

Term	Autumn Term		Spring Term		Summer Term	
	One	Two	One	Two	One	Two
Theme (NB: these themes may be adapted at various points to allow for children's interests to flow through the provision for learning)	All About Me! Starting School/ My new class/ new beginnings/ People who help us/ Careers/ Staying Healthy/ Food Human Body/ How have I changed? My Family/ What am I good at? How do I make others feel? Being Kind/ Staying Safe	Terrific Tales Little Red Hen – Harvest/ Old Favourites/ Library Visits/ The Nativity/ At the Panto/ Christmas Lights/ Letters to Father Christmas	Amazing Animals Life cycles/ Climates/ Hibernation/ Animal Art/ Animal Patterns/ Night and Day Animals	Marvellous Materials	Come Outside! Where in the world have you been? Where do we live? Plants and Flowers/ Weather & Seasons/ The Great Outdoors/ Forest School/ Reduce ReUse Recycle/ Our Local Area/ Mini Beasts/	What an adventure! Under the sea/ Off on holiday/ Where in the world shall we go? Send me a postcard/ seaside art
Possible texts and Old Favourites	The Smartest Giant in town The Rainbow Fish Funny Bones The Big Book of Families Wombat goes walk about Pigs might fly	The Jolly Postman Farmer Duck Christmas Story/ Nativity Rama and Sita	The Very Hungry Caterpillar Aaargh Spider! The tiger who came to tea Pig in the pond Penguins Red Riding Hood	The 3 Little Pigs Oliver's Vegetables Peter Rabbit A walk through the seasons Spring has sprung Spring Leaf Man The Easter Story	Percy the park keeper The Tiny Seed Jack and the Beanstalk A stroll through the seasons Jack and the jelly beanstalk Grandad's Island Goat and Donkey The Ugly Five	The Journey Mr Grumpy's outing Once upon a journey Martha maps it out The Journey home No_Bot The 3 Little aliens Robot Rumpus
PSED suggested link texts						
Hooks for Learning/ Enrichment Opportunities	<ul style="list-style-type: none"> Autumn Trail Nurse/ Firefighter visit Harvest Time Birthdays Favorite songs Roald Dahl Day (13th Sept) Halloween What do I want to be when I grow up? (photos/ videos) 	<ul style="list-style-type: none"> Guy Fawkes/ Bonfire Night Christmas Time/ Nativity Diwali Hanukah Children in Need Anti-Bullying Week Remembrance Day What do you celebrate? What celebrations have you been to? Do we all celebrate the same celebrations? Why do we celebrate things? What makes a celebration special? Let us celebrate our differences – what are they? 	<ul style="list-style-type: none"> Chinese New Year LENT Valentine's Day Internet Safety Day Animal Art week RSPB Bird Watch National Handwriting Day Children's Mental Health Week Holi Random Acts of Kindness Day 	<ul style="list-style-type: none"> Walk to the park Picnic/ food tasting Planting seeds Easter time Weather Experiments Nature Scavenger Hunt/ Easter Egg Hunt Mother's Day Science Week What do the signs around us tell us? Do all streets have names? Why our village is called what it is? Did anyone famous live in our village? Is our village famous for something? What is your favourite part of our village? How does our village compare to other villages/towns around us? World Book Day Making Pancakes Easter Theme Day World Earth Day Planting International Women's Day 	<ul style="list-style-type: none"> Post a letter Food tasting – different cultures Map work – find the treasure Pride Month D-Day Travel What grows in my garden? Why are trees so big? Why are some trees green all year round? How can I grow my own vegetables? Which fruits grow in our country and which do not? How did it become a butterfly? How do animals change as they grow? What does everything need to help it grow? 	<ul style="list-style-type: none"> Under the sea – sea songs and shanties Fossil Hunting Father's Day Healthy Eating Week Sports Day World Environment Day World Ocean's Day Flower pot festival Forest School Day Multisports What do you go on holiday when its holiday time? Have you flown on an aeroplane? Where do people go on their holidays? What do people do on their holiday? What clothes do we need for very hot days? Descriptive words for the journeys – feelings, describe environments. Names of vehicles

Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge (Goldilocks link) Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences	Retell the story in own words / reverse the journey Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Write a postcard / diary writing My Holiday – recount Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E.
Maths WRM + Mastering Number	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving Doubling and halving & the relationship between them	Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing
Vocabulary (See separate plan for more detail)	Name body parts. Feelings words Family member names	Festival names and words. Descriptive words to describe the celebrations and how they made you feel.	Words to describe growth – enormous, huge Words to describe the lifecycles. Plant and animal names	Descriptive words for buildings, structures and feelings. Names of different buildings and structures.	Descriptive words for the journeys – feelings, describe environments. Names of vehicles	Descriptive words for other environments. Descriptive words for how other environments and travel makes you feel – excited, scared
	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					



Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At The Ribblesdale Federation of Schools, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'
EYFS Team

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

<p>Possible Links to KS1</p>	<p>Working Scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers</p>			
<p>Science</p>	<p>To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of</p>	<p>To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p>	<p>To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers</p>	<p>To know about different types of weather To observe changes in trees and plants as the seasons progress</p>
<p>History</p>	<p>Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order</p>	<p>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order</p>	<p>Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past</p>	<p>Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.</p>
<p>RE</p>	<p>Believing To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories</p>	<p>Living To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions</p>	<p>Expressing To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	
<p>PSHE</p>	<p>Relationships Knows right from wrong and can explain why it is important to have boundaries and routines Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others</p>	<p>Health and Wellbeing Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common situations.</p>	<p>Living in the wider world Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</p>	



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Art	<p>Hold tools like pencils, paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales.</p>		<p>To explore a range techniques to draw, paint, print and sculpt to help them create art work.</p>	<p>Recognising and exploring the colour, patterns and shapes in other artist's work. Expressing opinions and feelings in response to their own art work and other artist's work. Sharing their work with other people, talking about what they have created it.</p>	
Design Technology	<p>To describe something they want to make / build / construct To say who they are making / building / constructing for To talk about what materials they are going to use when making / building / constructing</p>	<p>To make / build / construct objects using a variety of materials To join materials together when making / building / constructing</p>	<p>To talk about their constructions / products, and what they are pleased with To talk about their constructions and say how it could be even better To talk about everyday objects that they like and say why they are good</p>	<p>To build / construct structures from a range of materials to a design brief that they have created or been given. To build / construct structures that are tall or strong. To know that tape and glue can join materials together and can make structures stronger.</p>	<p>To recognise different foods as either healthy or unhealthy To know how to use basic cutlery and utensils to make and eat food To follow simple instructions to make different foods To know when we make food for other people that it needs to be appealing</p>
Geography	<p>Know where they live Know how they travel to school Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place</p>		<p>Recognise elements of their environment that are manmade and natural</p>	<p>Make maps from stories Follow simple maps in play</p>	
Music	<p>Vocalising and Singing To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing.</p>		<p>Hearing and Listening To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</p>	<p>Moving and Dancing To respond to music, including individual instruments with movement and dance To match movements to the rhythm and pulse of a piece of music</p>	<p>Exploring and Playing To explore the range of sounds made by different instruments. To use a range of percussive instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used.</p>
PE	<p>Fundamentals To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p>Dance To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.</p>	<p>Gymnastics To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency.</p>	<p>Games To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p>Ball Skills To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
Computing	<p>Awareness of different technologies in and out of school Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively</p>		<p>Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively</p>	<p>Awareness of different technologies in and out of school Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively</p>	



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	Autumn Term		Spring Term		Summer Term	
	Nursery 2	Reception	Nursery 2	Reception	Nursery 2	Reception
Communication and Language	<ul style="list-style-type: none"> Listens to stories, songs & rhymes & asks for favourites Can shift attention when interested in conversation Understands longer instructions, containing 3 key words Actions demonstrate understanding of simple concepts 	<ul style="list-style-type: none"> Follows instructions without visual clues Asks simple questions about stories or themselves Describes how they made a model or did an activity Describes events that have happened although tenses may not be accurate Uses sentences of between 4-6 words 	<ul style="list-style-type: none"> Links 3 or 4 words. Beginning to refer to things in the past Beginning to use descriptive language & words for time, space & function Pays attention to conversation in a small group Listens to & remembers simple stories with pictures 	<ul style="list-style-type: none"> Listens to the opinions of others in a small group. Follows longer, more complex instructions Retells simple stories sometimes using the vocabulary from books Understands who, what, where, how and why questions Sometimes uses tenses correctly Ask questions about events in the past or future & uses vocabulary associated with the events 	<ul style="list-style-type: none"> Responses show an understanding of an experience or event Can describe action or experience in the present tense Able to tell own short story or anecdote Makes requests when choosing resources or activity Anticipates key events & phrases in stories & rhymes Listens to others & stories in small groups. 	<ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span Understands a range of complex sentence structures including negatives, plurals and tense markers Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." Select and use activities and resources, with help when needed. 	<ul style="list-style-type: none"> Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand why rules are important. Talk with others to solve conflicts. Talk about their feelings using words like 'angry' and 'worried' Understand gradually how others might be feeling. Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Play with one or more other children, Achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs. Personal hygiene 	<ul style="list-style-type: none"> Extend and elaborate play ideas. Increasingly follow rules Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy' and 'sad'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian



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		<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. 				
Physical Development	Nursery 2 <ul style="list-style-type: none"> Can climb confidently, catch a large ball and pedal a tricycle. Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Develop manipulation and control e.g. tearing paper, making marks on paper. 	Reception <ul style="list-style-type: none"> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	Nursery 2 <ul style="list-style-type: none"> Explore different materials and tools providing opportunities for children to grasp, hold and explore materials. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. 	Reception <ul style="list-style-type: none"> Begins to negotiate space successfully when playing racing and chasing games. Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing. Progress towards a more fluent style of moving with developing control. Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	Nursery 2 <ul style="list-style-type: none"> Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. Creates lines and circles pivoting from the shoulder and elbow. Uses a comfortable grip with good control when holding pens and pencils. 	Reception <ul style="list-style-type: none"> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Handles tools, objects, construction and malleable materials safely and with increasing control and intention Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently
	Literacy	Nursery 2 <ul style="list-style-type: none"> Make marks on their picture to stand for their name. Repeat words and phrases from familiar stories. 	Reception <ul style="list-style-type: none"> Write some or all the letters of their name. Develop understanding of 5 key concepts about print. 	Nursery 2 <ul style="list-style-type: none"> Make marks on their picture to stand for their writing. Talks about events, characters and make simple predictions 	Reception <ul style="list-style-type: none"> Begins to write letters to represent initial sound of words. Extended conversations about stories, learning new vocabulary. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 	Nursery 2 <ul style="list-style-type: none"> Write some letters accurately. Talks about events, characters and make simple predictions
Mathematics White Rose Maths Scheme is		Nursery 2 <ul style="list-style-type: none"> Uses some number names. Counts up to five items Links numerals with amounts Shows awareness of shape similarities and differences 	Reception <ul style="list-style-type: none"> Engages in subitising numbers to four or five Uses spatial language Spots patterns in the environment Enjoys tackling problems involving prediction and comparisons 	Nursery 2 <ul style="list-style-type: none"> Explores and adds to simple linear patterns Compares two small groups of up to five objects Begin to recognise numerals 0 to 10 	Reception <ul style="list-style-type: none"> Estimates numbers of things Increasingly confident at putting numerals in order 0 to 10 Counts out up to 10 objects from a larger group Matches the numeral with a group of items) 	Nursery 2 <ul style="list-style-type: none"> Separates a group of three or four objects Accurately predicts, moves and rotates objects Recalls a sequence of events in everyday life



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				<ul style="list-style-type: none"> Begins to conceptually subitise larger numbers Chooses familiar objects to create and recreate repeating patterns increasingly able to order and sequence events using everyday language related to time 		<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.
Understanding the World	Nursery 2 <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Continue developing positive attitudes about the differences between people. 	Reception <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. 	Nursery 2 <ul style="list-style-type: none"> Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to make sense of their own life-story and family's history. 	Reception <ul style="list-style-type: none"> Begin to know that there are different countries in the world. Talk about members of their immediate family and community. Understand that some places are special to members of their community. 	Nursery 2 <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Use all their senses in hands on exploration of natural materials. Explore how things work. Plant seeds and care for growing plants. 	Reception <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.
	Expressive Arts and Design	Nursery 2 <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed. Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. Enjoys joining in with moving, dancing and ring games. Uses movement and sounds to express experiences, expertise, ideas and feelings. 	Reception <ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space and begins to use drawings to represent things. Use a variety of construction materials in different ways. Use tools for a purpose. Uses available resources to create props or creates imaginary ones to support play. Plays alongside other children who are engaged in the same theme 	Nursery 2 <ul style="list-style-type: none"> Experiments and creates movement in response to music, stories and ideas. Sings to self and makes up simple songs. Continues to explore colour Engages in imaginative play based on own ideas 	Reception <ul style="list-style-type: none"> Begin to build a collection of songs and actions. Uses tools to explore and develop their thinking around their interests. Creates representations of both imaginary and real-life ideas, events, people and objects. Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. Begins to use combinations of art forms. 	Nursery 2 <ul style="list-style-type: none"> Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally. Continues to explore how colours can be changed. Engages in imaginative play based first-hand or peer experiences. Creates sounds, movements, drawings to accompany stories

EARLY LEARNING GOALS – FOR THE END OF THE YEAR – HOLISTIC / BEST FIT JUDGEMENT!

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