

## Roby Mill CofE - EYFS: Long Term Plan

**Intent:** why do we teach what we teach?

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At Roby Mill we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful at university, go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

We teach children how to listen, speak and meet the high expectations for behaviour by working together and being kind. As such, we prioritise personal, social and emotional development and communication and language when they start at Roby Mill. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move through Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children’s interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and forest school sessions. Our investment in specialist teachers for music, swimming, PE and forest school mean that children continually receive high quality teaching.

**Implementation:** how do we teach what we teach?

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Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in English, maths and phonics every day. These sessions are followed by group work/ 1-to-1 work where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in ‘exploration’ throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children’s development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning.

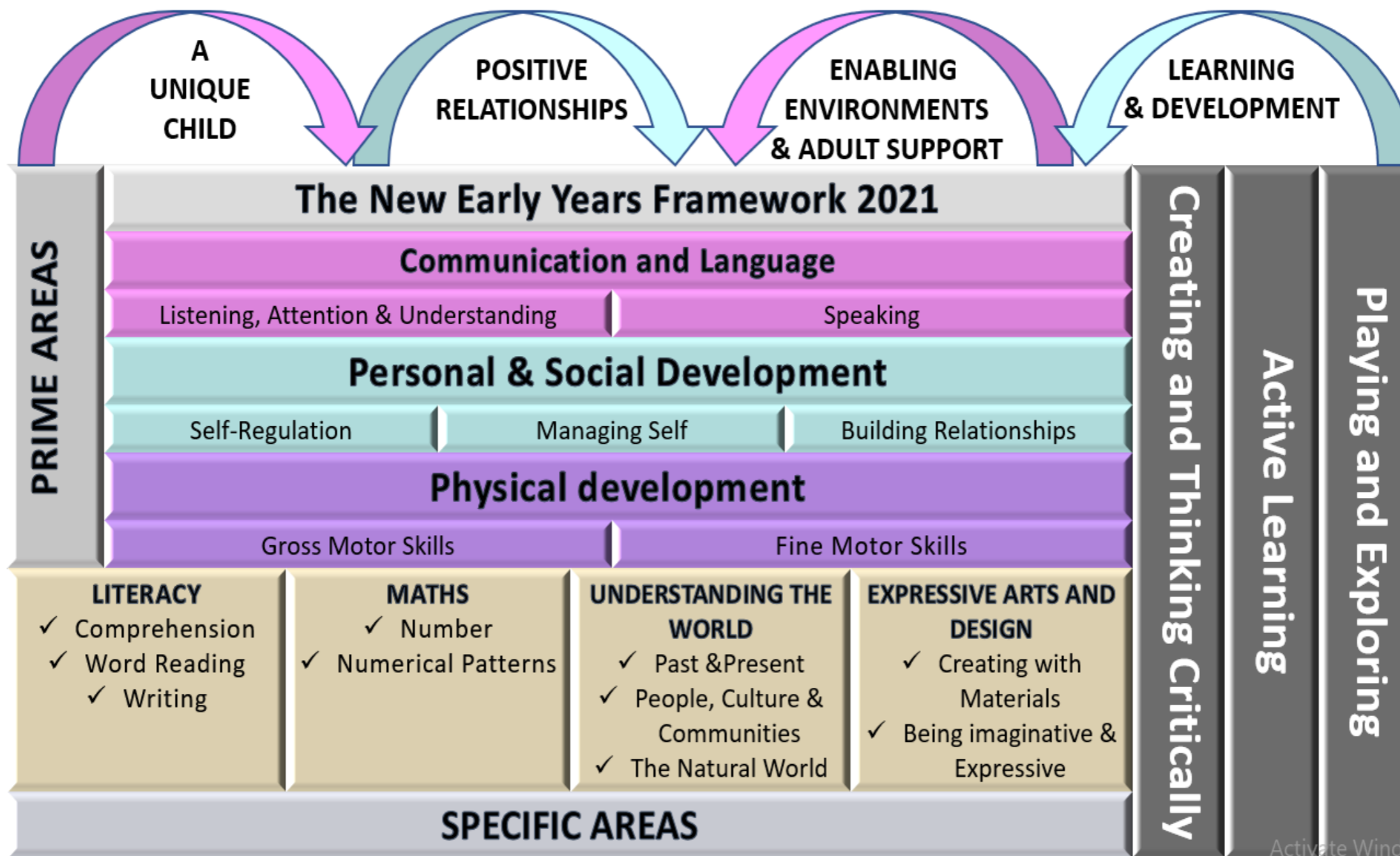
Reading is at the heart of our curriculum. Children follow the Rocket Phonics scheme so that they meet good outcomes for reading, preparing them for the Year One phonics screening check. We follow the White Rose Maths approach in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Pupils begin to develop these key skills during daily maths lessons where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, speech and language intervention and additional ‘catch-up’ provision in Maths.

**Impact:** how do we know what pupils have learnt and how well they have learnt it?

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**Our curriculum needs to meet the needs of our children**, including our disadvantaged pupils and those with SEND, so we spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses **ongoing observational assessment** to identify children’s starting points and plan experiences which ensure progress. Evidence of children’s learning including observations, work samples, photographs and contributions from parents are kept in floor books and learning journals which children use to reflect on their progress through pupil voice.



	<b>Autumn 1</b> All About Me	<b>Autumn 2</b> Traditional Tales/ Celebrations	<b>Spring 1</b> Amazing Animals	<b>Spring 2</b> Come Outside!	<b>Summer 1</b> Ticket to Ride	<b>Summer 2</b> Fun at the Seaside
<b>Themes</b>	Starting school / my new class / New Beginnings Staying healthy / Food / Human body How have I changed? My family What am I good at? Being kind / staying safe Traditional Tales	Diwali Fireworks Bonfire Night Christmas Nativity Pantomime Father Christmas visit Christmas singing –church visit	Life cycles Safari Animals around the world Climates / Hibernation Mini Beasts Animal Arts and crafts Nocturnal Animals Animal patterns David Attenborough Habitats	Plants, flowers & trees Weather / seasons The great outdoors Planting seeds – growing and changing Reduce, Reuse & Recycle Deforestation	Around the Town How do I get there? Where in the world have you been? Where do we live? Vehicles past and present Who was Neil Armstrong?	Under the sea Off on holiday / clothes Postcards Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then!
<b>Books and Texts</b>	All are welcome Little Owl's First Day Once there were Giants Traction Man Funny Bones The Five Senses Not Now Bernard	3 Little Pigs Goldilocks & 3 Bears Gingerbread man Billy Goats Gruff Rama and Sita Christmas Story Stickman	What the Ladybird heard Spinderella Mad about minibeasts The very hungry caterpillar The emperor's egg Tiger who came to tea Pig in the pond	Oliver's vegetables Seed to Plant The Tiny Seed Trees: seasons come, seasons go One plastic bag The Last tree Lila and the secret of rain The Messy Magpie	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!	At the Beach – Postcards from Crabby Spit The Lighthouse Keeper's Lunch The Seaside Clean Up Sharing a Shell Seaside Poems The Sea Saw Caribbean Dream
<b>Possible WOW moments</b>	Autumn Walk Remembrance Day Harvest Time Birthdays Favourite Songs Halloween Making playdough	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Making Porridge Making gingerbread men Hannukah Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year Chinese food tasting Making Pancakes Swimming Minibeast Hunts Visit a minibeast farm Spring walk LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day	Easter Egg Hunt Growing Cress Plants Planting Potatoes Making fruit salad Gardening Spring farm visit Mother's Day Caterpillars World Book Day	Trip to a park Outdoor adventures Space Food tasting – cultures Map work	Sports Day Trip to a beach Crabbing Fishing Fossil hunting Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day
<b>COEL</b>	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Parental Involvement</b>	Parents Evening Harvest Assembly Home / School Agreement WOW Moments Phonics workshop Phonics workbook	WOW Moments Nativity Reading records Phonics workbook	WOW Moments Reading records Phonics workbook Parents Evening	WOW Moments Reading records Phonics workbook	WOW Moments Reading records Phonics workbook	WOW Moments Reading records Phonics workbook Online journal EOY Assembly Reports

<b>Communication and Language</b>	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> .					
<b>C&amp;L is developed throughout the year through high quality interaction, daily group discussions, sharing circles, PSHE times, stories, singing, , Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</b>	<b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them Sharing facts about me Joining in with nursery rhymes Sit and listen to stories Listen to others 1 to 1 or in small groups Understands use of objects Folow simple instructions e.g. come to the carpet	<b>Tell me a story!</b> Settling in activities Develop vocabulary Ask questions Tell me a story - retelling stories Responds to peers requests Joins in with repeated refrains and anticipates key events Following directions Listen to short carpet input Understanding of prepositions Beginning to understand how questions Using simple connectives in speech	<b>Tell me why!</b> Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Attentive listening skills Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Offer small explanations Answer why questions	<b>Talk it through!</b> Describe events in detail – time connectives, so, but Understand how to listen carefully and why listening is important. Sustained focus when listening to a story – talk about content Able to follow a story without picture/props More detail in conversation	<b>What happened?</b> Turn taking in discussion Hold a conversation Understands questions – who, why, when, where, how Listen attentively and respons with relevant questions Make comments about what they have heard and ask questions	<b>Time to share!</b> Show and tell Hold conversation – back and forth exchange with peer and teachers Offer own ideas in groups, class and 1-to-1 Follow 2-3 step instructions Re-tell stories using own words Use and understand new vocab Express ideas and feelings in full sentences
<u><a href="#">Prime Areas of Development</a></u>						
<b>Fine Motor</b>	Using knife and fork Show preference for a dominant hand Drawing pictures using thick pencils, crayons, pens	Showing good pencil control when mark making and drawing Using cutlery and other one-handed equipment Using tools to effect changes	Threading, cutting, weaving, playdough Begin to form letters correctly – tripod grip 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 Sitting at a table properly to write Buttons	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 / Tripod grip in almost all cases Range of small toys – scissors, paintbrushes and cutlery	Form letters correctly Using a range of small tools Beginning to show accuracy when writing and drawing
<b>Gross Motor</b>	Cooperation games i.e. parachute Run, jump, hop confidently Climb stairs using alternate feet Get changed for PE PE Games Climbing using outdoor equipment Handwashing/toileting	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Climb over, under and through obstacles	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balanca and coordination when playing Move energetically – running, jumping, hopping, skipping, climbing etc...
<b>Personal, Social and Emotional Development (PSE)</b>	Ask for help if needed Say if they are tired, hungry, sad, upset, thirsty, need the toilet etc... Understand and follow simple rules Make friends	Playing together and taking turns. Know where to find resources and equipment. Manage basic hygiene including dressing, going to the toilet	Being proud of their achievements Talk about their ideas Focused attention to what the teacher says even when engaged in an activity Know right from wrong	Know how to keep safe Share ideas and listen to others Show understanding of own feelings and those of others – begin to regulate behaviour	Sequence ideas together Understand consequences of behaviour Understand importance of healthy food choices	Resolve conflict without an adult. Adapt to changes in routine. Show perserverance

	Play with other children	Express feelings and be considerate of others Listen to others Show resilience	Resolve conflict with little adult support	Think about perspective of others	Set and work towards simple goals Confident to try new activities	Work and play cooperatively Turn taking Positive attachments
<u>Other Areas of Learning</u>						
<b>RE</b>	Following KS1 Cycle					
<b>Phonics</b>	<u>Phase 1/2</u> Recognising letters and the sounds they make. Segmenting and blending simple CVC words. Recognising HFW	<u>Phase 2</u> Segmenting and blending CVC and CCVC words. Spelling simple VC, CVC and CCVC words using phonics knowledge. Recognising and spelling HFW. Double consonant letters Two-syllable words	<u>Phase 2/3</u> Learning graphemes. Segmenting and blending phase 3 words using phonic knowledge. Read simple sentences. Recognising and spelling key HFW.	<u>Phase 3</u> Reading sentences using letters and sounds to decode unfamiliar words. Recording sentences with key HFW and use of phonic knowledge.	<u>Phase 3/Consolidation</u> Re-capping what has been taught. Using and applying strategies through reading and writing.	<u>Phase 4</u> Move onto phase 4 to consolidate phase 3, using and applying strategies
<u>Specific Areas of Development</u>						
<b>Literacy</b>	Throughout the year the skills taught will include: <b>Reading focus:</b> Join in with stories, rhymes and songs, select books independently, enjoy a range of different texts, reads words/sentences, uses phonic knowledge where appropriate. <b>Writing focus:</b> Mark making, forming letters/drawing, hearing sounds as they write., link sounds to letters when writing and write a short sentence/statement using phonic knowledge, record a sequence of sentences and be able to read what they have written.					
<b>Literacy</b>	Understand print has meaning. Spot rhyme and spot alliteration Send home no word reading books. Letter formation: big movements in the air, glitter, chalk, paints, crayons, collage, playdough. Recognise written name Hold books correctly and turn pages Write some letters of name	Writing some letters accordingly Writing name Retell key events in stories Recall some facts from non-fiction Recognise most phase 2 sounds Read most phase 2 tricky words Start to blend CVC	Record lists, captions, labels, tags Use and apply phonic knowledge when reading to recognise and read key HFW. Read simple phrases and sentences Re-telling stories and narratives Anticipate key events in stories.	Record lists, captions, labels, tags moving onto sentences. Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces. Demonstrate understanding of what has been read. Write recognisable letters – most formed correctly. Start to identify some digraphs	Form most lower-case and capital letters correctly. Re-read what they have written to check it makes sense. Use new vocab during discussions Anticipate key events Read words consistently including phase 2 and 3 sounds Write simple sentences and phrases that can be read by others	Demonstrate understanding of what has been read Use and understand new vocab Say a sound for all alphabet and at least 10 digraphs Read words consistently Read simple sentences and books Write all letters, most formed correctly Spell words using sounds for sentences
<b>Mathematics</b>	Matching Sorting  Comparing Amounts  Compare size, mass and capacity  Exploring Pattern	Numbers 1, 2, 3, 4, 5, 6 Subitising Comparing Groups Counting Linking number to value One more/one less Composition Shapes  Count up to 10  Positional Language	Numbers 5, 6, 7, 8 Subitising Comparing Groups Counting Linking number to value One more/one less Composition of numbers Shapes  Comparing mass, capacity  Making pairs Comparing length, height Time – days of the week	Numbers 9 and 10 Subitising Comparing Groups Counting Linking number to value One more/one less Composition of numbers  Ordering numbers to 10  Counting back from 10  3D shapes Repeating patterns	Number patterns to 20 Matching pictures and numerals Ten frame fill beyond 10 Estimating game Subtraction from ten frames game Ordering numbers to 20 Estimating numbers Missing numbers Adding and subtracting	Doubling Sharing Odd and even Number bonds  Count beyond 20

<p><b>Understanding of the world (UW)</b></p> <p><b>Reading Eggs</b></p> <p><b>iPad Paint</b></p> <p><b>Beebots</b></p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>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.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>Discuss celebrations, how they've celebrated them in the past &amp; special times for their family</p> <p>Talk about their family in more detail</p> <p>Understand "the past"</p> <p>Compare Christmas to Diwali</p> <p>Bonfire Night Safety</p> <p>Light &amp; Dark exploration</p> <p>Discuss the roles of people in their community and their experiences of them</p> <p>Know the Church is special to Christians</p>	<p>Chinese Culture and taste Chinese Food.</p> <p>Exploring minibeasts</p> <p>Watching caterpillars grow into butterflies</p> <p>Minibeast hunt</p> <p>Life cycles</p> <p>Placing story events in order</p> <p>Discussing "extinct"</p>	<p>Count to 20</p> <p>Growing and planting</p> <p>Caring for plants</p> <p>Caring for animals and living things</p> <p>Changes in the environment</p> <p>Make observations of animals and plants</p> <p>Easter – spring changes</p> <p>Comparing countries</p> <p>How have I changed? Looking at pictures from Autumn 1</p> <p>Jobs my family do</p> <p>Introduce the children to recycling 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.</p> <p>Living things changes - seasons</p>	<p>Weather changes</p> <p>Weather/Seasons</p> <p>Freezing &amp; Melting</p> <p>Ice Mobiles</p> <p>Waterproof materials</p> <p>Exploring outside – natural world</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Explore how transport has changed – look at different cars, bikes – discuss structure and purpose</p> <p>Compare – town and country, different homes</p>	<p>Beach visit</p> <p>Exploring sea creatures</p> <p>Keeping the oceans clean</p> <p>Recycling</p> <p>Sinking/floating</p> <p>Make observations of animals</p> <p>Explore the seaside and how it has changed</p> <p>Toys – look at old toys and compare their toys to how toys were in the past</p>
<p><b>Expressive Arts and Design (EAD)</b></p>	<p>Self portraits</p> <p>Family pictures</p> <p>Build a room in your home</p> <p>Local houses and buildings</p> <p>Using duplo to construct</p> <p>Singing nursery rhymes</p> <p>Joining in with role-play/songs</p> <p>Junk modelling</p>	<p>Bonfire night paints and textures.</p> <p>Firework sounds</p> <p>Stickman – using natural resources</p> <p>Christmas Play</p> <p>Christmas craft, cards and decorations.</p> <p>Singing Christmas hymns and songs - Performing on stage</p> <p>Using role-play to act out different scenes.</p> <p>Colour/ colour mixing</p> <p>Clay diva lamps</p> <p>Traditional tales themed craft – building house for 3 little pigs, colouring, making 3 little pigs headbands</p>	<p>Chinese role-play</p> <p>Mother's Day cards</p> <p>Chinese dragon dance</p> <p>Chinese dragon song</p> <p>Chinese music and sounds</p> <p>Playdough minibeasts</p> <p>Painting minibeasts</p> <p>Joining using different methods</p> <p>Minibeast songs</p>	<p>Easter cards</p> <p>Easter craft</p> <p>Number songs</p> <p>Animal sounds</p> <p>Farm songs and dances</p> <p>Farm shop role-play</p> <p>Sand and Water</p> <p>Mud Kitchen</p> <p>Explaining the process they have used to make things</p>	<p>Splattering paint – space</p> <p>Dripping</p> <p>Pouring</p> <p>Pipettes</p> <p>Spoons</p> <p>Different textures</p> <p>Making fruit salad</p>	<p>Building boats</p> <p>Colour mixing - different shades of blue</p> <p>Paper plate minibeasts</p> <p>Threading – rainbow fish</p> <p>Stamping</p> <p>Printing</p> <p>Making potato salad out of grown potatoes</p>

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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><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>ELG: Building Relationships</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><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</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>

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.

Write simple phrases and sentences that can be read by others.

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.