UNCRC Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.



UNCRC Article 24: All children have the right to good quality health care, to clean water and good food UNCRC Article 28: All children have the right to a primary education, which should be free.

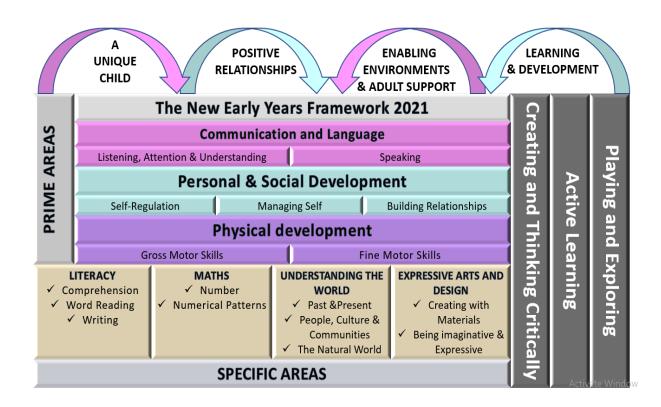
UNCRC Article 29: All children have the right to be the best that they can be.

UNCRC Article 31: All children have a right to relax and play

UNCRC Article 36: Children should be protected from any activities that could harm their development.

### Reception Long Term Plan

"Children will have 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 whatever 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 childinitiated activities based on the EYFS Framework 21' & children's interests."



### Seven Features of Effective Practice



child

 High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

The best for every

· All children deserve

to have an equal

chance of success.

 When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- •High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

#### 人 High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



## **5**The curriculum: what we want children to learn

 The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests.
  Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



 Depth in early learning is much more important than covering lots of things in a superficial way.

### Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- •A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



### Assessment: checking what children have learnt

 Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



 Effective assessment requires practitioners to understand child development.
Practitioners also need to be clear about what they want children to know and be able to



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

#### 6 Self-regulation and executive function

- Executive function includes the child's ability to:
- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next.



- These abilities contribute to the child's growing ability to selfregulate:
- · focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



### Partnership with parents

- 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.
- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



 It is important to encourage all parents to chat, play and read with their children. Ilustrations and atwork by juidos

	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Possible	Family	Autumn	Chinese New	Pancake Day	GROWING Life	GROWING AND MINI
Themes/Interests/Lin	Autumn	Halloween	Year	Easter	cycles-/plants	BEASTS Life cycles
es of Enquiry	Harvest	Bonfire Night	LENT	Spring	etc Local Area -	_
		Christmas /	Random	Mother's Day	contrasting	Frogs/butterfly/plan
		Nativity	Acts of	Easter Egg	location	ts etc Local Area
		Diwali	Kindness	Hunt	Planting/Gardeni	Planting/Gardening
		Hanukah	Week	Easter Bonnet	ng	Summer holidays
		Black History	Valentine's	Parade	Start of	(past and present)
		Month	Day		Ramadan	Hot places
		Remembrance	Internet		Eid	Rockpools
		Day	Safety Day			Mermaids
		Children in				Father's Day
		Need				
		Anti-Bullying				
		Week				
Communication and	To understand	To listen to	То	To describe	To listen to	To retell the story
Language (Listening	how to listen	and talk about	articulate	events in	and talk about	once they have
and attention,	carefully and	stories to	their ideas	some detail	stories to build	developed a deep
understanding and	why listening	build	and	To use talk to	familiarity and	familiarity with
speaking)	is important.	familiarity	thoughts in	help work out	understanding.	the text; some as
	To engage in	and	well-formed	problems and	To engage in	exact repetition
	story times.	understanding.	sentences.	organise	non-fiction	and some in their
	To listen	To learn new	To connect	thinking and	books.	own words.
	attentively	vocabulary.	one idea or	activities	To listen to	To use new
	and respond	To use new	action to	explain how	and talk about	vocabulary in
	to what they	vocabulary	another	things work	selected non-	different contexts.
	hear with	through the	using a	and why they	fiction to	To express their
	relevant	day	range of	might happen.	develop a deep	ideas and feelings
	questions,	To ask	connectives.	To offer	familiarity with	
	comments and	questions to	To engage	explanations	new knowledge	experiences using
	actions when	find out more	in non-	for why	and vocabulary.	full sentences,

baing naad ta	and to check	fiction	things might	To offer	in aludina waa af
being read to		books.	0	0 0	including use of
and during	they		happen,	explanations	past, present and
whole class	understand	To listen to	making use of	for why things	future tenses and
discussions	what has been	and talk	recently	might happen,	making use of
and small	said to them.	about	introduced	making use of	conjunctions, with
group	To develop	selected	vocabulary	recently	modelling and
interactions	social phrases	non-fiction	from stories,	introduced	support from their
To follow	To engage in	to develop	non-fiction,	vocabulary	teacher.
simple	story times.	a deep	rhymes and	from stories,	
instructions	To listen	familiarity	poems when	non-fiction,	
e.g. tidy up	carefully to	with new	appropriate.	rhymes and	
your activity	rhymes and	knowledge		poems when	
and then line	songs, paying	and		appropriate.	
սբ.	attention to	vocabulary.		To express	
To use full	how they	То		their ideas and	
sentences in	sound.	participate		feelings about	
explaining	To learn	in small		their	
what they	rhymes, poems,	group, class		experiences	
have been	and songs.	and one-to-		using full	
doing in their	To retell the	one		sentences,	
work.	story, once	discussions,		including use	
To learn new	they have	offering		of past, present	
vocabulary.	developed a	their own		and future	
To learn	deep	ideas, using		tenses and	
rhymes, poems	familiarity	recently		making use of	
and songs.	with the text,	introduced		conjunctions,	
O	some as exact	vocabulary.		with modelling	
	repetition and	To express		and support	
	some in their	their ideas		from their	
	own words.	and feelings		teacher.	
		about their			
		experiences			
		using full			
		sentences,			
		·			
		including			

	,	1	1	T	1	
			use of past,			
			present and			
			future			
			tenses and			
			making use			
			of			
			conjunctions			
			, with			
			modelling			
			and support			
			from their			
			teacher.			
Personal, Social	To build	To build	To show	To show	To think about	To show
and Emotional	constructive	constructive	resilience	understanding	the perspectives	sensitivity to
Development	and respectful	and respectful	and	of their own	of others.	their own and to
	relationships	relationships	perseveranc	feelings and	To manage their	others' needs
	through	through	e in the	those of	own needs.	To be confident to
	initiating	initiating	face of	others, and	To show	try new activities
	conversations	conversations	challenge.	begin to	understanding	and show
	and sharing	and sharing	To identify	regulate their	of their own	independence,
	resources.	resources.	and	behaviour	feelings and	resilience and
	To see	To see	moderate	accordingly	those of others,	perseverance in
	themselves as	themselves as	their own	To set and	and begin to	the face of
	a valuable	a valuable	feelings	work towards	regulate their	challenge
	individual.	individual.	socially and	simple goals	I behaviour	To give focused
	To express	To express	emotionally.	To be	accordingly	attention to what
	their feelings	their feelings	To be	confident to	To set and	the teacher says,
	and consider	and consider	confident to		work towards	responding
			U U			
	the feelings	the feelings	try new	activities,	simple goals	appropriately even
	of others,	of others,	activities	To explain	To be confident	when engaged in
	regulate	regulate	To manage	the reasons	to try new	activity, and show
	behaviour	behaviour	own basic	for rules	activities,	an ability to
	accordingly.	accordingly.	hygiene and	To manage		follow
				own basic		instructions

	To tidy up their activities when they have finished. To enjoy eating and experiencing a variety of new foods and understanding the need for healthy eating (linked to starting lunch at school)	To tidy up their activities when they have finished.	personal needs.	hygiene and personal needs. To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	To explain the reasons for rules To manage own basic hygiene and personal needs	involving several ideas or actions
Physical	To confidently	To develop	To further	pedestrian. To develop	To combine	To confidently and
Development	and safely use a range of large and small apparatus indoors and outside, alone and in a group.	overall body- strength, balance, co- ordination and agility. To revise and refine the fundamental	develop and refine a range of ball skills including: throwing, catching, kicking, passing,	the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical	different movements with ease and fluency To develop the foundations of a handwriting style which is	safely use a range of large and small apparatus indoors and outside, alone and in a group.  To develop overall body-strength, balance,

their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. To further develop the skills, they need to manage the school day successfully: lining up and queuing, mealtimes, personal	movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks	batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	fast, accurate and efficient	co-ordination and agility.
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Literacy	To read	To blend	To read	To read	To form lower-	To write short
	individual	sounds into	some letter	simple	case and	sentences with
	letters by	words, so that	groups that	phrases and	capital letters	words with known
	saying the	they can read	each	sentences	correctly.	letter-sound
	sounds for	short words	represent	made up of	To spell words	correspondences
	them.	made up of	one sound	words with	'	'
	To read a few	known letter-	and say	known letter-	by identifying	using a capital
	common	sound	sounds for	sound	the sounds and	letter and full
	exception	correspondenc	them.	correspondenc	then writing the	stop.
	words	es.	To read a	es and, where	sound with	To re-read what
	matched to	То	few	necessary, a	etter/s.	they have written
	the school's	demonstrate	common	few exception	To demonstrate	to check that it
	phonic	understanding	exception words	words. To re-read	understanding	makes sense.
	programme. To blend	of what has been read to	matched to	these books	of what has	To demonstrate
	sounds into	them by	the school's	to build up	been read to	understanding of
	words, so	retelling	phonic	their	them by	what has been
	that they can	stories and	programme.	confidence in	0	
	read short	narratives	To	word reading,	retelling stories	read to them by
	words made	using their	demonstrate	their fluency	and narratives	retelling stories
	up of known	own words	understandi	and their	using their own	and narratives
	letter-sound	and recently	ng of what	understanding	words and	using their own
	correspondenc	introduced	has been	and enjoyment.	recently	words and
	es	vocabulary.	read to	То	introduced	recently introduced
	To form	To anticipate	them by	demonstrate	vocabulary.	vocabulary.
	lower-case	(where	retelling	understanding	To anticipate	To anticipate
	and capital	appropriate)	stories and	of what has	(where	(where appropriate)
	letters	key events in	narratives	been read to	appropriate) key	key events in
	correctly.	stories.	using their	them by	events in	stories.
	To spell	To use and	own words	retelling		
	words by	understand	and recently	stories and	stories.	To use and
	identifying	recently	introduced	narratives	To use and	understand
	the sounds	introduced	vocabulary.	using their	understand	recently introduced
	and then	vocabulary	То	own words	recently	vocabulary during
	writing the	during	anticipate	and recently		

sound with letter/s.	discussions about stories, non-fiction, rhymes and poems and during role	(where appropriate) key events in stories. To use and understand	introduced vocabulary. To anticipate (where appropriate)	introduced vocabulary during discussions about stories,	discussions about stories, non-fiction, rhymes and poems and during role play.
	play. To say a sound for each letter in the alphabet To read words consistent with their phonic knowledge by sound- blending. To write	recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To say a	key events in stories.  To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and	non-fiction, rhymes and poems and during role play. To read words consistent with their phonic knowledge by sound-blending. To read aloud	To read words consistent with their phonic knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonic knowledge,
	recognisable letters, most of which are correctly formed. To read a few common exception words matched to the school's phonic programme. To spell words by identifying the	sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by soundblending. To read aloud	poems and during role play. To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their	simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To write simple phrases and sentences that	including some common exception words. To write simple phrases and sentences that can be read by others.

letters. them and representing the sounds
---

				with a letter or letters.		
Mathematics	To count objects, actions and sounds.  To link the number symbol (numeral) with its cardinal number value.  To subitise.  To explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers.  To recognise and describe shapes they see in a variety of environments.  To continue, copy and create	To count objects, actions and sounds.  To link the number symbol (numeral) with its cardinal number value.  To subitise.  To explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers.  To recognise and describe shapes they see in a variety of environments.  To select, rotate and manipulate shapes to develop	symbol (numeral) with its cardinal	To count objects, actions and sounds. To subitise. To link the number symbol (numeral) with its cardinal number value. To count beyond ten. To compare numbers. To understand the 'one more than/one less than' relationship between consecutive numbers. To explore the composition of numbers to 10. To automatically recall number	To count objects, actions and sounds.  To subitise.  To link the number symbol (numeral) with its cardinal number value.  To count beyond ten.  To compare numbers.  To understand the 'one more than/one less than' relationship between consecutive numbers.  To explore the composition of numbers to 10.  To automatically recall number bonds for numbers 0-5 and some to 10.	To count objects, actions and sounds.  To subitise.  To link the number symbol (numeral) with its cardinal number value.  To count beyond ten.  To compare numbers.  To understand the 'one more than/one less than' relationship between consecutive numbers.  To explore the composition of numbers to 10.  To automatically recall number bonds for numbers 0-5 and some to 10.  To select, rotate and manipulate shapes to develop

	repeating patterns. To compare length, weight and capacity.	spatial reasoning skills.	and some to 10. To compare numbers. To compare length, weight and capacity.	bonds for numbers 0-5 and some to 10.  To continue, copy and create repeating patterns.  To select, rotate and manipulate shapes to develop spatial reasoning skills.  To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	To select, rotate and manipulate shapes to develop spatial reasoning skills.  To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as umbers can.	skills. To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. To continue, copy and create repeating patterns.
Understanding the World	To share traditions and celebrations from home that they	To talk about members of their immediate	To draw information from a simple map.	To comment on images of familiar situations in the past.	Io draw information from a simple map	To comment on images of familiar situations in the past.

follow, with family and To understand To compare and To compare To draw and information that some contrast peers. community. To comment To comment contrast from a simple places are characters from on images of on images of special to stories, including characters map. familiar familiar members of figures from the from To understand their community past. situations in situations in that some stories. the past. including To recognise To understand that places are the past. To understand To compare figures special to that people some places are have different that some from the members of special to characters their beliefs and members of their places are from stories, past. including To explore celebrate special to community. community. members of figures from the natural To recognise special times in To recognise that the past. world that people different ways people have their have different different beliefs community. To understand around To recognise them. To recognise that some beliefs and and celebrate s.ome that people Tσ celebrate similarities and special times in places are have different special to differences different ways. special times recognise beliefs and members of in different between life in To recognise some s.ome celebrate their ways. this country environments that environment special times To recognise and life in are different to community. s that are in different To recognise some other countries the one in which different to that people To recognise they live. ways. environments To explore have different the one in that are To describe what some their local beliefs and environments they see, hear and which they different from environments. celebrate the one in that are feel whilst live. outside. discussing special times which they different to the Τσ in different live. one in which plants and To recognise some recognise animals that ways. they live. environments that that people they see land To explore the are different to have natural world how they need the one in which different to be cared they live. around them. beliefs and for. To describe celebrate To understand what they see, special the effect of hear and feel times in changing whilst outside.

	seasons on	To understand	different			
	the natural		• •			
	world around	the effect of	ways.			
		changing				
	them.	seasons on				
		the natural				
		world around				
		them.	_			
Expressive Arts	To explore	To explore,	To return to	To create	To listen	To watch and talk
and Design	using	use and refine	and build	collaborativel	attentively,	about dance and
	different	a variety of	on their	y, sharing	move to and	performance art,
	media such as	artistic	previous	ideas,	talk about	expressing their
	wood,	effects to	learning,	resources and	music,	feelings and
	crayons,	express their	refining	skills.	expressing their	responses
	paints, collage	ideas and	ideas and		feelings and	To create
	and junk	feelings.	developing		responses.	collaboratively,
	modelling.	Listen	their ability		·	sharing ideas,
	To join in	attentively,	to represent			resources and
	with	move to and	them			skills.
	imaginative	talk about				
	role-play,	music,				
	creating their	expressing				
	own story	their feelings				
	lines.	and responses.				
	To develop	To watch and				
	storylines in	talk about				
	their pretend	dance and				
	play.	performance				
	To listen	art, expressing				
	attentively,	their feelings				
	move to and	and responses.				
	talk about	To sing in a				
	music,	group or on				
	expressing	their own,				
	their feelings	increasingly				
	Their jeelings	0 0				
		matching the				

	and responses.	pitch and following the melody. To explore and engage in music making and dance, performing solo or in groups. To join in with imaginative role-play,				
		creating their own story lines.				
Forest School	Bird Feeders Fairy Fires Winter's Web Dampers and Charcoals pic	Charcoals	Sistrum Making Earth Birthday cake Nest Building		Blackberry Ink an Nature Watch Web of Life Contemporary Art Leaf Printing	

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

COMMUNICATION	PERSONAL,	PHYSICAL	LITERACY	MATHS	UNDERSTANDING	EXPRESSIVE
AND LANGUAGE	SOCIAL AMD	DEVELOPMENT			THE WORLD	ARTS AND
	EMOTIONAL					DESIGN
	DEVELOPMENT					
ELG: Listening,	ELG: Self-	ELG: Gross	ELG:	ELG: Number	ELG: Past and	ELG: Creating
Attention and	Regulation	Motor Skills	Comprehension	Have a deep	Present	with Materials
Understanding	Show an	Negotiate space	Demonstrate	understanding	Talk about the	Safely use and
Ŭ	understanding	and obstacles	understanding	of number to	lives of the	explore a
Listen attentively	of their own	safely, with	of what has	10, including the	people around	variety of
and respond to	feelings and	consideration	been read to	composition of	them and their	materials, tools
what they hear	those of others,	for themselves	them by	each number;	roles in society.	and techniques,
with relevant	and begin to	and others.	retelling stories	Subitise		experimenting
questions,	regulate their	Demonstrate	and narratives	(recognise	Know some	with colour,
comments and	behaviour	strength,	using their own	quantities	similarities and	design, texture,
actions when		balance and	words and	without	differences	form and
being read to	accordingly.	coordination	recently	counting) up to	between things	function.
and during	Set and work		introduced	5; -	in the past and	
whole class	towards simple	when playing.	vocabulary.	Automatically	now, drawing	Share their
discussions and	goals, being	Move	Anticipate -	recall (without	on their	creations,
small group	able to wait	energetically,	where	reference to	experiences and	explaining the
interactions	for what they	such as	appropriate -	rhymes,	what has been	process they
titter acteores	want and	running,	key events in	counting or	read in class.	have used; -
	control their	jumping,	stories.	other aids)		Make use of
, A 1	immediate	dancing,	Use and understand	number bonds	Understand the	props and materials when
Make comments		hopping,		up to 5	past through	
about what they	impulses when	skipping and	recently introduced	(including subtraction	settings, characters and	role playing characters in
have heard and	appropriate.	climbing.	vocabulary		events	characters in
ask questions to			vocabulary	facts) and some	events	

clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and oneta-ane discussions. offering their own ideas, using recentlu vocabulary.

Offer explanations for why things might happen, making

Give focused attention to urhat the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Be confident to try new activities and shour independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try

ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of

small tools. including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

during discussions about stories. non-fiction, rhymes and poems and during roleplay. FIG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception urards. ELG: Writing Write

recognisable

letters, most of

number bonds to 10. including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; -Compare quantities up to 10 in different contexts. recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds. double facts and how

quantities can

encountered in books read in class and storytelling.

ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation. discussion. stories, nonfiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and urhat has been read in class.

narratives and stories.

ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories writh others. and - when appropriate try to move in time with music.

use of recently	to behave	which are	be distributed	Explain some	
introduced	accordingly.	correctly	equally.	similarities and	
vocabulary from		formed.		differences	
stories, non-	Manage their	Spell words by		between life in	
fiction, rhymes	own basic	identifying		this country and	
and poems when	hygiene and	sounds in them		life in other	
appropriate.	personal needs,	and		countries,	
appropriace.	including	representing the		drawing on	
	dressing, going	sounds with a		knowledge from	
	to the toilet	letter or letters.		stories, non-	
Express their	and	Write simple		fiction texts	
ideas and	understanding	phrases and		and - when	
feelings about	the importance	sentences that		appropriate -	
their experiences	of healthy food	can be read by		maps.	
using full	choices.	others.			
sentences,	choices.			ELG: The Natural	
including use of	ELG: Building			World	
past, present and	Relationships				
future tenses	· ·			Explore the	
and making use	Work and play			natural world	
of conjunctions,	cooperatively			around them,	
with modelling	and take turns			making	
	with others.			observations	
and support	F			and drawing	
from their	Form positive			pictures of	
teacher.	attachments to			animals and	
	adults and			plants.	
	friendships				
	with peers;			Know some	
	Shour			similarities and	
	3113 W			differences	
	sensitivity to			between the	
	their own and			natural world	
				around them and	
				contrasting	

to others'		environments,	
needs.		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.	