



# Our Lady of Lourdes Catholic Primary School

## EYFS Long Term Plan – 2021-2022



	Autumn 1 (1 <sup>st</sup> Sept – 22 <sup>nd</sup> Oct)	Autumn 2 (1 <sup>st</sup> Nov – 17 <sup>th</sup> Dec)	Spring 1 (4 <sup>th</sup> Jan – 11 Feb)	Spring 2 (21 <sup>st</sup> Feb – 1 <sup>st</sup> April)	Summer 1 (19 <sup>th</sup> April – 27 May)	Summer 2 (6 <sup>th</sup> June – 22 July)	
<b>Possible themes</b> (These may be adapted at various points to allow for children's interests)	<b>It's good to be me! / People Who Help Us</b> <i>Starting school / All about me / What am I good at? / Likes and dislikes / How do I feel? / My Family / How have I changed? / Human body / People who help us</i>	<b>Let's Celebrate</b> <i>Autumn / Bonfire Night / Fred's Birthday / Diwali / Remembrance Day / Christmas / Nativity</i>	<b>Food, Glorious Food</b> <b>Winter Wonderland</b> <i>Winter / Chinese New Year / Healthy Eating</i>	<b>Once upon a time</b> <i>Traditional Tales / Spring</i>	<b>Mother Earth</b> <i>Minibeasts / Growing</i>	<b>Animal Antics</b> <i>Pets / Jungle / Mermaids / Under the Sea / Down on the Farm</i>	
<b>Stories</b> <b>Key Texts</b>	<b>Owl Babies</b> The Smartest Giant <b>The Colour Monster</b> Funny Bones <b>Titch</b> <b>We're Going on a Bear Hunt</b> My Brother The Baby's Catalogue Grandma's Bill Have you filled a bucket today? The Ding Dong Bag Ruby's Worry <b>Mog and the V.E.1</b> <b>Once There were Giants</b>  Non-fiction books about doctors/ vets / family	<b>Little Glow</b> Pass the Jam Jim Kipper's birthday <b>So much!</b> <b>The First Christmas</b> <b>Snappy Birthday</b> Ferdie and the Falling Leaves <b>Pumpkin Soup</b> <b>Where the Poppies now</b> <b>Grow</b> Leaf Man  Non-fiction books about Diwali / Autumn / Bonfire Night	<b>The Little Red Hen</b> <b>Handa's surprise</b> Sam's Sandwich <b>Supertato</b> <b>The Great Race</b> Kitchen Disco <b>The Gruffalo</b> Alan's Big Scary Teeth Recipe books Peepo The Tiger who went to Tea  Non-fiction books about food around the world Non-fiction books about where food is from	<b>The Three Billy Goats Gruff</b> The three little pigs <b>The Gingerbread Man</b> <b>Goldilocks and the Three Bears</b> <b>Jack and the Beanstalk</b> Jasper's Beanstalk Jim and the Beanstalk The Elves and the Shoe Maker Mama Panya's Pancakes Mr Wolf's Pancakes Goldilocks and Just the one bear Good Little Wolf Mum (for Mother's Day)  Non-fiction books about Spring	The Tiny Seed <b>The Very Hungry Caterpillar</b> Aghh Spider! <b>Superworm</b> Michael Recycle <b>Snail Trail</b> Mad about minibeasts <b>Jasper's Bean</b> <b>Sam Plants a Sunflower</b> <b>A Seed in Need (plant life cycle)</b> <b>Growing Frogs</b> Bloom Things I can do to help my world The Bad Tempered Ladybird The Tiny Seed The Gigantic Turnip Non-fiction books about minibeasts / growing	Under the Sea Non – Fiction Tiddler <b>Billy's Bucket</b> The Rainbow Fish Dear Greenpeace <b>Mrs Wishy-Washy's Farm</b> Rumble in the Jungle <b>Monkey Puzzle</b> <b>Walking through the Jungle</b> <b>The Tiger Who Came To Tea</b>  Non-fiction books about the sea / animals / the farm	
<b>Visits/visitors</b>	Police Officer visitor Dance teacher	Parent visitor - Diwali	Pizza Express	Library Visit French storytelling	Bee keeper visit	Beach Visit / J&C Party Pets	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Have a visit from a Dance teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Perform in front of an audience</li> <li>Watch a ballet performance – The Nutcracker</li> <li>Make our own Diva lamps for Diwali</li> </ul>	<ul style="list-style-type: none"> <li>Make pizza in a restaurant</li> <li>Visit our church for Feast Day</li> <li>Participate in dragon dancing for Chinese New Year</li> <li>Visiting Story Teller – Freshwater Theatre Company – African Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Visit our local library</li> <li>Participate in a storytelling dance session (The Gingerbread Man)</li> <li>French storytelling and song session</li> </ul>	<ul style="list-style-type: none"> <li>Visit from a bee keeper</li> <li>Observe caterpillars in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Take a stroll along the beach and walk bare foot in the sand</li> <li>Perform in front of an audience</li> </ul>	
<b>Important Dates</b>	TBC Autumn Trail 20-26 Sept – Recycle Week 21 Sept – Autumn Begins 3 Oct – Harvest Oct – NELI project starts	Nov 4 Diwali Nov 5 Bonfire Night Nov 11 Remembrance day. Nov 13 World Kindness Day Nov 15 Anti Bullying Nov 29 Hanukkah Nov 30 St Andrews Day Dec 1 Advent TBC Nativity	Feb 1 Chinese new year Feb 14 Valentine's day  Superhero Training Day	March 1 Pancake Day March 1 St David's Day March 3 World Book Day March 11 – 20 Science Week March 17 St Patrick's Day March 20 – Spring Starts March 21 - World Poetry Day March 27 Mother's day April 2 Ramadan	April 22 – World Earth Day April 23 – St George's Day April 22 – Penguin Day 2 May - Eid-Al-Fitr 20 May – World Bee Day 23 May – World Turtle Day	2-5 June – Queen's Platinum Jubilee 8 June - World ocean day 19 June - Father's day 21 June – World Giraffe Day 5 July - anniversary NHS	
<b>Parent engagement events</b>	21 Sept – Welcome meetings 19 & 21 Oct - Parents Eve	Nativity Nov 8 – phonics workshop		Storytelling from different cultures – parents 1 & 3 March – Parents Eve	Stay and Read Morning	Sports Day	



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PEDAGOGY		* What we provide: The enabling environment * Repertoire of different approaches			* What we do: minute-by-minute interactions * Characteristics of effective teaching and learning		* Listen to children and have conversations with them * Balance: Child-led and adult-guided		
		<b>Characteristics of Effective Learning</b> <b>Playing and exploring:</b> - 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 <b>Active learning:</b> - 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. <b>Creating and thinking critically:</b> - 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.			<b>Over Arching Principles</b> <b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <b>Positive Relationships:</b> 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. <b>Enabling environments:</b> 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. <b>Learning and Development:</b> 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.				
3 prime areas of learning and development	<b>Communication and Language</b>  - <b>Listening, Attention and Understanding</b>  - <b>Speaking</b>	* Listen to longer stories and respond with own ideas * Listen carefully and begin to understand why it is important to do so  *Develop vocabulary through stories, objects, pictures and using throughout the day *begin to speak in longer sentences *answer 'who?' and 'Where?' questions * begin to contribute in small group discussions * join in with rhymes and songs (daily rhyme time and send home weekly via Dojo) * Use social phrases such as "Good Morning?" "How are you?" *NELI project  (Observation Checkpoint for 3&4 year olds)	*Listen and respond to stories with increased attention and recall *follow instructions (including those with 3 steps.)  *Use 'joining' words to make complex sentences e.g. 'because' 'and' *link statements and sticks to the main theme *listen and respond to others in conversation and shared discussion *begin to answer 'how?' and ' Why?' questions * Begin to contribute in whole class discussions	*Talk about plot and main problems in a story *identify characters and talk about feelings and actions *maintain attention and concentrate for longer periods of time *sequence and orders stories  *Use language well to imagine and re-create roles *answer 'How?' and ' Why?' questions *express themselves effectively *retell stories through role play * articulate ideas in well-formed sentences (rephrasing by adults and narrating children's actions).	*Develop narratives, connecting ideas *carry out instructions which contain several parts in a sequence *Listen well in a larger group  *Beginning to describe events in more detail (adults – use sequencing words with emphasis in own stories).	*Listen to instructions and follow them accurately, asking for clarification if necessary. *Listen attentively with sustained concentration to follow a story without pictures or props  *After listening to stories, can express views about events or characters in the story and answer questions about why things happened	*Follows stories without pictures or props *aware of audience when speaking and amending language and gestures accordingly  *Can recount experiences and imagine possibilities *use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events *use past, present and future tense correctly when talking about events	<b>National Curriculum – progression from Reception to Year One</b>  - listen and respond appropriately to adults and their peers -ask relevant questions to extend their understanding and knowledge - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - speak audibly and fluently with an increasing command of Standard English	
	ONGOING  <ul style="list-style-type: none"><li>Learn new vocabulary through stories, objects, pictures, and activities. Revisit core books.</li><li>Use new vocabulary in different contexts.</li><li>Use new vocabulary through the day in discussions and conversations (keep a list of previously taught vocab. And review in different contexts).</li><li>Learn new rhymes, poems, and songs.</li><li>Aim for at least three stories a day – in whole class situations and small groups.</li><li>Listen to and talk about stories to build familiarity and understanding.</li><li>Listen to and talk about non-fiction text</li></ul>								



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<b>Personal, Social and Emotional Development</b>  - <b>Self Regulation</b>  - <b>Managing Self</b>  - <b>Building Relationships</b>	<i>PSHE: Ten:Ten – Created and Loved by God</i> Unit 1: Religious Understanding Unit 2: Me, my body, my Health  *Manage own personal hygiene *play alongside/ with others *share and turn take *express feelings and begin to recognise others' emotions and feelings *participate in shared activities with peers *increasingly follow rules and understand why they are important *show more confidence with unfamiliar people (e.g. visitors to the class) * Try new activities *See themselves as valuable individuals (share info about family; likes; dislikes; culture) <i>(Observation Checkpoint for 3&amp;4 year olds)</i>	<i>PSHE: Ten:Ten – Created and Loved by God</i> Unit 3: Emotional well-being Unit 4: Life Cycles  * learn new ways to calm down in the face of frustration (e.g. deep breaths) *play with and seek others to share experiences *keep play going by responding to peers *become more aware of own and other's feelings *know when they want help and asks for it *understand why we tidy up and take turns *beginning to undress and dress for PE	<i>PSHE: Ten:Ten – Created to Love Others</i> Unit 1: Religious Understanding Unit 2: Personal Relationships  *initiate play and conversation *more confident to talk with others; share opinions and ideas *can adapt behaviour to different situations *form good relationships with adults and peers * Show resilience and perseverance *Beginning to understanding the importance of healthy eating *Shows independence when undressing and dressing for PE	<i>PSHE: Ten:Ten – Created to Love Others</i> Unit 3: Keeping Safe  *play cooperatively *show sensitivity towards others *develop understanding of how their own actions can hurt others *form positive relationships *take steps to resolve conflict *describes themselves positively *can talk about their own and other's feelings	<i>PSHE: Ten:Ten – Created to Live in Community</i> Unit 1: Religious Understanding  *work effectively as part of a team *know ways to manage own feelings *play group games with rules *understand someone else's point of view can be different from theirs *resourceful in finding support when they need help or information *can talk about how I have grown and changed in reception	<i>PSHE: Ten:Ten – Created to Live in Community</i> Unit 2: Living in the Wider World  *can stop and think before acting and can wait for things they want *resolve minor disagreements through listening to each other *understand what bullying is and that it's unacceptable behaviour *can talk about the plans they have made to carry out activities and what they might change if they were to repeat them	<b>National Curriculum – progression from Reception to Year One</b>  -respect for self and others -rights and responsibilities as members of families -different groups and communities -respect diversity and equality -respecting and protecting the environment -where money comes from – keeping it safe -basic understanding of enterprise
	ONGOING  <ul style="list-style-type: none"> <li>• Encourage children to listen to each other as well as staff</li> <li>• Sharing and cooperating in play</li> <li>• Congratulate kindness to others and express approval when they help, listen and support each other.</li> <li>• Encourage children to express their feelings if they feel hurt or upset using descriptive behaviour.</li> <li>• Focus on resilience and perseverance.</li> <li>• Opportunities for children to tell each other about their work and play – reflect and self-evaluate their own work.</li> <li>• Celebrate mistakes – it's how we learn!</li> <li>• To think about the feelings of others (through stories and classroom scenarios)</li> </ul>						



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<b>Physical Development</b>  <b>- Gross Motor Skills</b>  <b>- Fine Motor Skills</b>	<p>*Use space in the hall – move freely, showing an awareness of space and sharing space safely *move in different ways e.g. gallop, slither etc *use different heights and travel in different ways e.g. hop, jump, crawl, skip, climb *learn how to stay safe and follow some safety routines independently *Use large muscle movements to wave flags and streamers, paint and make marks (use walls and encourage children to 'cross the midline) *handle tools and moving equipment safely *line up safely and sensibly *Write Dance</p> <p>*Learn to hold writing and drawing tools *begin to use a knife and fork correctly *follow the instructions during Dough Disco *develop Scissor skills *understand the importance of hand washing * Use tools with care and provision – scissors / tape dispenser / wooden hammers and golf tees *Daily finger strength exercise</p> <p><i>(Observation Checkpoint for 3&amp;4 year olds)</i></p>	<p>*Explore larger apparatus *learn how to stay safe and follow some safety routines independently *use a range of objects to practise ball skills (before using balls) – such as socks; beanbags.</p> <p>*Begin to hold pencil correctly using tripod grip *begin to form recognisable letters *develop dough disco/scissor skills * Use tools with care and provision – wooden hammers, pins</p>	<p>*Understand what healthy food is and why it is important *increasing independence when changing for P.E. *gain greater control of equipment *travel and balance with control when holding stretched or curled shapes *show increasing control over an object in pushing, patting, throwing, catching or kicking it *balls skills – full sized balls</p> <p>*Begin handwriting sessions (letter formation clusters – ladder letters – l i t u j y , one-armed robot letters – r b n h m k p, curly caterpillar letters c a d o s g a e f) *use tools safely * understand how to stay healthy (eating well, tooth brushing, screen time, sleep, road safety) *tooth brushing and oral health *scissor skills</p>	<p>*balance and coordination eg balance on your hands and one foot *increased control and grace over movements *continue to learn about why it is important to stay healthy and fit and what actions we can take to achieve this *Show good control over large and small movements</p> <p>*Continue handwriting (letter formation clusters – Zig Zag letters z v w z *use tools with care and provision – hammers, nails (introduce woodwork area – outside)</p>	<p>*move rhythmically to music *express emotions through dance moves *respond to stories through dance and drama *move in a variety of ways, with control *understand the importance and effects of exercise (observe pulse and heartbeat) *ball skills – tennis balls, ping pong balls *resources to bat / pat balls *know how to be a safe pedestrian</p> <p>*continue handwriting – focus on tricky letter formation, writing tricky words *Introduce cursive writing to MA *continue to use tools safely and with increasing skill</p>	<p>*Sports day practise *know how to stay safe in the sun *negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles *introduce ball games with teams</p> <p>*use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed * Use tools with care and provision – hacksaws</p>	<p><b>National Curriculum – progression from Reception to Year One</b></p> <p>-master running, jumping, catching, throwing -develop balance and agility and co-ordination -participate in team games, developing tactics for attacking/defending -perform dances using simple movements -form lower case and capital letters correctly - form digits 0-9 correctly</p>
	<p>ONGOING</p> <ul style="list-style-type: none"> <li>Develop movement (rolling, crawling, walking, jumping, running, hopping, skipping, climbing), balance, riding, ball skills (throwing, catching, kicking, passing, batting, aiming)</li> <li>Encourage large-muscle movements (streamers, paint, mark-making on large vertical surfaces) that cross the mid-line</li> <li>Choose right resources to carry out plans and in collaboration with others.</li> <li>Using and handling tools safely</li> <li>Scissor skills</li> <li>Improve and strengthen fine motor skills – dough disco (include rotating lower arms and wrists); finger gym; general provision (threading, sewing etc); finger rhymes; write dance</li> <li>Encourage and develop the tripod grip</li> <li>increasing independence in dressing and undressing</li> <li>Encourage children to be highly active and get out of breath several times a day.</li> <li>Encourage a good posture.</li> <li>Handwriting practise</li> </ul>						



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4 specific areas of learning and development	<b>Literacy</b>	<p>* Understand print has meaning and can be used for different purposes - looking at print in different contexts *explore stories, identifying favourites and sharing opinions</p> <p>*Begin to understand what a 'word' is *show an interest in books/environmental print</p> <p>* Book talk – cover/blurb/read L to R *Join in with nursery rhymes and stories * develop segmenting and blending skills</p> <p>*Look at grapheme/phoneme correspondence *give meaning to marks and begin to apply phonic skills</p> <p>*Recognise and begin to write name *begin to write initial sounds - labelling / shopping lists / characters / Message center</p> <p>*Phonological awareness – spot rhymes / clap syllables / recognise words with same initial sound *patterning</p>	<p>*Join in with repeated refrains *predict key events in stories</p> <p>*Segment and blend with growing accuracy *link sounds to graphemes</p> <p>*begin to use and apply phonic skills</p> <p>*Gives meaning to marks to share and record ideas</p> <p>*develop understanding of 'word' *hear initial sounds letters *writes initial sounds in words *begin to write simple cvc words by segmenting words *use recognisable letters *write name and labels</p>	<p>*Describes main events, characters and facts</p> <p>*predict key events in stories</p> <p>*begin to make up own stories (Helicopter Stories)</p> <p>*Non Fiction texts</p> <p>*Begin to read simple sentences *segment and blend accurately *link sounds to letters for more than half of the alphabet</p> <p>*read/write high frequency words independently and with growing accuracy</p> <p>*Attempt to write phrases using finger spaces *captions / Tricky word spellings / labelling using cvc, cvcc, ccvc words</p>	<p>*Sequence stories * use Pie Corbett Actions to retell stories * draw and use story maps* retell stories and narratives (Role play)</p> <p>*Begin to reads and understand simple sentences and captions</p> <p>* Write phonetically plausible simple sentences (some words are spelt correctly and others are phonetically plausible) *check own work with growing independence and accuracy*use finger spaces *Begin to use capital letter and full stop *write speech bubbles / wanted posters / captions on story maps</p>	<p>*Answer questions to demonstrate understanding when reading *participate actively; offering and explaining their understanding</p> <p>*Read and understand simple sentences and captions *use punctuation to support fluency and expression when reading</p> <p>*Write some irregular common words *use full stops at the end of a sentence *beginning to use capital letters *apply text features more independently and write for a given audience (include on-fictions text, writing information leaflets)</p>	<p>*Make predictions about stories *use varied word choices to connect and extend their ideas</p> <p>*Read phonetically regular words of more than one syllable as well as some common exception words *read Non Fiction Texts *say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>*write irregular words accurately *write words which match their spoken sounds (words are spelt correctly/phonetically plausible) *use a range of ways to start sentences *use a wider range of punctuation with growing accuracy and skill *use key features of narrative when writing (Story writing B, M, E) *write a sentence independently</p>	<p><b>National Curriculum – progression from Reception to Year One</b></p> <p>-listening to/discussing a wide range of poems, stories and non-fiction</p> <p>- discussing word meanings, linking new meanings to those already known</p> <p>- Make predictions and inferences based on what has been read so far</p> <p>-write the days of the week</p> <p>-use punctuations and finger spaces</p> <p>-joining words and clauses using <i>and</i></p> <p>- respond speedily to 40+ graphemes</p> <p>- read accurately, fluently and confidently</p> <p>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>- read other words of more than one syllable that contain taught GPCs</p> <p>- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>
	<b>- Comprehension</b>							
	<b>- Word Reading</b>							
	<b>- Writing</b>							
	<b>Phonics</b>	Baseline/set 1 sounds Oral blending	Set 1 sounds Oral blending Red words	Set 1 and 2 sounds Segmenting words/writing simple cvc word Red Words	Set 2 sounds Applying digraphs Partner reading Red Words	Reading and writing at speed Partner reading Red Words	Reading and writing at speed (with fluency and accuracy) Partner reading Red Words	
		ONGOING						
		<ul style="list-style-type: none"> <li>Daily story time</li> <li>Engaging in extended conversations about stories, learning new vocabulary</li> <li>Daily RWI phonics sessions</li> <li>Home-school reading partnership</li> <li>Letter formation</li> <li>Daily shared writing to model using sounds to write words, fingers spaces, full stops</li> <li>Model re-reading to make sure work makes sense</li> </ul>						



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<b>Mathematics</b>  <b>- Number</b>  <b>- Numerical Patterns</b>	*count forwards and backwards 0-10 *Compare groups within 5 /9using language 'more than, fewer than' *Count claps, jumps *One more addition *1 less than to 5 *Match numeral to quantity 1-5 (fingers then objects) *read numbers 0-5 * link numbers to 5 to their cardinal number value *subitise to 5 *Explore the composition of numbers to 5 * Select named 2D/3D shapes *Talk and explore 3D shapes using informal and mathematical language (sides, corners, straight, flat, round) * Write numbers to 5 *Solve real world mathematical problems with numbers up to 5.	*Count forwards and backwards to 20 *change within 5 *Estimate and checking to count (careful counting) *select named 2d/3d shape *use shape vocabulary to describe 2d/3d shapes *Number bonds within 5 *Space *Positional language	* Numbers to 10 * Compare numbers within 10 * explore composition of numbers to 10 *Compare groups up to 10 (using vocab. 'more than', 'less than' 'fewer' 'the same as' 'equal to.' *Addition to 10 * Length, height and weight *order items by length and height – longest, shortest *Make comparisons between objects relating to size, length, weight and capacity *use non- standard measures eg cubes *Number bonds to 5 using fingers, objects and numicon	*Count forwards and backwards to 30 (verbally) * Number bonds to 10 * Subtraction *Explore patterns, repeating patterns *Solve subtraction problems using number line and objects	*Count forwards and backwards to 40 (verbally) * Double facts *Count on and counting back *Numbers to 20 *Numerical patterns *Create complex patterns *Share quantities * odd and even numbers	*Count forwards and backwards to 50 (verbally) *Compose and decompose shapes (looking at shapes within shapes *Measure – volume and capacity *Sorting *Time - use everyday language linked to time eg today, tomorrow, dinnertime, soon *collect and analyse data in the form of tally charts	<b>National Curriculum – progression from Reception to Year One</b>  -count to and from 100 from any number -count, read and write numbers to 100 -count in 2's, 5's and 10's -say what number is one more/one less -read/write numbers-20 in numerals/words -read/write/solve + - + -use number bond facts within 20 -add/subtract 1+2 digit numbers to 20 -solve 1 step and missing number problems - recognise/find/name a half and a quarter -compare, describe and solve length/weight/capacity/time -recognise and name 2d and 3d shapes -describe position/direction/movement
	ONGOING <ul style="list-style-type: none"> <li>counting forwards and backwards, during everyday routines (lining up, snack time etc)</li> <li>counting objects, saying how many there are after counting</li> <li>Number rhymes and songs</li> <li>Solving real world mathematical problems within the setting (particularly within the setting – snack time / stories / chairs etc.</li> <li>Mathematical language (including positional language, language relating to shape and language to compare length, weight an capacity) – through discussions during play</li> <li>Selecting and talking about 2D and 3D shapes during play (construction, den-making, interlocking shapes, junk modelling etc)</li> <li>Patterns during play; music; events; sequence of stories</li> <li>Days of the week and vocabulary 'yesterday' 'today' 'tomorrow' during morning routine.</li> <li>Playing games to improving subitising skills</li> <li>Self registration on a 10 frame to familiarise children with the tens structure</li> <li>Recognising and using numbers through play – scoring, games, counting objects etc</li> </ul>						





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<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- Past and Present (History)</li> <li>- People, Culture and Communities (Geography)</li> <li>- The Natural World (Geography and Science)</li> </ul> <p><b>Key texts</b></p>	<p>* Talk about the changes from baby to now (sharing baby photographs. Text – <b>Once there were Giants</b>) *understand that things were different in the past and make comparisons (use <b>The Baby's Catalogue</b>) to compare)</p> <p>*Discuss families and change using <b>Grandma's Bill</b> * Develop chronological understanding and language through <b>We're Going on a Bear Hunt</b> ordering and story telling</p> <p>*Understand roles of people in our community (police visitor)</p> <p>*Recognise similarities and differences between friends/people around the world (discuss friends and family around the world from photographs and plot on a map/Globe) *know and talk about the members of our families *show an interest in different jobs and ways of life *Say good morning in a range of languages (plot on a map/Globe)</p> <p>* Learn about maps through stories e.g. story location maps; story sequence maps</p> <p>* Plant seeds and care for growing plants (daffodil and tulip bulbs) *Explore changes in states (cooking fortnightly) *OUR TREE – Monitor and track changes through the year. Record through pictures and drawings</p>	<p>*Celebrations – special times with family or friends inc Birthdays - remember and talk about their own experiences / Discuss how we change as we get older *Talk about significant events and the role of people in society through sharing of Baptism photographs.</p> <p>* Understand that there are significant figures in the past (Guy Fawkes) and that these events happened before they were born (<b>Bonfire Night</b> (Information book))</p> <p>*Understanding past events: Remembrance day – <b>'where the poppies now grow'</b> text link to <b>The Christmas Truce: The Place Where Peace was Found</b></p> <p>*Learn about Diwali – festival of lights. Similarities and differences between cultures (<b>Binny's Diwali</b>: Diwali information book) *talk about family customs and routines *recognise and talk about special times or events for family and friends</p> <p>*Talk about own observations *talk about why things happen *OUR TREE – Monitor and track changes through the year. Record through pictures and drawings, observe the changes in Autumn * Explore and talk about forces (magnets) * Explore light and shadows (linked to Festival of Light)</p>	<p>*discuss the past through relevant stories * chronological understanding through stories – listen to stories and place in order: <b>Honda's Surprise</b> <b>The Little Red Hen</b> (history of making bread) * Comment on images of familiar situations in the Past and talk about similarities and differences- During 'Food Glorious Food' Topic, visit old Fisherman's home in Old Leigh to discuss the similarities and differences between our own homes and homes in the past. Focus on the kitchen. What is different? Discuss Washday in the past - introduce a mangle and a dolly-stick/posser and have a go at old fashioned washing! <b>Mis Wishy Washy</b></p> <p>*Learn about Chinese New Year (locate on globe, Google Earth)</p> <p>*Place knowledge: Similarities and differences between different countries (<b>Honda's Surprise</b> as a stimulus) (video clips/images/texts – how children's lives may be different in relation to homes, food, travel to school).</p> <p>*understand that some places are special to members of their community (places of worship etc Visit church for Feast Day)</p> <p>*OUR TREE – Monitor and track changes through the year, observe changes in winter.</p> <p>*discuss changes in the seasons</p> <p>* Talk about different climates.</p> <p>*Investigate changes to materials - Melting / Freezing (ice play)</p>	<p>*Discuss the past in relation to recent changes – seasons. How has our tree changed? * Comment on images and representations of the past – nursery rhymes e.g. Polly put the kettle on (use artefacts), Little Miss Muffet (curds and whey), Jack and Jill (why didn't they turn on the water tap?), Wee Willie Winkie (Why did he not take a torch, why did he wear a night gown and cap?) * Identify aspects of the past – organise photographs and artefacts into 'past' and 'now' * Discuss the past and identify similarities and differences – <b>'Peepo'</b></p> <p>* Explore local area (visit to the local library) **me on the map' - draw information from a simple map (local area/school etc. Use aerial pics and comment on buildings; open space, roads and other features) *Shrove Tuesday (<b>Mama Panya's Pancakes</b>)</p> <p>* Engage in storytelling from different cultures (parents) *Make simple maps of imaginary Fairytale communities in picture form and in 3D.</p> <p>*OUR TREE – Monitor and track changes through the year. Record through pictures and drawings. Identify the signs of spring. * Learn to care for the environment and living things</p> <p>* Investigate Materials (The Three Little Pigs)</p>	<p>* Understand that there are significant figures in the past (those that have been to space – Neil Armstrong/Tim Peake) and that these events happened before they were born (basic timeline) * Compare and contrast figures from the past – <b>Comille and the sunflowers</b> (Van Gogh)</p> <p>* Develop Chronological understanding through <b>The Very Hungry Caterpillar</b> (days of the week)</p> <p>*Look at similarities and differences in different communities *Understand the roles of people in our community (bee keeper)</p> <p>* Understand the need to respect and care for the environment (inc recycling, <b>10 things I can do to help my world</b>) *understand the key features of a life cycle of plants and insects (through live caterpillar obs) *observations of plants and their life cycle *OUR TREE – Monitor and track changes through the year. Record through pictures and drawings * develop an understanding of the cycle of life – growth and decay over periods of time * Collaborative bug hotel</p> <p>* Forces – Duck in the Truck</p> <p>*Growing / Gardening</p>	<p>* Discuss and understand how we have changed since starting Reception *Comment on images of familiar situations in the past - Look at and discuss seaside holidays of the past (Magic Grandad, grandparent visitor)</p> <p>* Frida Kahlo / Mary Anning TBC</p> <p>*Bee Bots on maps! *look at and use maps of our community (to get to the beach) * Know that simple symbols are used to identify features on a map</p> <p>*Locational knowledge: Describe own immediate environment using knowledge from obs, discussion, non-fiction texts and maps * Name our town * Visit local environment and collect materials for art</p> <p>*Geographical skills and fieldwork – to know that aerial maps are taken from above like a birds-eye view and comment on simple features</p> <p>*Care for living creatures</p> <p>*look at animal habitats</p> <p>*OUR TREE – Monitor and track changes through the year. Record through pictures and drawings * Identify the signs of summer *Animal obs and drawings * Investigate materials: Floating / Sinking – boat building</p>	<p><b>National Curriculum</b></p> <p><b>– progression from Reception to Year One</b></p> <ul style="list-style-type: none"> <li>-changes within living memory</li> <li>-events beyond living memory</li> <li>-the lives of significant individuals</li> <li>-name continents and oceans</li> <li>-human and physical geography (seasons/weathers/climates)</li> <li>(towns/villages/cities) -use maps/atlas/globes and compass/directional language</li> <li>-recognise landmarks - devise a simple map</li> <li>-study geography of our school and surrounding environment</li> <li>-Ask simple questions -observe closely, using simple equipment</li> <li>-perform simple tests -identifying and classifying</li> <li>-gathering/recording data</li> <li>-looking at plants, animals, humans, materials, seasons</li> </ul>
<p><b>RE</b></p> <p>(See Come and See for more detail)</p>	Myself and my name	Welcome (baptism) Birthdays (advent)	Celebrations, Gathering (Eucharist)	Growing (Lent, Easter)	Good News (Pentecost) Friends (reconciliation)	Our World	
	<p>ONGOING</p> <ul style="list-style-type: none"> <li>Develop chronological understanding through conversation and asking questions. Encourage childn to use language and tenses associated with time and supporting them in using correct tenses throughout the day.</li> <li>Develop chronological language and understanding through song and rhymes that enable them to become familiar with time-related vocabulary. (e.g. days of the week songs, months of the year).</li> <li>Share texts, images, artefacts that help children to develop an understanding of the past and present.</li> <li>Introduce and use new vocabulary relating to history – 'a long time ago' 'same' 'different' 'change' 'history' 'artefact' 'order' 'time' 'yesterday'</li> <li>Use story timelines such as a wallpaper walk (Story map timeline) to help understanding of time through stories.</li> <li>Visual timetable to develop conceptual understanding of time.</li> <li>Team to model observational and investigational skills. "I wonder if.....?"</li> <li>Plan and introduce new vocabulary, encouraging children to use it to discuss new findings and ideas.</li> <li>Encourage children to refer to books, wall displays and online resources.</li> <li>Fortnightly cooking – discuss changes to material from one state to another</li> <li>Story time / poems / rhyme time – ensure fictional and non-fictional characters from a range of cultures.</li> <li>Story setting maps / maps through stories</li> <li>Explore the natural world using all of our senses and record through drawing ensuring close observation.</li> <li>Understand the effect of the changing seasons – use OUR TREE as a focus</li> <li>Weather talk – observations / play in different weather (e.g. kites and ribbons in the wind, collecting rain and splashing in puddles) / stories / songs</li> </ul>						



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	<b>Expressive Arts and Design</b>  <i>- Creating with materials</i>  <i>- Being Imaginative and Expressive</i>	Focus Art: Drawing skills/colour - Self-Portraits; Skeleton observational drawings (chalk) Artist: Picasso  <b>MARK-MAKING AND DRAWING:</b> * begin to use a variety of drawing tools (pencil; felt tip pens; crayons and pastels) and techniques; begin to know how to create different effects using pastels; observe and record using drawing <b>PAINTING:</b> *Learn how to hold a paintbrush: * Explore colour and emotions <b>SCULPTURE:</b> * Modelling: begin to use a range of joining techniques (glue, masking tape) * use tools with care and provision – scissors / tape dispenser / wooden hammers and golf tees *use different materials to create a collage effect <b>PRINTING:</b> explore texture through experimenting with different printing objects (lego; shells etc)  * use props and small world to tell stories *Explore making music, listening to music, singing, sounds and how to change sounds *move to music, *explore how sound can be changed *explore rhythms – clapping / tapping and copying rhythms * Begin to sing in a group - Nursery Rhymes/ Big School Song / music lessons (Mrs O'Kane) * listen attentively, move to and talk about music, expressing feelings and responses.	Focus Art: Sculpture (transient Art) based on Autumn; Clay (Diva Lamps) Artist: Andy Goldsworthy  <b>MARK-MAKING AND DRAWING:</b> *hold and use drawing tools with some control to make marks (from observation or imagination) <b>PAINTING:</b> explore colour and colour mixing *Experiment with and use primary and secondary colours <b>SCULPTURE:</b> *Explore clay and manipulate using fingers and tools *Shape and model clay with increasing control (clay diva lamps) *begin to be able to create a thumb pot as the basis for a piece of pottery *develop techniques for joining materials –tape, glue, treasury tags, split pins, paperclips, rubber/wooden hammers and pins * Use tools with care and provision – wooden hammers, pins <b>PRINTING:</b> explore pattern through printing  *Remember and sing songs (through Christmas nativity) *build a repertoire of songs and dances *change pitch and volume * begin to change movements to match the tempo of the music *explain how a music or song makes you feel *listen to and respond to music around the world and traditional dances (Indian music and props – Diwali)	Focus Art: Weaving Artist: Handwoven Kente cloth  <b>MARK-MAKING AND DRAWING:</b> *experiment with textures (fruit observational drawing), Draw with increasing complexity and detail <b>PAINTING:</b> *explore colour mixing (powder paints) <b>SCULPTURE:</b> *Manipulate materials for planned effect, *Chinese New Year related ideas and DT projects (collaborative projects), *Progress joining techniques – hammers and nails * Use tools with care and provision – hammers, nails <b>PRINTING:</b> use vegetables to create a print <b>TEXTILES:</b> begin to understand weaving terms such as 'warp; begin to know how to create a weave using paper and textiles  *Explore different music and dance *introduce Helicopter Stories *watch and talk about dance and performance art, expressing feelings and responses (Chinese dancing) *play instruments with increasing control *listen to and respond to music around the world	Focus Art: Painting, printing (Spring flowers) Artist: O'keefe  * share creations with others *explain how creation was made <b>MARK-MAKING AND DRAWING:</b> * Draw accurate representations of objects <b>PAINTING:</b> *Develop colour mixing – matching colours *choose colour carefully <b>SCULPTURE:</b> *use tools and techniques competently and appropriately *select appropriate resources *design own creations and talk about what it is and how it is fastened together etc. *construct with purpose in mind <b>PRINTING:</b> begin to use easy print sheets to create a simple print  * use props to recreate FairyTales / Three Little Pigs houses * Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow *develop story telling - helicopter Stories /Pie Corbett Story Telling * story maps / props / puppets to retell, invent and adapt stories *develop own ideas in relation to music (invite musician in to perform).	Focus Art: Sculpture (Junk modelling rockets); Drawing / Painting (Kandinsky inspired collaborative piece) Artist: Kandinsky  *share creations with increasing confidence and detail <b>MARK-MAKING AND DRAWING:</b> *develop skills of observational drawings and use to record observations in nature, *create simple representations (minibeast drawings) <b>PAINTING:</b> mix powder paint colours to create desired effect <b>SCULPTURE:</b> *select and use tools and equipment safely and in the correct way *use tools with care and provision – hacksaws *design a space rocket and carefully follow it to make junk modelling rocket  *Learn how to play simple songs on instruments *introduce storyline or narrative to play *Traditional and folk music * Perform dances to the class – children to choreograph own dance (performances on the stage?)	Focus Art: Sculpture (Clay tile); Drawing/painting (Toucans) (observational drawing – sunflowers) *artist study – Henri Rousseau, Van Gogh  *use materials and media thinking of purpose *share creations with confidence and include details of improvements and modifications <b>MARK-MAKING AND DRAWING:</b> *use a variety of tools and techniques to create a drawing from observation. <b>PAINTING:</b> *mix a range of secondary colours <b>SCULPTURE:</b> *manipulate and use clay with increasing control and purpose (clay tiles, shell imprints) <b>TEXTILES:</b> begin to know how to do a simple running stitch  *Represent own ideas through art, music, dance, role play and stories *make changes to songs and dances *compose - Change the words in songs e.g. "The crab in the bucket goes snap snap snap" (Wheels on the Bus). *create own stories *make up own musical compositions	<b>National Curriculum – progression from Reception to Year One</b>  -use a range of materials creatively -use drawing, painting and sculpture -develop a wide range of techniques in using colour, texture, pattern, line, shape, form and space -learn about a range of artists describing differences and similarities and making links to own work DT – learn to design, make, evaluate and apply technical knowledge -use voices expressively, play instruments musically, listen with concentration to music
		ONGOING						
<ul style="list-style-type: none"><li>• Encouraging storytelling through small world play.</li><li>• Make own imaginative and complex 'small worlds.'</li><li>• Lots of opportunities to develop drawing skills / observational drawing / mark making</li><li>• Encourage children to respond to art / what they have heard / expressing thoughts and feelings</li><li>• Encourage children to discuss what they are making and problems that they encountered and solved.</li><li>• Encourage pretend play through stories, role play corner and open-ended resources</li><li>• Provide a core of songs and rhymes throughout the year for the children to learn and know by heart. Encourage accompanying actions/movement/dance.</li><li>• Listening to / joining in with / performing a range of well-know songs, rhymes and poems.</li></ul>								





# Our Lady of Lourdes Catholic Primary School

## EYFS Long Term Plan – 2021-2022



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	Computing		Technology in the classroom – Using the interactive whiteboard for games; drawing - Taking photographs and videos with the iPad	Kapow Unit 2 - Programming 1: All about instructions (see Kapow website for details)	Kapow Unit 3 – Computing systems and networks 2: Exploring hardware (see Kapow website for details)	Kapow Unit 4 – Programming 2: Programming Bee-Bots (see Kapow website for details)	Kapow Unit 5 – Data handling: Introduction to Data (see Kapow website for details)	
	British Values	<p>We consider and promote British Values throughout the year, and weave them into our everyday teaching, interactions with the children, story times, conflict resolutions and class discussions.</p> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>*learn to respect other people and their views</li> <li>*Democracy in the classroom – voting for stories in the classroom</li> <li>* listen carefully to each other</li> </ul> <p><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>*learn to respect other people and their values, ideas and beliefs</li> <li>*tolerance when different views are shared</li> <li>*learn about how we are good friends</li> <li>*learn what to do when things do not 'go our way'.</li> </ul> <p><b>Tolerance</b></p> <ul style="list-style-type: none"> <li>*learn about tolerance of others</li> <li>*understand that we do not all share the same beliefs or ideas</li> <li>*not judging based on other beliefs</li> <li>*recognise that we like different things and that is 'ok.'</li> <li>*begin to know that other people feel sad too sometimes and I can help them</li> <li>*learn about other faiths and beliefs and celebrate festivals from around the world</li> </ul> <p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>*we are all able to voice our views, ideas and opinions</li> <li>*we listen respectfully to others views, ideas and opinions</li> <li>*think about what we want to improve</li> </ul> <p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>*learn to respect other people's ideas</li> <li>*continue to learn what is 'right' and 'wrong.'</li> <li>* understand why we have a classroom promise and follow these rules</li> <li>* understand that laws are clear, publicised and stable</li> </ul>						



# Our Lady of Lourdes Catholic Primary School

## EYFS Long Term Plan – 2021-2022



### Early Learning Goals

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></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><b>ELG: Fine Motor Skills</b></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><b>ELG: Comprehension</b></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><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></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><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></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>