

A Values Led Curriculum
Underpinned by Philosophy and Theology

LONG TERM CURRICULUM PLAN		RECEPTION		2017/2018		
Term	Autumn 2017		Spring 2018		Summer 2018	
	1	2	3	4	5	6
DIOCESE DRIVERS	WISDOM – HOPE – COMMUNITY - DIGNITY					
THEME / BIG QUESTION	How are me and my family special in our World?	Do we all celebrate the same things in the same way?	Question Based on children’s Interests			
STIMULUS	My Mum by Anthony Browne My Dad by Anthony Browne Don’t let the pigeon drive the bus by Mo Willems Titch by Pat Hutchins Funny Bones Elmer Owl Babies by Martin Wadell. Oliver’s Fruit Salad. Oliver’s Vegetables by Vivien French The tiger who came to tea	Mogs Birthday Kipper’s Birthday Millie’s Wedding <i>Non-Fiction</i> <i>Bonfire Night</i> <i>The Christmas story</i>				

PROVISION & ENHANCEMENT IDEAS	Home Corner Fire Station Dolls House Provision linked to All about me sheets Healthy Packed Lunch	Home Corner Christmas Post Office Empathy Dolls – Asha and Chad				
ENRICHMENT	Visit from: Farm to fork Police Fire service Farmer	Post Box Walk Christmas Production (West Yorkshire Playhouse) CHURCH VISIT - MOCK BAPTISM				
CHRISTIAN VALUE	Humility	Compassion and Justice	Responsibility	Wisdom	Peace	Reverence and Respect

<p>Personal, Social, Emotional</p>	<p>SEAL TOPIC: New Beginnings</p> <p><u>Self-confidence and self-awareness</u> 30-50 m- Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations 40-60m-Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>Managing feelings and behaviour</u> 30-50m-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine. 40-60m- Understands own actions affect other people, for example becomes upset or tries to comfort another child when the realise they have upset them.</p>	<p>SEAL TOPIC: Getting on and falling out</p> <p><u>Self-confidence and self-awareness</u> 30-50 m- Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations 40-60m-Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>Managing feelings and behaviour</u> 30-50m-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine. 40-60m- Understands own actions affect other people, for example becomes upset or tries to comfort another child when the realise they have upset them.</p>	<p>SEAL TOPIC : Going for goals</p> <p><u>Self-confidence and self-awareness</u> 40-60m- Can describe self in positive terms and talk about abilities ELG- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour</u> 30-50m- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 40-60m- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. ELG- They work as part of a group or class, and understand and follow the rules.</p>	<p>SEAL TOPIC: Good to be me</p> <p><u>Self-confidence and self-awareness</u> 40-60m- Can describe self in positive terms and talk about abilities ELG- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour</u> 40-60m- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. ELG- They work as part of a group or class, and understand and follow the rules.</p> <p><u>Making Relationships</u> 40-60m-Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>SEAL TOPIC: Relationships</p> <p><u>Self-confidence and self-awareness</u> ELG- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour</u> ELG- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making Relationships</u></p>	<p>SEAL TOPIC: Change</p> <p><u>Self-confidence and self-awareness</u> ELG- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour</u> ELG- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making Relationships</u> ELG-Children play co-operatively, taking</p>
---	--	--	--	---	--	--

	<p>Aware of the boundaries set and expectations in the setting.</p> <p><u>Making Relationships</u> 30-50m -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers. 40-60m-Initiates conversations, attends to and takes account of what others say.</p>	<p>Aware of the boundaries set and expectations in the setting.</p> <p><u>Making Relationships</u> 30-50m -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers. 40-60m-Initiates conversations, attends to and takes account of what others say.</p>	<p><u>Making Relationships</u> 40-60m-Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. ELG- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. ELG- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>ELG-Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
--	--	--	---	--	---	---

Communication and Language

<p>Phase 2 phonics</p> <p><u>Listening and Attention</u> 30-50m - Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention -still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 40-60m -Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><u>Understanding</u> 30-50m -Understands use of objects (e.g. "What do we use to cut things?"). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to</p>	<p>Phase 2 phonics</p> <p><u>Listening and Attention</u> 30-50m - Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention -still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 40-60m -Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><u>Understanding</u> 30-50m -Understands use of objects (e.g. "What do we use to cut things?"). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to</p>	<p>Phase 3 phonics</p> <p><u>Listening and Attention</u> 40-60m -Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention -can listen and do for short span. ELG- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><u>Understanding</u> 40-60m -Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. ELG- They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u></p>	<p>Phase 3 Phonics</p> <p><u>Listening and Attention</u> 40-60m -Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention -can listen and do for short span. ELG- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><u>Understanding</u> 40-60m -Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. ELG- They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u> 40-60m- Links statements and sticks to a main theme or</p>	<p>Phase 4 Phonics</p> <p><u>Listening and Attention</u> ELG-Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding</u> ELG-Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u> ELG-Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by</p>	<p>Phase 4 Phonics</p> <p><u>Listening and Attention</u> ELG-Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding</u> ELG-Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u> ELG-Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by</p>
--	--	--	---	---	---

	<p>understand 'why' and 'how' questions. 40-60m -Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50m -Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the</p>	<p>understand 'why' and 'how' questions. 40-60m -Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50m -Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the</p>	<p>30-50m- Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. 40-60m- Links statements and sticks to a main theme or intention. Introduces a storyline or narrative into their play. ELG- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>intention. Introduces a storyline or narrative into their play. ELG- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>connecting ideas or events.</p>	<p>connecting ideas or events.</p>
--	--	--	---	---	------------------------------------	------------------------------------

	<p>breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>40-60m - Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</p>	<p>breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>40-60m - Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</p>				
--	---	---	--	--	--	--

Physical Development indoor and out

Moving and Handling

30-50m-Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.

40-60m-Experiments with different ways of

Moving and Handling

30-50m-Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.

40-60m-Experiments with different ways of

Moving and Handling

30-50m-Mounts stairs, steps or climbing equipment using alternate feet. Can stand momentarily on one foot when shown.
40-60m- Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space

Health and Self care

40-60m- Eats a healthy range of foodstuffs and

Moving and Handling

40-60m- Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
ELG- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space

Health and Self care

40-60m- Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise,

Moving and Handling

ELG- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self care

ELG- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Moving and Handling

ELG- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self care

ELG- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

	<p>moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>Health and Self care</u> 30-50m-Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 40-60m- Shows understanding of the need for safety when tackling new challenges, and considers and manages</p>	<p>moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>Health and Self care</u> 30-50m-Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 40-60m- Shows understanding of the need for safety when tackling new challenges, and considers and manages</p>	<p>understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. ELG- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. ELG- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		
--	--	--	--	--	--	--

	some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.	some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.				
--	--	--	--	--	--	--

Literacy

Reading

30-50m-Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.

40-60m-Can segment the sounds in simple

Reading

30-50m-Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.

40-60m-Can segment the sounds in simple

Reading

40-60m- Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.

ELG- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.

Writing

40-60m-Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.

Reading

40-60m- Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.

ELG- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.

Writing

40-60m-Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.

Reading

ELG-Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

ELG- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Reading

ELG-Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

ELG- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

	<p>words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p> <p>Writing 30-50m- Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 40-60m- Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Can segment the sounds in simple words Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p> <p>Writing 30-50m- Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 40-60m- Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Can segment the sounds in simple words Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>ELG- Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>ELG- Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>		
--	---	---	--	--	--	--

Mathematics

Number

30-50m-Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.

40-60m-Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out

Number

30-50m-Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.

40-60m-Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out

Number

40-60m-Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Records, using marks that they can interpret and explain

ELG- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

Shape, Space and Measure

40-60m -Uses familiar objects and common shapes to create and recreate

Number

40-60m-Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Records, using marks that they can interpret and explain

ELG- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

Shape, Space and Measure

40-60m -Uses familiar objects and common shapes to create and recreate

Number

ELG- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

ELG-Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Number

ELG- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

ELG-Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

	<p>up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p><u>Shape, Space and Measure</u> 30-50m- Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round and 'tall. 40-60m- Selects a particular named shape. Can describe their relative position such as 'behind or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p><u>Shape, Space and Measure</u> 30-50m- Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round and 'tall. 40-60m- Selects a particular named shape. Can describe their relative position such as 'behind or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>patterns and build models. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. ELG- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>patterns and build models. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. ELG- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>		
--	---	---	--	--	--	--

Understanding of the World

People and communities.

30-50m- Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60m- Enjoys joining in with family customs and routines.

The World

30-50m- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.

People and communities.

30-50m- Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60m- Enjoys joining in with family customs and routines.

The World

30-50m- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.

40-60m- Looks closely at similarities,

People and communities.

40-60m- Enjoys joining in with family customs and routines.

ELG- They know that other children don't always enjoy the same things, and are sensitive to this.

The World

40-60m- Looks closely at similarities, differences, patterns and change.

ELG- They talk about the features of their own immediate environment and how environments might vary from one another.

Technology

40-60m- Interacts with age-appropriate computer software.

ELG- They select and use technology for particular purposes.

People and communities.

40-60m- Enjoys joining in with family customs and routines.

ELG- They know that other children don't always enjoy the same things, and are sensitive to this.

The World

40-60m- Looks closely at similarities, differences, patterns and change.

ELG- They talk about the features of their own immediate environment and how environments might vary from one another.

Technology

40-60m- Interacts with age-appropriate computer software.

ELG- They select and use technology for particular purposes.

People and communities.

ELG- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

ELG- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

ELG- Children recognise that a range of technology is used in places such as homes and schools.

People and communities.

ELG- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

ELG- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

ELG- Children recognise that a range of technology is used in places such as homes and schools.

	<p>40-60m- Looks closely at similarities, differences, patterns and change.</p> <p><u>Technology</u> 30-50m- Knows how to operate simple equipment. Knows that information can be retrieved from computers. 40-60m- Completes a simple program on a computer. Interacts with age appropriate computer software.</p>	<p>differences, patterns and change.</p> <p><u>Technology</u> 30-50m- Knows how to operate simple equipment. Knows that information can be retrieved from computers. 40-60m- Completes a simple program on a computer. Interacts with age appropriate computer software.</p>			<p>They select and use technology for particular purposes.</p>	<p>They select and use technology for particular purposes.</p>
--	---	---	--	--	--	--

<p>Expressive Art and Design</p>	<p><u>Exploring and using media and Materials</u> 30-50m-Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. 40-60m- Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Experiments to create different textures. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.</p> <p><u>Being Imaginative</u> 30-50m- Makes up rhythms. Notices what</p>	<p><u>Exploring and using media and Materials</u> 30-50m-Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. 40-60m- Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Experiments to create different textures. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.</p> <p><u>Being Imaginative</u> 30-50m- Makes up rhythms. Notices what</p>	<p><u>Exploring and using media and Materials</u> 40-60m-Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. ELG- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><u>Being Imaginative</u> 40-60m- Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. ELG- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><u>Exploring and using media and Materials</u> 40-60m-Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. ELG- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><u>Being Imaginative</u> 40-60m- Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. ELG- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><u>Exploring and using media and Materials</u> ELG- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative</u> ELG-Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><u>Exploring and using media and Materials</u> ELG- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative</u> ELG-Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
---	---	---	---	---	---	---

	<p>adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses</p> <p>40-60m- Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses</p> <p>40-60m- Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>				
--	--	--	--	--	--	--