similar and different properties ❖ Explore the world around them and how things work ❖ Changing seasons – understand that the weather changes, and in different places you find different 	<p>Music</p> <ul style="list-style-type: none"> ❖ Verbally and through movement, responds to music ❖ Talks about how music makes them feel ❖ Copies basic actions and begins to learn short dance routines ❖ Watches dances and performances ❖ Sings a selection of rhymes/ songs from memory ❖ Sings in a group and tries to keep in time ❖ Able to name a wide variety of instruments (drum, tambourine, maraca, triangle, claves) ❖ Plays a given instrument to a simple beat. <p>Imaginative play</p> <ul style="list-style-type: none"> ❖ Develop storylines ❖ Plays with familiar resources ❖ Uses own experiences to develop storylines e.g. going on a bus/ car ride ❖ Participates in small world play related to rhymes and stories ❖ Create and use small
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				<ul style="list-style-type: none"> ❖ simple AB patterns ❖ Talks about and identifies patterns around them e.g. stripes on clothes, designs on rugs ❖ Spotting and exploring errors in repeating patterns ❖ Begins to describe a sequence of events (real or fictional), using words such as 'first', 'then' etc. 	<ul style="list-style-type: none"> ❖ weather ❖ Identify suitable clothing for different weather ❖ Plant seeds and care for growing plants with support. 	<ul style="list-style-type: none"> ❖ world set ups ❖ Creates their own piece of art and gives meaning ❖ Works independently to develop basic skills ❖ Begins to work with a friend, copying ideas and developing skills together.
Early learning goals – for the end of the Reception year – best fit judgment						
Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	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. Makes comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-	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	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	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 role-play.	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	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	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

<p>forth exchanges with their teacher and peers.</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past and present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing and undressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Word Reading</p> <p>Say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different context, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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