







Crowan School EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes / Possible lines of enquiry NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Who Am I? Starting school / my new class / New Beginnings People who help us / Careers Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind, staying safe	Once Upon A Time Fairytales Christmas Diwali Bonfire Night Remembrance Day The Nativity	Frozen World North and South Pole Ice Dressing for the cold Arctic explorers Animals that live in cold places Seasons Other continents	What's On Your Plate? Plants & Flowers Where does our food come from? Healthy eating Planting seeds Reduce, Reuse & Recycle Easter	Animals Through Time Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Dinosaurs Extinct Night and day animals Animal patterns Happy Habitats Types of animals	Ocean Explorers Pirates Marine life Seaside art Beach trip Pirate ships Famous pirates Under the sea Rock pools Treasure maps
Reading Spine Texts Weekly vocabulary linked to book spine and key texts	All Are Welcome The Colour Monster Goes to School Harry & the Dinosaurs Go to School Happy in Our Skin My Magic Family Elmer <i>An Interesting Word for Every Day of the Year</i>	Jack and the Beanstalk Hansel & Gretel Cinderella The Three Billy Goats Gruff Goldilocks & the Three Bears The Little Red Hen <i>An Interesting Word for Every Day of the Year</i>	Lost & Found The Emperor's Egg Stick Man One Snowy Night The Snow Thief Hello Winter <i>An Interesting Word for Every Day of the Year</i>	The Tiny Seed The Enormous Turnip Oliver's Vegetables Farmer Duck The Extraordinary Gardener Rosie's Walk <i>An Interesting Word for Every Day of the Year</i>	Gigantosaurus Rumble in the Jungle Dear Zoo Owl Babies If I had a Dinosaur The Tiger Who Came For Tea <i>An Interesting Word for Every Day of the Year</i>	Tiddler Sharing a Shell The Fish Who Could Wish Commotion in the Ocean Pirates Love Underpants The Pirates Next Door <i>An Interesting Word for Every Day of the Year</i>
Potential 'Wow' moments	Autumn Trail Harvest Time – Church visit Birthdays Favourite Songs What do I want to be when I grow up?	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Christmas visit Black History Month Remembrance Day Road Safety Children in Need Anti- Bullying Week	Chinese New Year LENT Internet Safety Day Winter walk Frozen mornings	Planting seeds Easter time Nature Scavenger Hunt Mother's Day Science Week Eater Egg Hunt Food to farm experience	Food tasting – different cultures Start of Ramadan Eid Animal visits	Visit to the beach Under the Sea – singing songs and sea shanties Father's Day Healthy Eating Week Pirate Day Ice – Cream at the park
Possible Trips	Camborne Library Church visit School Christmas trip		Trevaskis Farm Church visit		Beach Trip Zoo trip Church visit	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who Am I?	Once Upon a Time	Frozen World	What's On Your plate?	Animals Through Time	Ocean Explorers
Communication and Language Whole EYFS Focus – Daily story time Talk Through Stories	Welcome to EYFS Settling in activities Making & reconnecting with friends Children talking about experiences that are familiar to them. Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities Develop vocabulary. Discovering Passions Tell me a story - retelling stories. Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion. Understand how to listen carefully and why listening is important. Learn rhymes, poems and songs. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language. Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Continue to build new vocabulary	Talk it through! Describe events in detail – time connectives. Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story. Use talk to organize and solve problems. Make connections between ideas. Begin to listen to and understand non-fiction.	What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Use non-fiction to develop vocabulary. Re-tell own stories using story language. Listen attentively to others and respond appropriately. Share in group and 1-1 situations. Introduce weekend news. Express own ideas and feeling use a range of tenses and conjunctions.	Time to share! Show and tell. Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Hold conversations with adults and their peers. Give explanations for why things happen. Express own ideas and feeling use a range of tenses and conjunctions.
Oracy Link to Voice 21 Oracy Framework	Listening To look towards someone who is speaking to them for an extended period of time.	Group Discussion To display emotion when speaking within a group.	Tracking To use facial expression, eye contact and posture to support meaning in play.	Building on ideas To join phrases with words such as 'if', 'because', 'so', 'could', 'but'.	Questioning To make relevant contributions and ask questions appropriate to the topic at hand.	Reasoning To describe events that have happened to them in detail.
<div> <div>  <div> Physical Are you speaking loud enough to be heard? </div> </div> <div>  <div> Linguistic Are you starting to join ideas together with words like and, because and but? </div> </div> <div>  <div> Cognitive Are you asking questions? </div> </div> <div>  <div> Social & Emotional Are you taking turns to talk and listen? </div> </div> </div>						

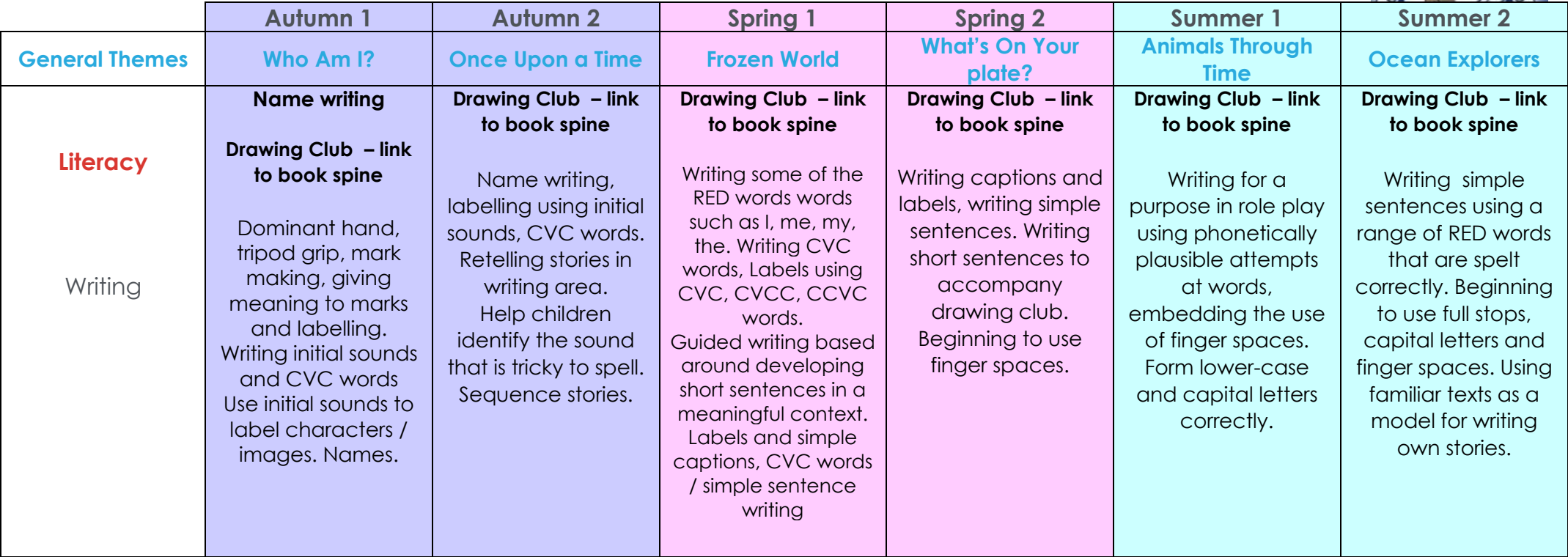
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who Am I?	Once Upon a Time	Frozen World	What's On Your plate?	Animals Through Time	Ocean Explorers
Personal, Social and Emotional Development Managing Self Links to 'SCARF' Curriculum Links to 'We Thinkers' Social	SCARF – Me and My Relationships BIG BRUSH CLUB	SCARF – Valuing difference BIG BRUSH CLUB We Thinkers – Thinking thoughts and feeling feelings	SCARF – Keeping safe BIG BRUSH CLUB We Thinkers – The Group Plan	SCARF – Rights and respect BIG BRUSH CLUB We Thinkers – Thinking with your eyes	SCARF – Being my best BIG BRUSH CLUB We Thinkers – Body in the group	SCARF – Growing and changing BIG BRUSH CLUB We Thinkers – Whole body listening

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who Am I?	Once Upon a Time	Frozen World	What's On Your plate?	Animals Through Time	Ocean Explorers
<p>Physical Development</p> <p>Fine Motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip Teach and model correct letter formation. Dough disco Pen Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Dough disco Pen disco Finger Fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Dough disco Pen disco Finger Fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Dough disco Pen disco Finger Fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Dough disco Pen disco Finger Fit</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly and develops own handwriting style. Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Pen disco Finger Fit</p>
<p>Gross Motor</p> <p>WEEKLY OPPORTUNITIES</p>	<p>Different ways of moving to be explored with children. Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Big Brush Club. Development of movement skills, travelling in different ways, negotiating space Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, etc Development of movement skills, travelling in different ways, negotiating space. Link to Arena PE planning: fundamental movement skills, gym fundamental skills, dance</p>		<p>Provide a wide range of activities to support a broad range of abilities. Revise and refine fundamental movement skills, moving towards a fluent style of moving. Develop body strength, balance, coordination and agility. Combine different movements. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Big Brush Club. Link to Arena PE planning: fundamental movement skills, gym, games, dance, athletics</p>		<p>Obstacle activities children moving over, under, through and around equipment. Dance / moving to music. Races / team games involving gross motor movements. dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Further develop ball skills, catching throwing, striking, hitting, kicking Exploring tactics Sports day Big Brush Club. Link to Arena PE planning: fundamental movement skills, striking and fielding, athletics, games.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who Am I?	Once Upon a Time	Frozen World	What's On Your plate?	Animals Through Time	Ocean Explorers
<p>Literacy</p> <p>Comprehension - Developing a passion for reading and reading for enjoyment</p> <p>Word Reading</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Retelling stories using images / apps. Story Maps. Editing of story maps and orally retelling new stories.</p> <p>Retelling of stories.</p> <p>Sequence story</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p>	<p>Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
	<p>Phonic Sounds: RWI Set 1 whole class.</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily.</p> <p>Listen to children read aloud, ensuring books are consistent with their</p>	<p>Phonic Sounds: RWI Set 1</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words.</p> <p>Show children how to touch each finger as they say each sound.</p>	<p>Phonic Sounds: RWI Set 1 / 2</p> <p>Ditties</p> <p>Reading:</p> <p>Help children to become familiar with Set 1 special friends and begin to learn Set 2 sounds.</p> <p>Reading words containing digraphs.</p>	<p>Phonic Sounds: RWI</p> <p>Reading: Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Phonic Sounds: RWI</p> <p>Reading: Non-fiction texts, Internal blending, Distinguishing capital letters and lower-case letters.</p> <p>Read a range of RED words</p>	<p>Phonic Sounds: RWI</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>



	developing phonic knowledge. Books without words for storytelling.					
Link to Talk Through Stories	Elmer Ruby's Worry My Monster and Me	Zog Five Minutes Peace Room on the Broom	Lost and Found One Snowy Night Stick Man	The Extraordinary gardener Where the Wild Things Are Farmer Duck	Owl Babies Gecko's Echo The Lion Inside	Tiddler The Rainbow Fish Billy's Bucket
Weekly Nursery rhymes	Little Miss Muffet Wind the bobbin up 5 Little Ducks 5 Current Buns Heads, shoulders, knees and toes If you're happy and you know it 3 Blind Mice	When Goldilocks went to the house of the bears The Grand old Duke of York London Bridge is falling down Twinkle Twinkle Sing a song of six pence Humpty Dumpty 10 in the bed	Incy wincy spider 5 little speckled frogs Ring a ring a roses Polly put the kettle on Wheels on the bus Down at the station	5 little men in a flying saucer 10 fat sausages Miss Polly had a dolly Dingle dangle scarecrow Hear we go round the mulberry bush It's raining, it's pouring	Down in the jungle Old MacDonald 5 cheeky monkeys Hickory Dickory dock I hear thunder	Row your boat 1, 2, 3, 4, 5 10 green bottles A sailor went to sea, sea, sea When I was one This old man



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who Am I?	Once Upon a Time	Frozen World	What's On Your plate?	Animals Through Time	Ocean Explorers
Maths <i>Everything around you is numbers."</i> – Shakuntala Devi <i>Mathematics Mastery</i>	White Rose <ul style="list-style-type: none"> - Getting to know you (2 weeks) - Match, sort and compare (2 weeks) - Talk about measure and patterns (2 weeks) 	White Rose <ul style="list-style-type: none"> - It's me 1, 2, 3 (2 weeks) - Circles and triangles (1 week) - 1, 2, 3, 4, 5 (2 weeks) - Shapes with 4 sides (1 week) 	White Rose <ul style="list-style-type: none"> - Alive in 5 (2 weeks) - Mass and capacity (1 week) - Growing 6, 7, 8 (2 weeks) - Length, height, time (2 weeks) 	White Rose <ul style="list-style-type: none"> - Length, height, time (continued) - Building 9 & 10 (3 weeks) - Explore 3D shapes 	White Rose <ul style="list-style-type: none"> - To 20 and beyond (2 weeks) - How many now/ (1 week) - Manipulate, compose and decompose (2 weeks) - Sharing and grouping (2 weeks) 	White Rose <ul style="list-style-type: none"> - Sharing and grouping (continued) - Visualise, build and map (3 weeks) - Make connections (1 week) - Consolidate

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General Themes	Who Am I?	Once Upon a Time	Frozen World	What's On Your plate?	Animals Through Time	Ocean Explorers
<p>Understanding the World</p> <p>RS/Festivals</p> <p>Links to Cornwall RE syllabus</p> <p>Links to Developing Experts – Science Curriculum</p>	<p>RE Syllabus: Why is the word 'God' so important to Christians?</p> <p>Science: Our body</p> <p>Identify their families and talking about what they do together. Find similarities and differences between their family and others.</p> <p>Navigate around the classroom, outdoor area and school.</p> <p>Explore the world around them and begin to discover Autumn.</p> <p>How where they live has changed.</p> <p>Seasonal change – Autumn</p> <p>Daily weather</p> <p>Maps – classroom, garden, school</p> <p>Cooking – preparing snack and learning routines</p>	<p>RE Syllabus: Why do Christians perform Nativity plays at Christmas?</p> <p>Science: The senses</p> <p>Identify the difference between fiction characters and real life.</p> <p>Learn about fairy tales characters such as kings, queens and knights. Explore what life was like in medieval times.</p> <p>Link to London – Guy Fawkes and the Houses of Parliament, the Tower of London, Windsor castle, Buckingham palace.</p> <p>Look at different types of castles and how they protected themselves.</p> <p>Seasonal change – Autumn – Winter</p> <p>Daily weather</p> <p>Cooking – gingerbread houses / porridge / bread</p> <p>Maps – home, bedroom, journey to school</p>	<p>RE Syllabus: Being special: Where do we belong?</p> <p>Science: Weather and Seasons</p> <p>Artic and Antarctic – the similarities and differences. How are these places different to where we live?</p> <p>Melting and freezing</p> <p>Contrasting environments</p> <p>Describing the world around them</p> <p>Seasonal change – Winter</p> <p>Daily weather</p> <p>Maps – our journey around the village</p> <p>Cooking - soup</p>	<p>RE Syllabus: Why do Christians put a cross in their Easter gardens?</p> <p>Science: Plants</p> <p>How is our food grown?</p> <p>Where does our food come from?</p> <p>Healthy and unhealthy foods. The food plate.</p> <p>What do plants need to grow?</p> <p>Planting opportunities</p> <p>Caring for the natural world around them.</p> <p>Seasonal change – Winter – Spring</p> <p>Daily weather</p> <p>Maps – link to trip. Map of the farm</p> <p>Cooking – comparing raw and cooked vegetables</p>	<p>RE Syllabus: Which places are special and why?</p> <p>Science: Animals</p> <p>What animals are alive now and what animals were alive? (Extinct)</p> <p>Fossils and bones - excavation</p> <p>Where do animals live? Naming of animals.</p> <p>Animal habitats</p> <p>Nocturnal animals</p> <p>Types of animals</p> <p>Life cycles</p> <p>Seasonal change – Spring</p> <p>Daily weather</p> <p>Maps – link to trip. How did we get there?</p> <p>Cooking – make a fruit salad</p>	<p>RE Syllabus: Which times/stories are special and why?</p> <p>Science: Materials</p> <p>Pirates – who were they and what did they do?</p> <p>Buried treasure – treasure maps</p> <p>Tall ships</p> <p>How is an under the sea habitat different to that of land animals?</p> <p>Floating and sinking</p> <p>Seaside long ago</p> <p>Name sea creatures</p> <p>Seasonal change – Spring - Summer</p> <p>Daily weather</p> <p>Maps – Link to trip. Map of the beach / journey. Treasure maps</p> <p>Cooking – making healthy ice lollies</p>



	Rosh Hashanah Yom Kippur Sukkot All Saints Day	Diwali Hannukah Christmas Advent	Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Holi Palm Sunday Passover Easter Start of Ramadan	Eid Shavuot	Summer Solstice
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who Am I?	Once Upon a Time	Frozen World	What's On Your plate?	Animals Through Time	Ocean Explorers
<p>Expressive Arts and Design</p> <p>Links to Charanga Music curriculum</p> <p>Links to Scottish Borders Art Scheme</p>	<p>Art: Drawing Making lines – steering, direction, control, line patterns. Creating observation and fantasy drawings</p> <p>Music: Me!</p> <p>Joining in with songs and nursery rhymes.</p> <p>Using resources for props and role play.</p> <p>Self-portraits, family portraits.</p> <p>Junk modelling</p> <p>Re-telling of book spine stories.</p>	<p>Art: Painting Mix secondary colours Controlling shape with a brush, creating pictures</p> <p>Music: My Stories</p> <p>Colour mixing</p> <p>Create own dances in response to music</p> <p>Learning songs for the nativity</p> <p>Firework pictures Christmas decoration / cards</p> <p>Diva lamps</p> <p>Use story maps to create and perform stories</p> <p>Re-telling of book spine stories.</p>	<p>Art: Collage Develop knowledge of colour & texture. Fold and cut simple shapes and create designs with them. Use textured fabrics and paper shapes in pictures.</p> <p>Music: Everyone!</p> <p>Encouragement to select tools and techniques to assemble and join materials</p> <p>Winter themes pictures</p> <p>Ice painting</p> <p>Creating igloos and comparing to our homes.</p> <p>Re-telling of book spine stories.</p>	<p>Art: Printing Develop knowledge of shape & pattern. Use finger, card & transfer printing . Manipulate simple shapes and colours to produce clear prints. Make repeating patterns & understand ideas of symmetrical pattern.</p> <p>Music: Our World</p> <p>Explore ways to protect growing plants</p> <p>Life cycle pictures</p> <p>Mother's Day cards</p> <p>Easter crafts</p> <p>Creating own music and songs</p> <p>Re-telling of book spine stories.</p>	<p>Art: 3D Make simple shapes from and press shapes into clay, creating texture. Cover boxes with paper & create patterns on the surface. Build a group sculpture.</p> <p>Music: Big Bear Funk</p> <p>Animal prints</p> <p>Symmetrical butterflies</p> <p>Animal music</p> <p>Junk modelling animals</p> <p>Re-telling of book spine stories.</p>	<p>Art: Fabric Identify different textures, patterns & understand patchwork. Chose appropriate fabrics. Use glue efficiently. Manage in / out sewing and weaving techniques.</p> <p>Music: Reflect, Rewind and Replay</p> <p>Sand pictures</p> <p>Paper plate jelly fish</p> <p>Under the sea themed music and dances</p> <p>Water pictures</p> <p>Father's Day cards</p> <p>Praze Fair Show entries</p> <p>Re-telling of book spine stories.</p>



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