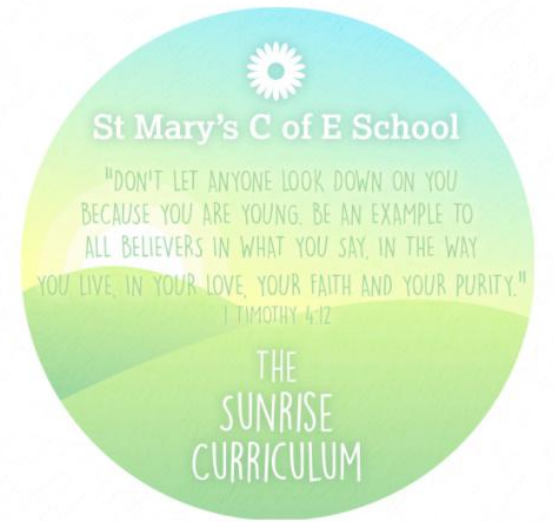
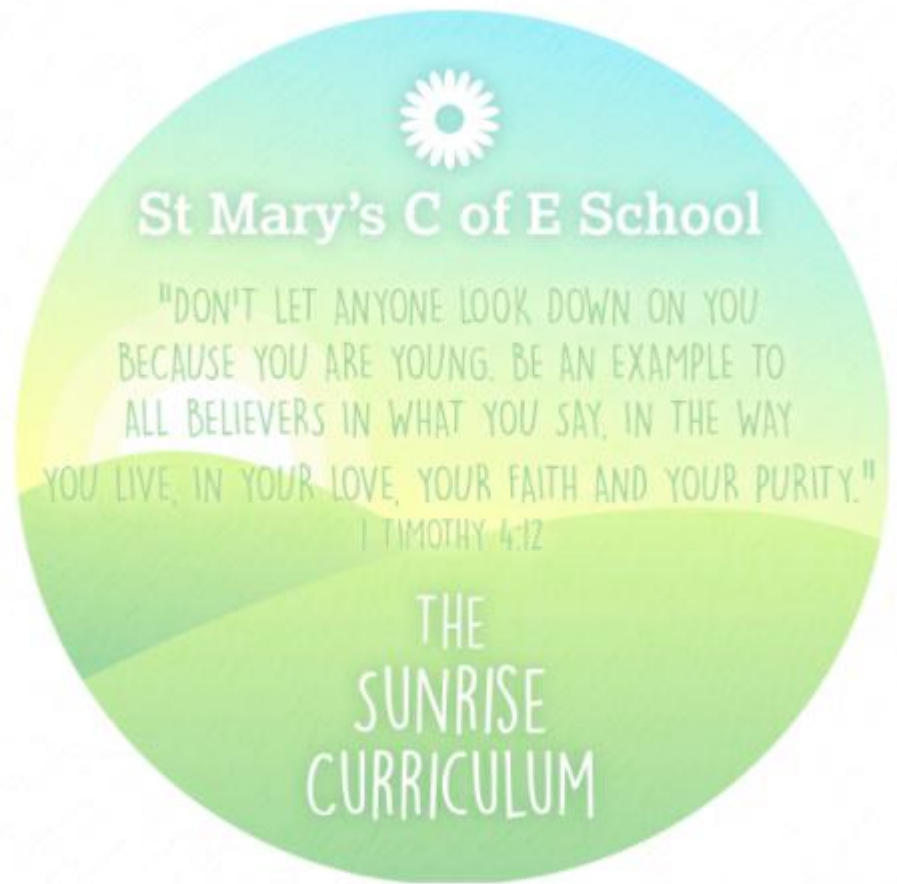


SUNRISE CLASS RECEPTION 2026/2027



PLEASE NOTE THIS IS A WORKING DOCUMENT AND MAY BE SUBJECT TO CHANGE



'Don't let anyone look down on you because you are young. Be an example to all believers, in what you say, in the way you live, in your love, your faith and your purity.'

1 Timothy 4:12

SUNRISE CLASS RECEPTION

Our school vision is
'You are never too young
to make a difference'.

At St Mary's C of E School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations for lifelong learning. It is our intent that the children who enter our EYFS develop physically, cognitively, emotionally and spiritually whilst flourishing under our sunrise curriculum underpinned by a strong Christian ethos. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.

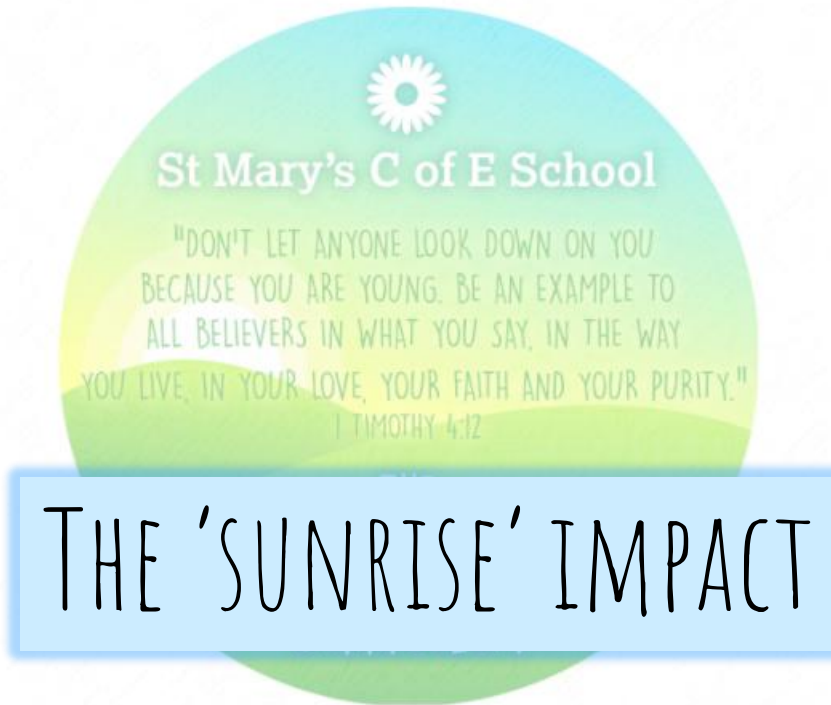
In the Foundation Stage we follow the Early Years Foundation Stage Curriculum (EYFS). We support our children to become independent and collaborative learners by providing a range of activities and experiences. Our curriculum is co-designed by teachers and children where an enquiry based approach enables children to lead learning suitable for their unique needs and stage of development resulting in high engagement levels. Through these experiences we encourage children to take risks, discover and make links between their explorations.

Children will leave with the confidence, resilience and motivation to solve problems, take risks, and push boundaries.

Children are appreciative of the lives of others, different cultures and communities beyond their own.

Children will know how to keep themselves healthy, maintain good hygiene, eat healthily and understand the importance of exercise.

Children see the beauty in everyday, playing, laughing and singing, finding joy in books, poems and music.
They express their imagination and creativity freely allowing their unique personalities to shine through.



Children will be independent, resourceful and equip for learning, always ready to explore and expand their knowledge and skills.

Children chase the awe and wonder the world has to offer, always asking questions and never stopping until they find the answers.

Children are kind.

They know how to behave and consistently model this behaviour to their peers.

Children will broaden their understanding of the language of emotions and gain a greater understanding of their own feelings, and the feelings of others.

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.

Adults may scaffold a children's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provide a framework for the children to go from "what they know" to "what else they could know"! Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

WHAT WILL I SEE IN SUNRISE CLASS?

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state, in the framework (p16) that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

Our EYFS team decide what we want our children to learn in our classroom, through our provision, and the most effective ways to teach it. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year.

THE STATUTORY EARLY YEARS FRAMEWORK

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

Communication and Language Development

Personal, Social and Emotional Development

Physical Development

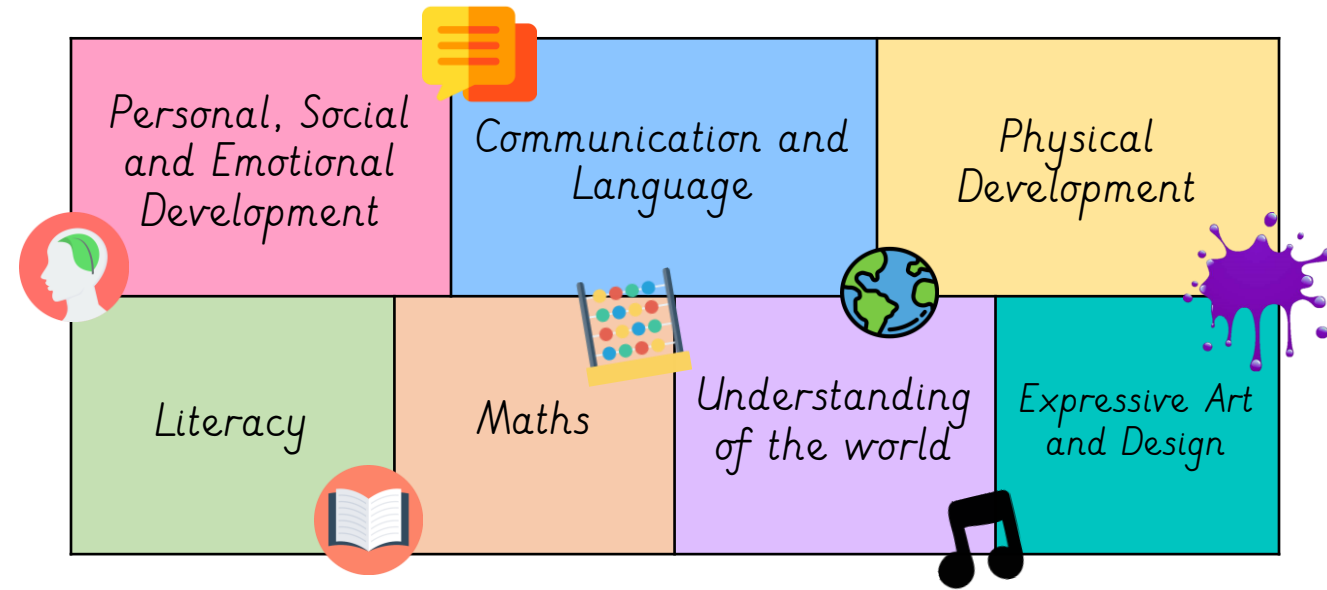
There are four core areas of learning:

Literacy

Maths

Understanding the World

Expressive Arts and Design

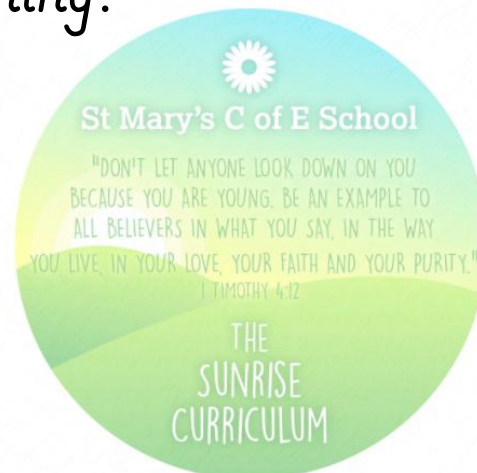


CHARACTERISTICS OF EFFECTIVE LEARNING

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

- Playing and exploring-engagement
 - Active learning-motivation
- Creating and thinking critically-thinking



PLANNING IN THE EARLY YEARS

Our planning focuses on the children's needs, their interests and their stages of development. We seek opportunities to make links between the areas of learning and plan next steps accordingly.

We deliver the curriculum through planned, purposeful play as well as adult-directed learning to enable the children to build on what they already know. In class the children may be taught as a whole class, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

OUR BIG QUESTIONS

We explore all seven areas of the curriculum through our 'Big Questions'. Our broad and balanced questions aim to provide the children with the knowledge and skills they require to support them in their life-long learning.

Topics and themes remain flexible and will follow the children's needs and interests. We encourage the children to guide us in shaping their learning experiences. The team discuss with the children about what they are interested in and which skills they would like to develop further. Children are encouraged to bring books and resources that interest them into school to share with their peers.

- What makes me shine?
- What happened once upon a time?
- Where do you come from?
- Will I grow as big as you?
- Where can time take you?
- Can I make a difference?

We provide a challenging, exciting and attractive learning environment that offers high-quality opportunities for the children to learn through play within the classroom and outside. Sunrise class has continuous provision that is designed to offer practical, open-ended learning opportunities where children are enabled to think creatively and imaginatively whilst becoming organized, independent and responsible learners. The children are supported to explore how resources can be adapted and use their skills in a variety of contexts. We develop problem-solving skills through open-ended tasks and encourage children to share their thinking with others.

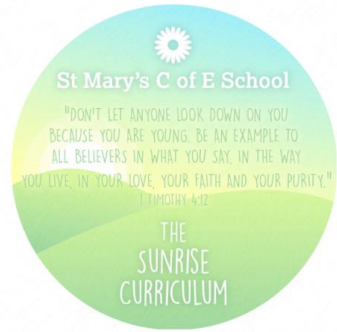
ASSESSMENT

<i>Assessment opportunities</i> <i>(Cluster meetings to be confirmed)</i>	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term EYFS team meetings Sunbeam weeks Phonic Intervention groups	Sunbeam weeks Baseline analysis Pupil progress meetings with in-house moderator Parents evening info EYFS team meetings Phonics assessments GLD Projections for EOY	Sunbeam weeks Phonics assessments EYFS team meetings	Sunbeam weeks Pupil progress meetings with in-house moderator Parents evening info EYFS team meetings GLD Projections for EOY	Sunbeam weeks Phonics assessments EYFS team meetings	Pupil progress meetings with in-house moderator Parents evening info EYFS team meetings EOY data Key Stage 1 transition meetings
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BOOK SPINE

Autumn 1 What makes me shine? •We Are All Different •All About Families •A House for Hermit Crab •Goldilocks and the Three Bears •The Colour Monster	Spring 1 Where Do You Come From? •Lost and Found •Handa's Surprise •Tiddler •Monkey Puzzle •Poles Apart •The Great Race •The Very Hungry Caterpillar	Summer 1 Where Can Time Take You? •Lost in the Toy Museum •Amelia Earhart •Mr Gumpy's Motor Car •Norman the Norman from Normandy •The King's Pants •Dinosaur Roar! •Dinosaur Stomp!
Autumn 2 What happened once upon a time? •Room on the Broom •Where The Poppies Now Grow •Leaf Man •Don't Hog the Hedge •Stick Man •The Christmas Story •The Night Before Christmas	Spring 2 Will I grow as big as you? •Jasper's Beanstalk •Jack and the Beanstalk •The Tiny Seed •Oliver's Vegetables •Superworm •The Enormous Turnip	Summer 2 Can I Make a Difference? •The Rainbow Fish •Somebody Swallowed Stanley •The Big Book of the Blue •Little Turtle and the Sea •The Snail and the Whale •Dear Teacher

SUNBEAM WEEK - ASSESSMENT



Our Sunbeam weeks aim to deep dive into the to deep dive into the holistic development of the child clearly identifying their current stages of development, individual interests, and next steps. Staff will spend quality time with the Sunbeam children during targeted sessions, parents will contribute with their views from home, and children will contribute their voice to gain a deep understanding of the individual.

Children will have one Sunbeam week per half term with all evidence collected in their Sunbeam book and shared with all staff and parents. During this week, pictures, videos, 'wow moments', conversation transcripts, notes and creations will be collated, as well as examples of literacy, maths recorded in books and most importantly teacher judgements will decide what the child is achieving and where we go next to move their learning forwards. We assess the children against the non statutory framework 'Development Matters'.

	1	2	3	4	5	6	7	8
Autumn 1	WB 6 th Sep Baseline	WB 13 th Sep Baseline	WB 20 th Sep Blue	WB 27 th Sep Green	WB 4 th Oct Yellow	WB 11 th Oct Orange	WB 18 th Oct Red	
Autumn 2	WB 1 st Nov Settling In	WB 8 th Nov Blue	WB 15 th Nov Green	WB 22 nd Nov Yellow	WB 29 th Nov Orange	WB 6 th Dec Red	WB 13 th Dec	
Spring 1	WB 3 rd Jan Settling In	WB 10 th Jan Blue	WB 17 th Jan Green	WB 21 st Jan Yellow	WB 31 st Jan Orange	WB 7 th Feb Red	WB 14 th Feb	
Spring 2	WB 28 th Feb Settling In	WB 7 th March Blue	WB 14 th March Green	WB 21 st March Yellow	WB 28 th March Orange	WB 4 th April Red		
Summer 1	WB 25 th April Blue	WB 2 nd May Green	WB 9 th May Yellow	WB 16 th May Orange	WB 23 rd May Red			
Summer 2	WB 6 th June Settling In	WB 13 th June Blue	WB 20 th June Green	WB 27 th June Yellow	WB 4 th July Orange	WB 11 th July Red	WB 18 th July	WB 25 th July

Baseline

During the first few weeks of the Autumn term the class teacher completes a baseline assessment on each child to decide which band of 'Development Matters' they are working within in each area of the curriculum. We check the preceding age band (3-4 years) and record any gaps that children may have and monitor who is not on track for these specific skills. This allows learning opportunities to be pitched appropriately and as well as providing a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

PARENTAL INVOLVEMENT

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Staggered Start Parents Evening Harvest Assembly Curriculum Meeting Proud Clouds Phonics workshop Sunbeam Week - Parent Voice	Proud Clouds Nativity Christmas Service Sunbeam Week - Parent Voice	Proud Clouds Stay and Read morning Easter Service Sunbeam Week - Parent Voice	Proud Clouds Parents Evening Art workshop / Gallery Share a story Sunbeam Week - Parent Voice	Proud Clouds Parents evening Sunbeam Week - Parent Voice	Proud Clouds Sunbeam Week - Parent Voice Share a story Parents Evening Teddy Bears Picnic Class Assembly Summer fair

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our BIG questions NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	What makes me shine? Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / 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	What happened once upon a time? Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man The Nativity At the Panto Christmas Lists Letters to Father Christmas	Where do you come from? Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Will I grow as big as you? Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Where can time take you? Dinosaurs Knights and Princesses Space Transport and Travel Pirates Family/ growing up When I grow up People who help us	Can I make a difference? Beach safety Under the sea Year 1 transition People who help us Aspirations Little people, BIG DREAMS
Possible Texts and Traditional Tales	Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families We are all different	The Jolly Postman <u>Goldilocks</u> Farmer Duck Hansel & Gretel <u>The Ugly Duckling</u> Christmas Story / Nativity Rama and Sita The Christmas Pine	The Emperors Egg Aghh Spider! Tige who came to tea Handa's Surprise Lost and Found Tiddler Rosie's Walk Monkey Puzzle	The Tiny Seed Oliver's Vegetables The Very Hungry Caterpillar <u>Jack and the Beanstalk</u> One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go	The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!	Lighthouse Keeper's Lunch The Journey Zoom Passport to Paris World Atlases Tiddler Little people, BIG DREAMS
'Wow' moments / St Marys Top 10	Forest School Church visit Spirituality day Autumn Trail Harvest Time Road Safety Birthdays Favourite Songs Talent show Roald Dahl Day Halloween	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Children in Need Anti- Bullying Week Christmas Lunch	Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal dress up day Farm/ Zoo visit	Walk to Victoria Gardens / Picnic Planting seeds Easter time Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Queen's Birthday Science Week Eater Egg Hunt	Fossil hunting Flambards visit TBC Volcano experiment	Visit to the beach Under the Sea singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
St Mary's C of E School Values RE Syllabus Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.		Friendship The story of The Paralyse Man friends who go above and beyond to show they care. (Luke 5)	Trust The story of Mary trusting God with the future and doing what's been asked of you. (Luke 1)	Courage The story of Ruth courage to go to a new place and start again. (Ruth 1-4)	Hope The story of the risen Jesus hope for new life. (John 20)	Compassion The story of The Good Samaritan caring for others. (Luke 10:30-37)	Joy The story of Abraham and Sarah's baby joy after waiting, joy in the miracle of life. (Genesis 18, 20)
		Why is the word God so important to Christians? <i>Creation /God</i> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.	Why is Christmas so special to Christians? <i>Incarnation</i> • Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas) • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories, making connections with personal experiences	What places are Special and why? <i>Thematic</i> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Introduce additional faiths • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world.	Why is Easter so Special to Christians? <i>Salvation</i> • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter	Being special Where do we belong? <i>Thematic</i> • Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity	What times, stories are special and why? <i>Thematic</i> Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
British Values Assemblies / Sharing Circles These will mirror the principles and values of our school We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Listening, Attention and Understanding ELG Speaking ELG	Autumn 1 Listening and Attention Foundations Progression of Skill •Listen to familiar adults during short interactions •Begin to follow simple instructions •Join in with songs, rhymes and repeated story phrases •Begin to use talk during play and routines •Build confidence speaking within small groups Progression of Knowledge •Know that good listening helps us learn •Understand classroom expectations for listening and speaking •Know familiar nursery rhymes, songs and key vocabulary •Begin to understand conversational turn taking	Autumn 2 Developing Understanding and Vocabulary Progression of Skill •Listen with increasing attention during stories and carpet sessions •Follow instructions involving two parts •Respond to questions about familiar experiences and stories •Use new vocabulary in play and discussion •Begin to speak in longer sentences Progression of Knowledge •Know that words can describe actions, feelings and objects •Understand the meaning of new topic and story vocabulary •Know how to respond appropriately during conversations •Begin to understand why questions are asked	Spring 1 Building Conversation and Understanding Progression of Skill •Listen carefully in a range of situations •Retell familiar stories and events using simple sequence •Ask questions to find out more •Use talk to organise ideas during play •Speak clearly enough to be understood by others Progression of Knowledge •Know that stories have events in order •Understand that questions help us learn information •Know a widening range of vocabulary linked to experiences and texts •Understand how conversations involve listening and responding	Spring 2 Extending Language and Expression Progression of Skill •Maintain attention during longer discussions and activities •Use talk to explain ideas and experiences •Begin to predict and comment on stories •Use vocabulary from stories, topics and experiences independently •Express thoughts and feelings in sentences Progression of Knowledge •Know that language can be used to explain, imagine and describe •Understand the meaning of a broader range of vocabulary •Know that different situations may require different ways of speaking •Understand how stories and information texts differ	Summer 1 Reasoning and Communication Progression of Skill •Participate confidently in group discussions •Respond appropriately to questions and instructions involving several ideas •Use talk to solve problems and organise thinking •Retell stories with increasing detail and accuracy •Speak audibly and confidently to familiar groups Progression of Knowledge •Know that listening carefully helps us respond appropriately •Understand how to use language for thinking and problem solving •Know a broad range of vocabulary linked to curriculum experiences •Understand that communication can share information, ideas and feelings	Summer 2 Communication for Learning Progression of Skill •Listen attentively in a range of contexts •Respond appropriately during conversations, lessons and play •Express ideas clearly using full sentences •Use language to explain, describe, sequence and predict •Engage in sustained back-and-forth conversations with adults and peers Progression of Knowledge •Understand how effective communication supports learning and relationships •Know how to listen, respond and contribute appropriately in discussions •Understand and use a wide range of vocabulary •Know that language can be adapted for different purposes and audiences
	End Goal Early Learning Goals (ELG) Listening, Attention and Understanding ELG Children at the expected level will: •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 Speaking ELG Children at the expected level will: •Participate in small group, class and one-to-one discussions, offering their own ideas and 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					

RECEPTION LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary . Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self - Regulation Building Relationships	Autumn 1 <i>Being Me in My World</i> Progression of Skill •Begin to separate confidently from familiar adults •Explore new activities and environments with support •Start to follow simple routines and expectations •Begin to recognise and express basic emotions •Develop awareness of sharing and turn taking Progression of Knowledge •Know classroom routines and boundaries •Understand that feelings can be communicated in different ways •Know that kind hands and kind words help others feel safe •Begin to understand that everyone is part of the class community	Autumn 2 <i>Celebrating Difference</i> Progression of Skill •Build relationships with adults and peers •Join in with group activities with increasing confidence •Begin to manage feelings with adult support •Develop independence in selecting resources and tidying away •Show increasing resilience when faced with challenges Progression of Knowledge •Know strategies to help regulate emotions, such as talking or calming activities •Understand the importance of sharing, kindness and cooperation •Know how to take turns and listen to others •Begin to understand how people are similar and different	Spring 1 <i>Dreams and Goals</i> Progression of Skill •Work and play cooperatively with others •Follow rules and routines with less adult support •Express feelings and needs using appropriate language •Show confidence in trying new activities •Begin to solve simple conflicts with support Progression of Knowledge •Know why rules and routines are important •Understand that people may think and feel differently •Know simple strategies for resolving disagreements •Understand that mistakes help us learn and that perseverance helps us improve	Spring 2 <i>Healthy Me</i> Progression of Skill •Sustain attention during group learning and play •Show increasing independence in managing personal needs •Demonstrate resilience when tasks become difficult •Manage emotions more appropriately in different situations •Develop positive friendships through play and communication Progression of Knowledge •Know ways to stay calm and regulate emotions •Understand the importance of healthy choices •Know how to be a good friend •Recognise that cooperation helps groups work successfully	Summer 1 <i>Relationships</i> Progression of Skill •Show confidence when speaking to familiar groups •Independently follow routines and expectations •Adapt behaviour to different situations •Demonstrate empathy and consideration for others •Manage transitions and changes more confidently Progression of Knowledge •Understand how behaviour impacts others •Know strategies to solve problems independently •Understand the importance of respect and teamwork •Know how to build positive relationships	Summer 2 <i>Changing Me</i> Progression of Skill •Work independently and collaboratively with confidence •Regulate behaviour and emotions in a range of situations •Show resilience and perseverance in the face of challenge •Build positive relationships with peers and adults •Demonstrate readiness for transition into Year 1 Progression of Knowledge •Understand how to manage feelings and behaviour appropriately •Know how to form positive relationships and resolve conflict •Understand the importance of independence and responsibility •Know that change is a normal part of growing and learning
	End Goal Early Learning Goals (ELG) Self-Regulation ELG Children at the expected level will: •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					
	Managing Self ELG Children at the expected level will: •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					
	Building Relationships ELG Children at the expected level will: •Work and play cooperatively and take turns with others •Form positive attachments to adults and friendships with peers •Show sensitivity to their own and others' needs					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?

Physical development
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
Literacy Word Reading Comprehension Writing	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Autumn 1 Early Reading Foundations & Mark Making Progression of Skill •Handle books correctly and show interest in stories •Join in with repeated phrases and rhymes •Begin to give meaning to marks made in writing areas •Develop early pencil grip and control through mark making •Hear and recognise initial sounds in words Progression of Knowledge •Know that print carries meaning •Know that books are read from front to back and pages are turned one at a time •Begin to recognise some environmental print (names, labels, signs) •Know that words are made up of sounds	Autumn 2 Phonics Introduction & Writing Purpose Progression of Skill •Begin systematic phonics learning (letter-sound correspondence) •Blend simple sounds to read CVC words with support •Write some recognisable letters, especially from their name •Use marks, symbols and letters to communicate meaning •Begin forming letters with increasing control Progression of Knowledge •Know most single letter sounds (phonemes) taught in phase 2 phonics •Understand that we can blend sounds to read words •Know that writing communicates ideas and messages •Begin to understand simple sentence structure through adult modelling	Spring 1 Developing Fluency in Reading and Writing Progression of Skill •Read simple words and captions independently with increasing confidence •Write simple words using phonics knowledge •Begin to write simple phrases or captions •Form most letters correctly •Use finger spaces with adult support Progression of Knowledge •Know more grapheme-phoneme correspondences •Understand that words are made of sounds in order •Know that sentences are made up of words •Recognise familiar tricky words (e.g. the, I, no, go)	Spring 2 Reading for Meaning & Sentence Writing Progression of Skill •Read simple sentences aloud and understand meaning •Write simple sentences that can be read by others •Begin to use capital letters and full stops with support •Spell simple words correctly using phonics •Read a range of familiar and new books with confidence Progression of Knowledge •Know a wider range of phonemes and digraphs •Understand that reading helps us gain information and enjoyment •Know basic sentence structure (capital letter, word order, full stop) •Recognise an increasing number of tricky words	Summer 1 Fluency, Independence and Composition Progression of Skill •Read sentences fluently and retell familiar stories •Write sentences independently using phonics knowledge •Use finger spaces, capital letters and full stops more consistently •Begin to check and edit own writing with support •Read with expression and understanding Progression of Knowledge •Know most Phase 3 & 4 phonics graphemes •Understand how stories are structured (beginning, middle, end) •Know how to re-read writing to check it makes sense •Recognise a growing bank of common exception words	Summer 2 Early Writing Independence & Comprehension Progression of Skill •Read simple texts with accuracy and understanding •Write simple narratives and information sentences independently •Apply phonics knowledge consistently in writing •Use basic punctuation with increasing accuracy •Retell stories and describe events in sequence Progression of Knowledge •Understand that writing can be for different purposes (stories, labels, information) •Know how to sequence events in stories •Understand how to use phonics knowledge to attempt unknown words •Recognise and use a wide range of common exception words
	End Goal Early Learning Goals (ELG) Word Reading ELG Children at the expected level will: •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 Comprehension ELG Children at the expected level will: •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary •Anticipate key events in stories •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems Writing ELG Children at the expected level will: •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					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn 1 <i>Getting to Know Numbers (Match, Sort, Compare)</i> Progression of Skill •Match objects that are the same •Sort objects by colour, size and shape •Compare amounts using language like "more" and "fewer" •Subitise up to 3 objects •Begin counting objects to 5 Progression of Knowledge •Know that numbers represent quantities •Understand simple comparison language (more/less/same) •Know that objects can be grouped in different ways •Begin to recognise numerals to 5	Autumn 2 <i>Number and Composition to 5</i> Progression of Skill •Count objects accurately to 5 •Recognise and represent numbers to 5 •Subitise to 5 •Begin to understand number composition (parts and wholes) •Begin to record numbers in different ways Progression of Knowledge •Know that numbers can be made from smaller numbers •Understand that the last number counted tells us "how many" •Know different ways to represent numbers (objects, fingers, marks) •Recognise numerals to 5 with increasing confidence	Spring 1 <i>Numbers to 10 & Composition</i> Progression of Skill •Count objects reliably to 10 •Subitise within 5 and begin within 10 •Explore composition of numbers to 10 •Compare numbers within 10 •Begin simple addition through combining groups Progression of Knowledge •Know that numbers can be made in different ways (number bonds) •Understand that counting tells us how many in total •Know number names and order to 10 •Begin to understand addition as combining groups	Spring 2 <i>Addition, Subtraction & Shape</i> Progression of Skill •Begin to solve simple addition and subtraction problems •Use objects and fingers to support calculations •Recognise and name common 2D shapes •Begin to describe simple shape properties •Explore patterns and continue simple sequences Progression of Knowledge •Know that addition means "putting together" •Know that subtraction means "taking away" •Recognise basic shapes (circle, square, triangle, rectangle) •Understand simple repeating patterns	Summer 1 <i>Deepening Number Understanding to 10</i> Progression of Skill •Use number facts within 10 more fluently •Solve practical addition and subtraction problems •Begin to record number sentences •Compare quantities and numbers confidently •Begin to use reasoning to explain answers Progression of Knowledge •Know number bonds within 10 •Understand part-whole relationships more deeply •Know that numbers can be represented in different ways •Understand mathematical language such as "equal to", "greater than"	Summer 2 <i>Problem Solving & Consolidation</i> Progression of Skill •Solve practical problems involving addition and subtraction •Apply number knowledge in play and real-life contexts •Use reasoning to explain mathematical thinking •Recognise and use numbers beyond 10 with support •Work confidently with shape, space and measures Progression of Knowledge •Understand that maths can solve real-life problems •Know how to explain how they got an answer •Understand and use number relationships confidently •Know and apply knowledge of shape, measure and patterns
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End Goal

Early Learning Goals (ELG)
Number ELG
 Children at the expected level will:
 •Have a deep understanding of number to 10, including the composition of each number
 •Subitise (recognise quantities without counting) up to 5
 •Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns ELG
 Children at the expected level will:
 •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 sharing quantities equally

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
Understanding the world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Autumn 1 My World and My Community Progression of Skill •Talk about people in their family and familiar adults •Explore classroom, school and outdoor environments •Observe seasonal changes in the immediate environment (autumn) •Begin to ask simple "why" questions about what they see •Use simple vocabulary to describe places and people Progression of Knowledge •Know that they belong to a family and a school community •Know that environments have features (buildings, nature, playgrounds) •Know that living things are part of the world around them •Begin to understand seasonal change (autumn)	Autumn 2 Celebrations and Change Progression of Skill •Talk about family traditions and celebrations •Compare similarities and differences between experiences •Observe changes in materials (melting, freezing, mixing) •Explore simple construction and joining techniques •Ask questions about past events and experiences Progression of Knowledge •Know that different people celebrate in different ways •Know that materials can change when combined or cooled/heated •Know that past events are different from now •Begin to understand simple cause and effect	Spring 1 Exploring the Wider World Progression of Skill •Compare different environments (local, countryside, city) •Observe animals and plants in detail •Talk about changes over time (weather, seasons, growth) •Build simple models linked to ideas or stories •Use vocabulary to describe features of places and living things Progression of Knowledge •Know that places can be different (urban, rural, natural) •Know that living things grow and change •Know that weather affects our environment •Begin to understand habitats	Spring 2 Life, Growth and Materials Progression of Skill •Observe plants and animals closely •Identify similarities and differences between living things •Explore how materials can be used for different purposes •Test and build simple structures •Talk about changes in growth and life cycles Progression of Knowledge •Know that plants and animals grow and change •Know that materials have different properties (soft, hard, rough, smooth) •Know that living things need care •Begin to understand simple life cycles	Summer 1 People, Places and Technology Progression of Skill •Talk about past and present experiences •Compare life now with the past (toys, transport, homes) •Explore simple technology and how things work •Build and design with increasing purpose •Use observational skills to explore the world Progression of Knowledge •Know that life has changed over time •Know that technology helps us in everyday life •Know that different places have different features •Begin to understand how things work	Summer 2 Exploring, Investigating and Understanding Change Progression of Skill •Ask questions about the world around them •Carry out simple investigations with support •Observe and describe changes over time •Design and create simple models independently •Record observations using drawings or marks Progression of Knowledge •Know that we can find answers by observing and exploring •Know that things change over time (growth, weather, materials) •Know that simple investigations help us learn •Understand that designs can be improved

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me shine?	What happened once upon a time?	Where do you come from?	Will I grow as big as you?	Where can time take you?	Can I make a difference?
Understanding the world Geography VOCABULARY: Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural History VOCABULARY: Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now Science VOCABULARY Science, experiment, test, fair, why, senses, world, plants leaf, stem, root, flower, animals, humans, materials - waterproof, natural, change, growth, decay, environment DT VOCABULARY Plan, ideas, design, make, build, construct, join, shape, tools, change, like, dislike, different, improve, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, weigh, mix, knead, cut, sew	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Geography Link •Understanding immediate environment (school and home) •Simple map awareness of familiar places History Link •Talking about personal history (me, family, memories) Science Link •Observing seasonal changes and natural world •Exploring materials in the environment DT Link •Exploring materials (build, stack, join) •Simple construction using blocks and loose parts	Geography Link •Talking about where celebrations happen (home, community, world) History Link •Understanding past events in own life and family traditions Science Link •Exploring materials and changes •Seasonal change (winter beginnings) DT Link •Joining materials (glue, tape, construction kits) •Designing simple models for a purpose	Geography Link •Comparing local environment with other places •Understanding features of landscapes History Link •Talking about changes over time (growth, ageing, weather patterns) Science Link •Living things and their habitats •Seasonal change (winter to spring) DT Link •Designing and building for a purpose (simple structures)	Geography Link •Exploring natural world and habitats History Link •Understanding change over time (growth, development) Science Link •Plants, animals and life cycles •Materials and their properties DT Link •Designing and improving models •Testing materials for purpose	Geography Link •Exploring different places and environments •Simple maps and direction language History Link •Comparing past and present •Talking about changes in living memory Science Link •Exploring simple technology and forces (push/pull) DT Link •Designing purposeful products •Exploring mechanisms (moving parts, simple structures)	Geography Link •Observing seasonal and environmental change (summer) History Link •Understanding change over time across the year Science Link •Exploring cause and effect through simple investigations •Observing plants, animals, materials and forces DT Link •Designing, making and evaluating simple products •Improving models based on testing
	End Goal Early Learning Goals (ELG) People, Culture and Communities ELG Children at the expected level will: •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 maps The Natural World ELG Children at the expected level will: •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 seasons and changing states of matter					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EXPRESSIVE ARTS AND DESIGN Art and Design Music	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<i>Autumn 1 Exploring Materials, Sound and Self-Expression</i> Progression of Skill •Explore a range of art materials (paint, collage, chalk, malleable materials) •Make marks intentionally using different tools and media •Begin to represent ideas through drawing and simple modelling •Explore sound using voice, body percussion and simple instruments •Join in with songs and rhymes through Charanga units Progression of Knowledge •Know that different materials can be used to create art •Know that art is a way of expressing ideas and feelings •Know that sounds can be made in different ways (voice, body, instruments) •Begin to recognise steady pulse in music (Charanga focus) Art & Design Link •Early mark making and exploration of colour and texture •Introduction to using tools safely and purposefully Music Link (Charanga) •Singing nursery rhymes and action songs •Exploring pulse through clapping and movement •Listening and responding to music from Charanga units	<i>Autumn 2 Developing Control and Repetition</i> Progression of Skill •Use a range of tools with increasing control (brushes, scissors, glue) •Draw and model with increasing intention and detail •Copy, repeat and create simple rhythmic patterns •Sing Charanga songs with growing confidence •Perform in group singing activities Progression of Knowledge •Know that tools create different effects in art •Know that rhythm is made from repeating sounds •Know that music has a steady pulse •Understand that art can represent real objects and ideas Art & Design Link •Developing line, shape and early observational drawing •Exploring construction and simple 3D modelling Music Link (Charanga) •Keeping a steady pulse •Copying simple rhythms •Call-and-response singing	<i>Spring 1 Creating with Intent</i> Progression of Skill •Select materials purposefully for an idea or outcome •Draw and paint with increasing detail and control •Combine materials to create models and structures •Use instruments to explore dynamics (loud/quiet) and tempo (fast/slow) •Create simple musical patterns within Charanga units Progression of Knowledge •Know that artists use materials for different effects •Know that music can change in speed and volume •Know that sounds can be combined to make patterns •Begin to understand that art and music can tell stories Art & Design Link •Developing observational drawing skills •Exploring sculpture and form Music Link (Charanga) •Dynamics (loud/quiet) and tempo (fast/slow) •Structured listening and responding to songs •Simple composition activities	<i>Spring 2 Imagination and Expression</i> Progression of Skill •Develop ideas through imaginative art and design •Create more detailed drawings, paintings and models •Respond to music through movement and dance •Perform songs with increasing confidence •Create simple rhythmic patterns independently Progression of Knowledge •Know that art and music express feelings and ideas •Know that songs have structure (beginning, middle, end) •Know that music can tell a story •Understand that artists and musicians share their work with others Art & Design Link •Storytelling through art and mixed media •Developing creative independence Music Link (Charanga) •Responding to music through movement •Exploring structure in songs •Performing in groups	<i>Summer 1 Refining Skills and Creativity</i> Progression of Skill •Refine control in drawing, painting and modelling •Choose materials independently for purpose •Create and perform simple musical pieces •Use rhythm, pulse and pitch with increasing accuracy •Work collaboratively on creative projects Progression of Knowledge •Know that artists improve their work over time •Know that music includes pitch (high/low) and rhythm •Know that musicians perform to an audience •Begin to evaluate their own creative work Art & Design Link •Observational drawing with detail •Evaluating and improving work Music Link (Charanga) •Pitch (high/low) and rhythm work •Group performance and composition	<i>Summer 2 Expressive Independence & Performance</i> Progression of Skill •Independently combine materials creatively •Express ideas clearly through art and design •Perform songs, rhymes and music confidently •Create simple compositions using Charanga resources •Respond creatively to music through movement and expression Progression of Knowledge •Know that creative work can be shared and performed •Know that artists and musicians develop and refine ideas •Know that music communicates emotions and stories •Recognise their own creative preferences Art & Design Link •Creating final pieces using a range of techniques •Sharing and evaluating artwork Music Link (Charanga) •Performing to an audience •Combining rhythm, pitch and movement •Creating and sharing simple compositions
	End Goal Early Learning Goals (ELG) Creating with Materials ELG Children at the expected level will: •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 Being Imaginative and Expressive ELG Children at the expected level will: •Invent, adapt and recount narratives and stories with peers and their teacher •Sing a range of well-known nursery rhymes and songs (including Charanga repertoire) •Perform songs, rhymes, poems and stories with others, and move in time with music					

Early Learning Goals for the end of the year

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions 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 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.	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. 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. 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.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent 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.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: 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. 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.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns 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.	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. 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. 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.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative 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.