

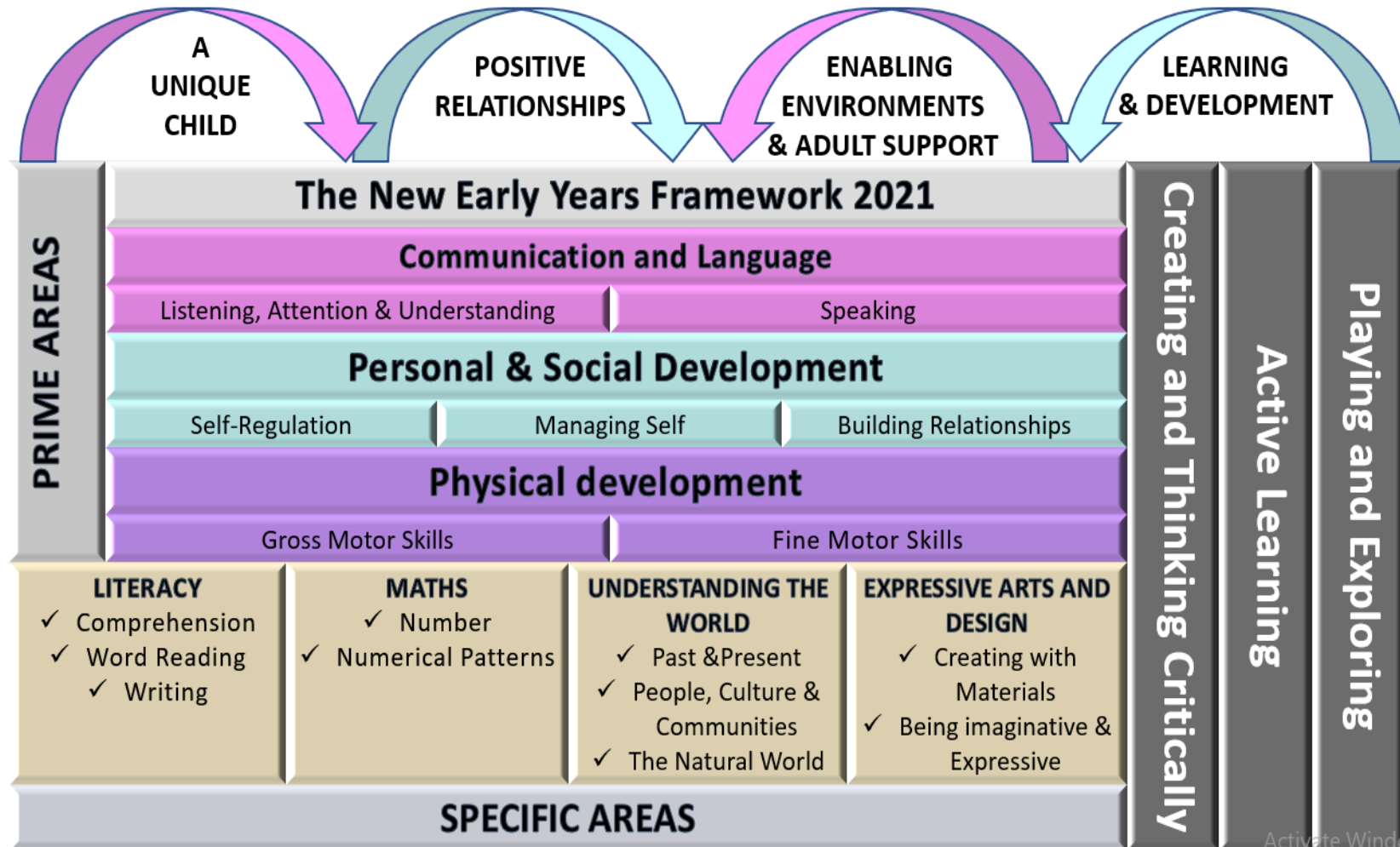
With children and the church at the heart of our school, we are living in harmony (Romans 12:16) Within our community; nurturing one another to create an environment in which all can soar.



## Catbells Long Term Plan 24-25






*“Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.” CATBELLS (SHAP CE) EYFS Team*

*“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Avanti Gardens, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.” CATBELLS (SHAP CE) EYFS Team.*





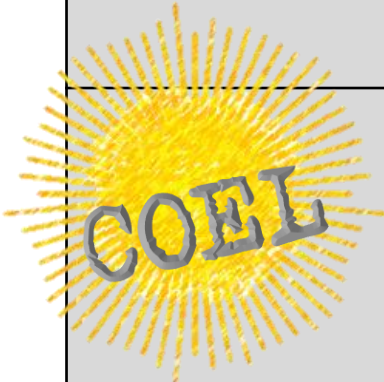
# Catbells Long Term Plan 24-25

	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2
<p>General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p> <p>RE   <b>WELL-BEING &amp; Behaviour For Learning</b></p>	<p><b>WAVE A MAGIC WAND!</b> RE: Harvest / Why is the word God so important to Christians?</p> <p>Starting school / my new class / friendships / All about me PSED focus: New Beginnings / Class Charter Traditional and fairy stories EAD: Developing drawing people / cutting &amp; fixing UW: Materials inc Changing Materials</p>	<p><b>DRAGONS V DINOSAURS!</b> RE: Christmas and Nativity</p> <p>Reptiles / evidence of life long ago - fossils Fiction and fantasy EAD: Explore texture and collage – materials &amp; patterns EAD: Sewing and Threading UW: Animals excluding humans Christmas – Nativity &amp; activities</p>	<p><b>GO JETTERS!</b> RE: Candlemas / Shrove Tuesday / Lent</p> <p>Where do we live? Where have we visited? Country / villages / towns / cities London Transport: bikes / cars / buses / trains / areoplanes Maps Chinese New Year Languages &amp; culture Printing techniques – cooking flapjack Borsht, sandwiches, pancakes</p>	<p><b>COLOURS OF THE RAINBOW!</b> RE: What makes every single person unique &amp; precious? Easter</p> <p>Primary / secondary colours / painting &amp; mixing / shades Exploring weather / days of the week / changes – hot &amp; cold wet &amp; dry Materials – weatherproof Colours links to feelings Looking after ourselves – oral health &amp; hygiene</p>	<p><b>BESIDE THE SEA!</b> RE: Where do I belong?</p> <p>Rock pools / sea life / coasts we have visited Water safety How we can help to take care of the oceans EAD: Making junk models experimenting with permanent and temporary joins UW: Living things and their habitats</p>	<p><b>MINIBEASTS!</b> RE: Who helps us? Who can we help?</p> <p>Life cycles The importance of insects / pollination Plants / flowers Minibeast hotels Symmetry EAD: Clay modelling Changes Observational drawings / paintings UW: Plants and growing</p>
Possible Texts and 'old favourites'	<p>Bumble Bear Goldilocks &amp; the 3 Bears The Gingerbread Man The Little Red Hen The Enormous Turnip Cinderella Sleeping Beauty Rapunzel Little Red Riding Hood Snow White Rumpelstiltskin The Elves and the shoe maker The Three Little Pigs The Three Billy Goats</p>	<p>Zog Zog &amp; the flying doctors Charlie Stinky Socks George &amp; the Dragon The Paper Bag Princess Harry &amp; his bucketful of Dinosaurs Non Fiction Dinosaur texts Dinosaurs love underpants Stomp Dinosaur Stomp Dinosaur Roar</p>	<p>The Great Race E. Hiles The World came to my place today The Smartest Giant in Town Somebody Crunched Colin Whatever Next The Queen's Hat Aliens Love Underpants The Smeds and the Smoos PaPa PleaseGet the Moon for me Mr Wolf's Pancakes</p>	<p>The Colour Monster The mixed Up Chameleon The Day the Crayons Quit The Rainbow Fish Brown bear.. What do you see? Little Blue &amp; little yellow L Lionni Pink is for Boys On the way home After the storm N Butterworth Stuck O. Jeffers</p>	<p>Somebody Swallowed Stanley Grandad's Island The Fish that could wish Hooray for Fish Sharing a Shell Octopants The Snail &amp; the Whale Tiddler Commotion in the Ocean The Mermaid's Band The Singing Mermaid What the Ladybird</p>	<p>What the ladybird heard The Very Busy Spider Mad about Minibeats Superworm The Very Hungry Caterpillar The Giant Jam Sandwich Icy Wincy Spider Spinderella The Bad Tempered Ladybird The very Greedy Bee</p>



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	WAVA A MAGIC WAND!	DRAGONS V DINOSAURS!	GO JETTERS!	COLOURS OF THE RAINBOW!	BESIDE THE SEASIDE!	MINIBEASTS!



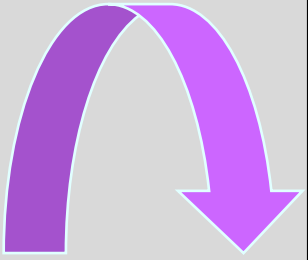
### Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

## Over Arching Principles



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

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

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

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

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

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

*The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.*



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	WAVE A MAGIC WAND!	DRAGONS V DINOSAURS!	GO JETTERS!	COLOURS OF THE RAINBOW!	BESIDE THE SEASIDE!	MINIBEASTS!
IN CATBELLS Students take ownership of their learning  Inspiring Learning Environments  Pupil Voice  Restorative practice	<p><b>Character Formation</b></p> <p>Our virtues of respect, self-discipline, courage, integrity, empathy and gratitude are tangible throughout curriculum</p> <p>Experienced Based Curriculum</p> <p>Provision for Philosophy, Religion &amp; Ethics, PSHE, yoga and meditation</p>	<p><b>Spiritual Insight</b></p> <p>Children have profound and stirring experiences of religious education, festivals</p> <p>Effective pastoral care</p> <p>The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief</p> <p>Positive Relationships</p>	<p><b>Educational Excellence</b></p> <p>Teachers and children inspired and joyful</p> <p>High quality dialogue</p> <p>Speak sincerely</p> <p>Engage in empathic dialogue</p> <p>Culture of intellectual curiosity and continuous professional development</p>	<p><b>Educational Excellence</b></p> <p>Holistic, values based and contextualised curriculum</p> <p>Competitive Progress</p> <p>Children actively involved in creating their own paths of learning</p> <p>Children's passions are evident</p> <p>Committed engagement of parents/carers as co-educators.</p>	<p><b>Spiritual Insight</b></p> <p>Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p>	<p><b>Character Formation</b></p> <p>Children make conscientious choices</p> <p>Promote the Common Good</p> <p>Children develop moral literacy</p> <p>Provision for Philosophy, Religion &amp; Ethics, PSHE, yoga and meditation</p>
Core Principles	<ul style="list-style-type: none"> <li>○ We are <b>unique spiritual beings</b> with <b>incredible potential</b> and we achieve our full potential by discovering and nurturing all parts of ourselves – <b>intellectual, emotional, physical and spiritual</b>.</li> <li>○ We choose how we wish to respond to life and what we <b>nurture within us</b>.</li> <li>○ We <b>care for and respect all life</b> – human, animal and plant – and live in a way that causes the <b>least possible harm</b>.</li> <li>○ We each observe the one same reality from our own <b>unique perspective</b> and engage in <b>open-minded dialogue</b> to deeply enrich our vision.</li> <li>○ We serve a <b>higher purpose</b> by living a meaningful and satisfying life of contribution.</li> <li>○ We are nourished by <b>personal relationships</b> that fulfil our need to <b>love and be loved</b>, encouraging us to be the best we can be</li> </ul>					

*The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.*



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a magic wand	Dragons V Dinosaurs	Go Jetters	Colours of the Rainbow	Beside the Seaside	Minibeasts
Our Values <i>Worship Time / Sharing Circles i</i>  These will mirror the principles and values of our school	Theme: New Beginnings, Harvest & Friendship (Children) Harvest	Getting on and Falling out Trust (Church) All saints day All Souls day Advent Christingle Christmas	Going for Goals! Peace (Living in Harmony) Epiphany Candlemas St Valentines	Good to be me Koinonia (Community) Shrove Tuesday Ash Wednesday Lent Mothering Sunday Saints Days: Patrick and Joseph Holy Week: Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday	Relationships Compassion (Nurturing) St George Ascension Pentecost Whit Sunday Trinity	Changes Creation (Creating a safe environment) Pentecost Whit Sunday Trinity St Peter St Paul
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry inc writing National Baseline data by end of term Set up Phonic / Speech / motor skills Intervention groups SSP Reviews	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Interim Assessments	GLD Projections for EYFS Cluster moderation EYFS team meetings Phonics phase assessment and internal moderations Writing assessment  SSP Reviews	Pupil progress meetings Parents evening info EYFS team meetings PIRA	Cluster moderation EYFS team meetings  SSP Reviews	Pupil progress meetings Parents evening info EYFS team meetings EOY data PIRA & PUMA Writing assessment
Parental Involvement	Home visits / Parents open mornings Harvest Assembly Home / School Agreement Phonics workshop Shared learning stories	Nativity Maths workshop Parents Evening Christmas service Shared learning stories / reading records	Shared learning stories / reading records Share cultures / food preferences Writing workshop Walk around village	Parents Evening Art workshop / Gallery Shared learning stories / reading records	Shared learning stories / reading records Maryport Lakes Aquarum / Allonby Beach visit	Shared learning stories / reading records Parents Evening

*We recognise that all children are unique and special.*



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic wand	Dragons V Dinosaurs	Go Jetters	Colours of the Rainbow	Beside the Seaside	Minibeasts
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.  SH – Time for Talk / Ginger bear sessions for identified children (provision map)  <b>Daily story time</b>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Bee having our best – class charter (Bumble Bear) Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b> Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Using language well Ask’s how and why questions... Talking about holidays and visits Retell a story with story language The Smartest Giant in Town link to Shap song – Down at the... Time to Talk interventions– Ginger Bear Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and</p>	<p><b>Talk it through!</b> Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story  Re-tell and re-enact Josephine’s Dreams of Colour</p>	<p><b>What happened?</b> Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives  Re-tell and re-enact The Mermaid’s Band</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, different kinds of creatures in different environments</p>

*We understand that children will make progress at different times. There is no right time... they will progress when they are ready.*



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic Wand	Dragons V Dinosaurs	Go Jetters	Colours of the Rainbow	Beside the Seaside	Minibeasts
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
Managing Self Self - Regulation  Link to Behaviour for Learning	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships – home / school agreements Dreams and Goals The Colour Monster – how to recognise moods</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Begin to regulate moods.</p>	<p>Good to be me Feelings Learning about qualities and differences – Circle Time with Beat Babies Emotion story books Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios <b>PSHE CYCLE: MENTAL HEALTH</b></p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves <b>PSHE CYCLE: PHUNKY FOODS &amp; FITNESS AT</b></p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. <b>PSHE CYCLE: Health &amp; First Aid AG</b></p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. <b>PSHE CYCLE: KIDSAFE</b></p>
	<p>Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social               <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> </ul> </li> </ul>			<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic Wand	Dragons V Dinosaurs	Go Jettors	Colours of the Rainbow	Beside the Seaside	Minibeats
Religious Education	<p><b>“With children and the church at the heart of our school, we are living in harmony. (Romans 12:16) within our community; nurturing one another to create an environment from which all can soar.”</b></p>					
	<p>The Creation Story The Precious Pearl Handa's Surprise</p> <p>Why is the Word God so important to Christians? (UC Creation) 'The Creation Story' God the giver of life, why did God make jelly fish? Prayers: Thank you for God's Creations HARVEST – Sharing / taking part and celebrating in Harvets Festival at St.Michael's Church 'The Precious Pearl' – Using God's name with care</p>	<p>Nativity Stories The story of Holi</p> <p>What is Christmas? (DRE) Why is the word God so important to Christians? (UC Creation) Why do Christians perform Nativity plays at Christmas? (UC Incarnation)</p>	<p>The story of Holi A Chinese New Year (A Story from China)</p> <p>Why do people celebrate? (DRE) What makes every single person unique and precious? (UC Incarnation) Why do we talk about new life at Easter? (Cumbria SACRE EYFS 7)</p>	<p>Duncan the Donkey: Easter Story</p> <p>What is Easter? (DRE) Why do Christians put a cross on an Easter Garden? (UC Salvation)</p>	<p>The Boy who cried Wolf The Crocodile and The Priest (A Sikh Story) Bilal and the Beautiful Butterfly (A Muslim Story) The Gold Giving Serpent (An Indian Fairytale) Best Friends (A Story from Asia) The Lost Coin (Christian Parable)</p> <p>What can we learn from stories? (DRE) Where do I belong? (Cumbria SACRE EYFS 3)</p>	<p>What makes places special? Who helps us? Who can we help? (Cumbria SACRE EYFS 8)</p> <p>Visit to St.Michael's Church with buddies</p>
	<p><b>We use an amalgamation of: Cumbria SACRE (Standing Advisory Council on Religious Education) Discovery RE And UC Creation (Understanding Christianity)</b></p>					



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# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic Wand	Dragons V Dinosaurs	Go Jetters	Colours of the Rainbow	Beside the Seaside	Minibeats
Physical development	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  Daily opportunities for Fine & Gross Motor Activities	FINE MOTOR	FINE MOTOR	FINE MOTOR	FINE MOTOR	FINE MOTOR	FINE MOTOR
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	GROSS MOTOR	GROSS MOTOR	GROSS MOTOR	GROSS MOTOR	GROSS MOTOR	GROSS MOTOR
<b>TARGET GAMES:</b> Lucy Potter Games Target: Four square / Python / Beanbag / Boccia / Tag Mr Wolf  VK: Cooperation games ie Parachute Games First Moves	<b>GAMES: Ball skills</b> – throwing and catching, dribbling, pushing, throwing, catching, patting, kicking  <b>DANCE:</b> Linked to Christmas	<b>GYMNASTICS:</b> Large Apparatus	<b>MUSIC &amp; MOVEMENT:</b> Balance – children moving with confidence dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide & bounce, rhythm & ribbons  <b>Phunky Foods and Fitness Programme (Friday pm 5H)</b>	<b>GAMES:</b> Striking & Fielding Give me 5 All together now Plank & Weave <b>Games Net &amp; Wall:</b> Racket Fun On the spot Throwing tennis <b>PSHE: Physical Health &amp; First Aid (Fri pm AG)</b>	<b>GROSS MOTOR INVASION GAMES:</b> <b>Triangle</b> <b>Two on one</b> <b>Dribble &amp; Score</b>  <b>Races / team games</b> involving gross motor movements Sports Day Activities	
<p>Ongoing: <b>BIG TOYS</b> Continue to provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts            Climbing – outdoor equipment            Different ways of moving to be explored with children            Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.            Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.            Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.</p>						



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic Wand	Dragons V Dinosaurs	Go Jettlers!	Colours of the Rainbow	Beside the Seaside	Minibeasts (Plants)
Literacy	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension - Developing a passion for reading	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character – (Look into Tales Toolkit strategy?)  Encourage children to record stories through picture drawing/mark making  Talk for writing - Smartest Giant in tow link to Shap Song “Down at the...”  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phase 2. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions linked to RE  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Parents reading stories  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.  Make predictions  Timeline of how plants grow.  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories.</p>
Word Reading	<p><b>Phonic Sounds:</b> ELS SCHEME <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Phonic Sounds:</b> ELS SCHEME <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is harder to read and spell.</p>	<p><b>Phonic Sounds:</b> ELS SCHEME <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p><b>Phonic Sounds:</b> ELS SCHEME <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p><b>Phonic Sounds:</b> ELS SCHEME <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>	<p><b>Phonic Sounds:</b> ELS SCHEME <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff</p>
Following: ELS (Early Letters and Sounds Scheme)						



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic Wand	Dragons V Dinosaurs	Go Jettors	Colours of the Rainbow	Beside the Seaside	Minibeasts
Writing	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Label characters</p> <p>The Little Red Hen / The Three Little plgs – Talk for writing – relate symbols to actions</p> <p>Puppet Theatre to stimulate yalking through stories</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Name writing. Weekly news writing. Captions Lists Diagrams Messages – Create a Message centre for the colour Monster!</p>	<p><b>Texts as a Stimulus:</b> We’re Going on a Bear Hunt (Journey story) Sequence the story change to Dragon Hunt</p> <p>Animal Fact File – Compare two animals</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area using sequencing cards.</p> <p>Help children identify the sound that is harder to read and write.</p> <p>Write a simple sentence</p>	<p><b>Texts as a Stimulus:</b> The Smartest Giant in Town - re tell in own words - captions CVC words / simple sentence writing using high frequency words</p> <p>Sequencing for making pancakes - Labels and simple Instructions</p> <p>Writing some of the harder to read and write words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board / recipes / lists</p>	<p><b>Texts as a Stimulus:</b> The Colour Monster / The Day the Crayon’s Quit / The Enormous Caterpillar / Joseph’s Dream Coat / Josephine’s Dreams of Colour– retell parts of the story / repeated refrains / speech bubbles / captions</p> <p>Information books about weather / different countries</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount Character descriptions of the Chameleon Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b> The Fish that could wish Hooray for Fish Sharing a Shell Octopants The Snail &amp; the Whale Tiddler Commotion in the Ocean My Holiday – recount</p> <p>The Singing Mermaid / the Mermaid’s Band– explore what might happen next and alternative endings Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p><b>Texts as a Stimulus:</b> What the ladybird heard The Very Busy Spider Mad about Minibeats Superworm The Very Hungry Caterpillar The Giant Jam Sandwich Icy Wincy Spider Spinderella The Bad Tempered Ladybird The very Greedy Bee</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences</p>
ELS used as a building block for daily writing						
Texts may reflect children’s interests						
Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.						

*We will encourage children’s independence and decision-making, supporting them to learn through their mistakes.*



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic Wand	Dragons V Dinosaurs	Go Jetters	Colours of the Rainbow	Beside the Seaside	Minibeasts
Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi  Following White Rose Maths: See Scheme	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>Early Mathematical Experiences</b> Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p><b>Pattern and early number</b> Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p><b>Numbers within 6</b> Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six</p> <p><b>Addition and subtraction within 6</b> Explore zero •Explore addition and subtraction <b>Measures</b> Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p><b>Shape and sorting</b> Describe, and sort 2-D &amp; 3-D shapes •Describe position accurately</p> <p><b>Calendar and time</b> Days of the week, seasons •Sequence daily events</p>	<p><b>Numbers within 10</b> Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less</p> <p><b>Addition and subtraction within 10</b> Explore addition as counting on and subtraction as taking away</p> <p><b>Numbers within 15</b> Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p><b>Grouping and sharing</b> Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p><b>Numbers within 20</b> Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer</p> <p><b>Doubling and halving</b> Doubling and halving &amp; the relationship between them</p>	<p><b>Shape and pattern</b> Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p><b>Addition and subtraction within 20</b> Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p><b>Money</b> Coin recognition and values •Combinations to total 20p •Change from 10p</p> <p><b>Measures</b> Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p><b>Depth of numbers within 20</b> Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p><b>Numbers beyond 20</b> One more one less •Estimate and count •Grouping and sharing</p>



# Catbells Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic Wand	Dragons V Dinosaurs	Go Jetters	Colours of the Rainbow	Beside the Seaside	Minibeasts (Plants)

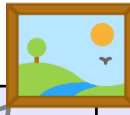
## Understanding the world

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.

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.

<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Stranger danger (based on Little Red Riding Hood). Talking about occupations and how to identify strangers that can help them when they are in need.</li> <li>Explore Materials and their properties and explore within the provision</li> <li>Be witches &amp; wizards changing materials promoting ore and wonder as well exploring changing materials within the provision</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>What can we do here to take care of wild animals near our home?</li> <li>Compare life in the past to animals alive now.</li> <li>Making sense of different environments and habitats</li> <li>Explore a range of dinosaurs. Learn their names and label their body parts. Could include a trip to the local museum to look at fossils</li> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li> <li>Learn about 'Animals' (excluding humans) their young / needs and requirements</li> <li>Links to keeping healthy – Zog and the Flying Doctors story and role play</li> </ul>	<ul style="list-style-type: none"> <li>Begin with what the children know about themselves – their address, Shap Village, links to places they have been – using photos sent from home</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom eg through Chinese New Year / Ukraine / France Listen to what children say about what they see – Library Resources</li> <li>Listen to children describing and commenting on things they have seen or tasted</li> <li>Draw upon the children's own cultural experiences think about why we can all be different</li> <li>Differences from our country and others – eg food, language, climate, clothes etc</li> <li>Introduce the children to recycling (food rubbish) and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us</li> <li>Use the Natural world around them in outdoor ed to link litter picking / food – hot chocolate &amp; marshmallows</li> </ul>	<p>Changes in the leaves, weather, seasons,</p> <ul style="list-style-type: none"> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and head the natural world around them during hands-on experiences</li> <li>Encourage an interest in contrasts such as wet / dry, hard / soft, hot / cold, heavy / light</li> <li>Explore materials and their properties eg water proof, float, sink, magnetic etc..</li> <li>Explore primary &amp; secondary colours / tone and shade through observations of art work from the past and local artists – link to exhibitions at The Old Courthouse</li> <li>Links to sound and light. Types of sound loud / quiet – relate to music and percussion instruments</li> </ul> <p>Explore light / dark – links to weather</p> <p>Role Play Health Clinic</p> <p>Learn about 'humans' and changes throughout a life time. Think about how we should look after ourselves: dentist / nurse etc Explore senses link to foods</p>	<ul style="list-style-type: none"> <li>Can children talk about visits they may have been on to the seaside in this country and abroad</li> <li>Visit to Maryport Aquarium</li> <li>Link to Environments – differences of coastal features to where we live</li> <li>Water safety - RNLI</li> <li>Links to the past –holidays long ago – Magic Grandad</li> <li>The importance of looking after the oceans – how can we help?</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Growing and planting</li> </ul>	<p>Life Cycles - Changes in living things – Adults &amp; their young</p> <ul style="list-style-type: none"> <li>Discover needs of animals and make comparisons</li> <li>Nature walks and discoveries of signs of life in our environment</li> <li>Encourage wildlife – make minibeast hotels</li> <li>The importance of insects and pollination</li> <li>Share non-fiction texts that offer an insight into more information about minibeasts that interest them</li> <li>PLANTS - Learn what plants need to be able to grow – know that plants provide us &amp; animals with food – visit to an allotment?</li> <li>Growing flowers and plants to make thriving environment for life to thrive</li> </ul>
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# Catbells Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wave a Magic Wand	Dragons V Dinosaurs	Go Jetters	Colours of the Rainbow	Beside the seaside	Minibeasts
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>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.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art / dt work each half term to be displayed / used in art books- lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> <p>Use CHURANGA (weekly sessions - to explore musical elements</p>	<p>Join in with songs; join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, take picture of children's creations and record them explaining what they did.</p> <p>Body Percussion / action rhymes</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Develop drawing skills and techniques as well as cutting and fixing.</p> <p>Role Play: 3 Bears home corner</p>	<p>Explore texture and collage using a variety of materials and patterns</p> <p>Develop hammering and connecting skills</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play – dinosaurs / dragons lair – dragon's reading nest?</p> <p>Role Play of The Nativity</p> <p>Build a repertoire of Christmas &amp; Nativity songs</p>	<p>Chinese writing, Chinese / Ukranian music and composition / dragon dances</p> <p>3D modelling</p> <p>Role Play Rocket</p> <p>Role Play multi-cultural restaurant / kitchen</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Develop marbling techniques – making Valentines cards</p> <p>Cooking and tasting</p> <p>Songs: Down at the... (Shap song link) London Bridge, Zoom... we're going to the moon, 5 Little men Friends hbc</p>	<p>Explore colour mixing, shades and tones</p> <p>Link to past masters (eg Mondrian and Rothko) and local artists – exhibitions at The Old Courthouse</p> <p>patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Provide a wide range of props for play which encourage imagination</p> <p>Role Play: Artist Work Shop</p>	<p>Make models experimenting with permanent and temporary joins</p> <p>Provide children with a range of materials for children to construct with</p> <p>Hand puppets for stand up / Punch &amp; Judy puppet shows</p> <p>Ice Cream / seaside Role play</p>	<p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures</p> <p>Develop a love for outdoor art using natural materials: make mud creatures</p> <p>Inspire work by Andy Goldsworthy possible trip to Grizedale forest to see his works of art</p> <p>Develop story scenes though small world play and minibeast related nursery rhymes and songs</p> <p>Role Play: Minibeast Explorer's / Garden Centre</p>

# Reception Long Term Plan 24-25

## Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

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

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*