

Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fairy Tales.	Celebrations	Dinosaurs	Growth	Animals	Summer

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Traditional Tales	Celebrations	Around the World.	Growth	Animals and their habitats.	Enchanted

Book lists

Books we shall we covering in Nursery:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Fairy Tales</u>	<u>Celebrations</u>	<u>Dinosaurs</u>	<u>Growth</u>	<u>Animals</u>	<u>Summer</u>
The Little Red Hen The Enormous Turnip	Diwali-Rama and Sita Christmas-Nativity	Dinosaur Stomp Harry and the Bucketful of Dinosaurs	Oliver 's Vegetables The Tiny Seed	Giraffes can't dance. Animal Boogie	Tiddler Rainbow Fish

Books we shall we covering in Reception:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Traditional Tales</u></p> <p>Goldilocks</p> <p>Jack and the Beanstalk</p> <p>Three Billy Goats</p> <p>The Ugly Duckling</p> <p>Three Pigs</p>	<p><u>Celebrations</u></p> <p>Diwali-Rama and Sita</p> <p>The Scarecrows Wedding,</p> <p>Kippers Birthday.</p> <p>Christmas-Nativity,</p> <p>Dear Santa,</p> <p>The Jolly Christmas Postman</p>	<p><u>Around the World</u></p> <p>One Snowy Night</p> <p>Baby Goes to Market</p> <p>Handas Surprise</p> <p>You Choose</p>	<p><u>Growth</u></p> <p>Titch</p> <p>Supertato</p> <p>The Little Red Hen</p> <p>Errols Garden</p> <p>Planting a Rainbow</p>	<p><u>Animals</u></p> <p>Monkey Puzzle</p> <p>Dear Zoo</p> <p>Sharing a Shell</p> <p>What the Ladybird Heard</p> <p>Snail and the trail</p> <p>Tiddler</p>	<p><u>Enchanted</u></p> <p>Zig and Zag</p> <p>Gruffalo</p> <p>Stardust</p> <p>We are off to find a Fairy</p> <p>Pirates love underpants.</p> <p>How to Catch a Drag</p>

Nursery Autumn 1 Learning Objectives- taken from Development Matters.

C&L	PSED	PD	L	M	UTW	EAD
<p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore how things work.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p>

Nursery Autumn 2 Learning Objectives- taken from Development Matters.

C&L	PSED	PD	L	M	UTW	EAD
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Show a preference for a dominant hand.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • 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 • page sequencing 	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Show 'finger numbers' up to 5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs or improvise a song around one they know.</p>

Nursery Spring 1 Learning Objectives- taken from Development Matter

C&L	PSED	PD	L	M	UTW	EAD
<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Show interest in different occupations.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>

Nursery Spring 2 Learning Objectives- taken from Development Matter

C&L	PSED	PD	L	M	UTW	EAD
<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use a wider range of vocabulary.</p>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>

Nursery Summer 1 Learning Objectives- taken from Development Matter

C&L	PSED	PD	L	M	UTW	EAD
<p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Write some letters accurately.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Join different materials and explore different textures.</p>

Nursery Summer 2 Learning Objectives- taken from Development Matter

C&L	PSED	PD	L	M	UTW	EAD
<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Write some or all of their name.</p>	<p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

Reception Autumn 1 Learning Objectives- taken from Development Matters.

C&L	PSED	PD	L	M	UTW	EAD
<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene 	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p>

		<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none">• lining up and queuing• mealtimes				
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Reception Autumn 2 Learning Objectives- taken from Development Matters.

C&L	PSED	PD	L	M	UTW	EAD
<p>Use new vocabulary through the day.</p> <p>Describe events in some detail.</p> <p>Engage in storytimes.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Tools: pencils, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Subitise.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

Reception Spring 1 Learning Objectives- taken from Development Matters

C&L	PSED	PD	L	M	UTW	EAD
<p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Think about the perspectives of others.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Draw information from a simple map.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>

Reception Spring 2 Learning Objectives- taken from Development Matter

C&L	PSED	PD	L	M	UTW	EAD
<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing <ul style="list-style-type: none"> • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>

Reception Summer 1 Learning Objectives- taken from Development Matters

C&L	PSED	PD	L	M	UTW	EAD
<u>LAU</u>	<u>S-R</u>	<u>GMS</u>	<u>COMP</u>	<u>NUM</u>	<u>P&P</u>	<u>CWM</u>
<ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow 	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.
<u>SPK</u>		<u>FMS</u>	<u>WR</u>	<u>NUMPAT</u>	<u>PC&C</u>	<u>BI&E</u>
		<ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 		<ul style="list-style-type: none"> - Describe their immediate 	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with 	

<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 u</p>	<p>instructions involving several ideas or actions.</p> <p><u>MS</u></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><u>BR</u></p> <p>- Work and play cooperatively and take turns with others.</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>- 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><u>WRI</u></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>- Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>- 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>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><u>TNW</u></p> <p>- Explore the natural world around them, making observations and drawing</p>	<p>peers and their teacher.</p> <p>- Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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	<ul style="list-style-type: none">- Form positive attachments to adults and friendships with peers.- Show sensitivity to their own and to others' needs.		<ul style="list-style-type: none">- Write simple phrases and sentences that can be read by others.		<ul style="list-style-type: none">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.	
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Reception Summer 2 Learning Objectives- taken from Development Matters

C&L	PSED	PD	L	M	UTW	EAD
<p><u>LAU</u></p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>SPK</u></p>	<p><u>S-R</u></p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow 	<p><u>GMS</u></p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>FMS</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<p><u>COMP</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p><u>WR</u></p>	<p><u>NUM</u></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>NUMPAT</u></p>	<p><u>P&P</u></p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>PC&C</u></p> <ul style="list-style-type: none"> - Describe their immediate 	<p><u>CWM</u></p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. <p><u>BI&E</u></p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with

<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 u</p>	<p>instructions involving several ideas or actions.</p> <p><u>MS</u></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><u>BR</u></p> <p>- Work and play cooperatively and take turns with others.</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>- 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><u>WRI</u></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</p>	<p>- Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>- 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>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><u>TNW</u></p> <p>- Explore the natural world around them, making observations and drawing</p>	<p>peers and their teacher.</p> <p>- Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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	<ul style="list-style-type: none">- Form positive attachments to adults and friendships with peers.- Show sensitivity to their own and to others' needs.		<p>sentences that can be read by others.</p>		<p>pictures of animals and plants.</p> <ul style="list-style-type: none">- 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.	
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