

Early Years Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me		Animals		Out and About	
<b>Nursery</b>	<b>Me and My Family</b>	<b>Celebrations</b>	<b>Bears</b>	<b>Farms</b>	<b>Minibeasts</b>	<b>Journeys</b>
Book Focus	The Family Book by Todd Parr	The Best Diwali Ever by Sonali Shah	Where's my Teddy? By Jez Alborough	Dora's Eggs by Julie Sykes	The Very Busy Spider by Eric Carle	The Train Ride by June Crebbin
Songs and Rhymes	Heads, shoulders, knees and toes  Humpty Dumpty  Grand old Duke of York	When Santa got stuck up the chimney  Twinkle Twinkle	When Goldilocks went to the house of the bears  Teddy bear, Teddy bear	Old McDonald had a farm  Baa, baa, black sheep  Dingle Dangle Scarecrow	Wiggly Woo  Incy Wincey spider  Little Miss Muffet	Down at the station  The wheels on the bus  Row, row, row your boat
Enhancement	Visit Co-op	Penpal with Manor House  Littlest Elf pantomime	Come as a bear day  Seven Stories Visit	Visit Hall Hill Farm  Living eggs	Animal Experience Visit	Visit Benwell Nature Park  Big Toddle
<b>Reception</b>	<b>Me and My World</b>	<b>Light and Dark</b>	<b>Hot and Cold</b>	<b>Traditional Tales</b>	<b>Growth and Change</b>	<b>Water</b>
Book Focus	My Mum and Dad make me laugh by Nick Sharratt	Whatever Next by Jill Murphy	The Big Dark by John Prater	The Ugly Duckling by Sue Eastland	The very Hungry Caterpillar by Eric Carle	The Snail and the Whale by Julia Donaldson
Songs and Rhymes	I've got a body  Oats and Beans and Barley Grow	5 little men in a flying saucer  Zoom, zoom, zoom	Down in the Jungle  I went to the Animal Fair	We're going to the zoo, zoo, zoo  5 Little Ducks	I'm a Little Seed  5 little caterpillars sitting on a leaf  The Little Green Frog	Underneath the sea  A sailor went to sea, sea, sea
Enhancement	Visit Matfen Woods	Centre for Life  Littlest Elf pantomime	Seven Stories Visit	Visit Kirkley Hall Woods and Zoo	Visit Hermitage Garden  Insect Lore caterpillars	Visit Washington Wetlands  Visit Whickham Park

Nursery

## Autumn Term

Communication and Language	Personal Social and Emotional Development	Physical Development
<p><b><u>Listening and attention:</u></b> Listens with interest to the noise adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in playing with sounds, songs and rhymes.</p> <p><b><u>Understanding:</u></b> Identifies action words by following simple instructions. Beginning to understand more complex sentences. Developing understanding of simple concepts.</p> <p><b><u>Speaking:</u></b> Uses language to share feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic.</p>	<p><b><u>Making Relationships:</u></b> Builds relationships with special people. Separates from their close carers. Explore new situations with support and encouragement from a familiar adult.</p> <p><b><u>Sense of Self:</u></b> Has preferences and interests. Beginning to understand that actions have consequences.</p> <p><b><u>Understanding Emotions:</u></b> Seeks comfort from familiar adults when needed. Is beginning to talk about their feelings and emotions.</p>	<p><b><u>Moving and Handling:</u></b> Sits up from lying down. Stands up from sitting and squats with steadiness and rises to feet without using hands. Sits comfortably on a chair with both feet on the ground. Runs safely on whole foot. Moves in response to music, or rhythms played on instruments such as drums or shakers. Begins to walk, run and climb on different levels and surfaces. Climbs up and down stairs by placing both feet on each step while holding a handrail for support. Turns pages in a book, sometimes several at once. Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p><b><u>Health and Self-Care:</u></b> Very energetic in short bursts and needs time for rest and calm. Feeds self competently. Can hold a cup with two hands and drink well without spilling. Develops some independence in self-care and shows an awareness of routines. Develops increasing understanding of bowel and bladder urges and starts to communicate their need for the toilet.</p>

# Nursery

## Autumn Term

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b><u>Reading:</u></b> Has some favourite stories, rhymes, songs or poems. Fills in the missing word or phrase in a known rhyme, story or game. Enjoys rhythmic and musical activity with percussion instruments, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p><b><u>Writing:</u></b> Distinguishes between the different marks they make.</p>	<p><b><u>Comparison:</u></b> Beginning to compare and recognise changes in numbers of objects, using more, lots or same as.</p> <p><b><u>Counting:</u></b> Begins to say numbers in order.</p> <p><b><u>Pattern:</u></b> Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines.</p> <p><b><u>Measures:</u></b> Beginning to anticipate times of the day such as mealtimes or home time.</p> <p><b><u>Spatial Awareness:</u></b> Moves their bodies and toys around objects and explores fitting into spaces.</p> <p><b><u>Shape:</u></b> Chooses puzzle pieces and tries to fit them in. Recognises that two objects have the same shape. Makes simple constructions.</p>	<p><b><u>People and Communities:</u></b> Has a sense of own immediate family and relations and pets. In pretend play, imitates everyday actions and events from own family and cultural background. Beginning to have their own friends.</p> <p><b><u>The World:</u></b> Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows how to operate simple equipment.</p> <p><b><u>Technology:</u></b> Seeks to acquire basic skills in turning on and operating some digital equipment. Operates mechanical toys.</p>	<p><b><u>Creating with materials:</u></b> Joins in singing songs. Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys and responds to playing with colour in a variety of ways.</p> <p><b><u>Being Imaginative and Expressive:</u></b> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. Begins to make believe by pretending using sounds, movements, words, objects. Begin to describe sounds and music imaginatively.</p>

# Nursery

## Spring Term

Communication and Language	Personal Social and Emotional Development	Physical Development
<p><b><u>Listening and Attention:</u></b> Single channelled attention; can shift to a different task if attention is fully obtained.</p> <p><b><u>Understanding:</u></b> Understands who, what, where in simple questions and uses a variety in their speech.</p> <p><b><u>Speaking:</u></b> Learns new words very rapidly and is able to use them in communicating. Uses longer sentences. Beginning to use word endings.</p>	<p><b><u>Making Relationships:</u></b> Shows some understanding that other people have ideas and needs that are different to theirs. Shows empathy and concern for people who are special to them. Seek out others to share experiences with and may choose to play with a friend who has similar interests.</p> <p><b><u>Sense of Self:</u></b> Makes choices and decisions.</p> <p><b><u>Understanding Emotions:</u></b> Responds to the feelings of others, showing concern and offering comfort. May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do.</p>	<p><b><u>Moving and Handling:</u></b> Jumps up with both feet leaving the floor and can jump forward a small distance. Begins to understand and choose different ways of moving. Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Uses wheeled toys with increasing skill. May be beginning to show preference for dominant hand and/or leg/foot. Holds mark-making tools with thumb and all fingers.</p> <p><b><u>Health and Self-Care:</u></b> Able to help with putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots. Begins to recognise danger and seeks the support and comfort of significant adults. Can tell adults when they are hungry, full up or tired.</p>

## Spring Term

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b><u>Reading:</u></b> Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Begins to recognise familiar logos or signs. Begins to develop phonological and phonemic awareness. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems and rhymes. Claps or taps the syllables in words during sound play.</p> <p><b><u>Writing:</u></b> Enjoys drawing and writing on paper, on screen and on different textures.</p>	<p><b><u>Counting:</u></b> Uses some number names and number language within play.</p> <p><b><u>Cardinality:</u></b> In everyday situations, takes or gives two or three objects from a group. Beginning to notice numerals. Beginning to count on their fingers.</p> <p><b><u>Measures:</u></b> Explores differences in size, length, weight and capacity. Beginning to understand some talk about immediate past and future.</p> <p><b><u>Spatial Awareness:</u></b> Begins to remember their way around familiar environments. Responds to some spatial and positional language. Explores how things look from different viewpoints including things that are near or far away.</p>	<p><b><u>People and Communities:</u></b> Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><b><u>The World:</u></b> Enjoys playing with small world reconstructions, building on first-hand experiences.</p> <p><b><u>Technology:</u></b> Knows that information can be retrieved from digital devices and the internet. Plays with a range of materials to learn cause and effect.</p>	<p><b><u>Creating with materials:</u></b> Uses 3D and 2D structures to explore materials and/or to express ideas.</p> <p><b><u>Being Imaginative and Expressive:</u></b> Creates rhythmic sounds and movements.</p>

# Nursery

## Summer Term

Communication and Language	Personal Social and Emotional Development	Physical Development
<p><b><u>Listening and Attention:</u></b> Listens to others in one-to-one or small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b><u>Understanding:</u></b> Understands use of objects. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p><b><u>Speaking:</u></b> Can retell a simple past event in correct order. Explain what is happening and what will happen next. Builds up vocabulary that reflects their experiences. Uses talk in pretending that objects stand for something else in play.</p>	<p><b><u>Making Relationships:</u></b> Seeks out companionship with adults and other children, sharing experiences and play ideas. Uses their experiences of adult behaviours to guide their social relationships and interactions. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p><b><u>Sense of Self:</u></b> Enjoys a sense of belonging through being involved in daily tasks.</p> <p><b><u>Understanding Emotions:</u></b> Expresses a wide range of feelings in their interactions with others and through their behaviour and play. Talks about how others might be feeling.</p>	<p><b><u>Moving and Handling:</u></b> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. Creates lines and circles pivoting from the shoulder and elbow.</p> <p><b><u>Health and Self-Care:</u></b> Can name and identify different parts of the body. Willing to try a range of different textures and tastes and expresses a preference. Working towards a consistent, daily pattern understands why this is important. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Dresses with help.</p>

# Nursery

## Summer Term

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b><u>Reading:</u></b> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end. Shows interest in illustrations and words in print and digital books and words in the environment. Looks at and enjoys print and digital books independently. Hears and says the initial sound in words. Begins to segment the sounds in simple words and blend them together.</p> <p><b><u>Writing:</u></b> Includes mark making and early writing in their play. Sometimes gives meaning to their drawings and paintings.</p>	<p><b><u>Comparison:</u></b> Compares two small groups of up to five objects.</p> <p><b><u>Counting:</u></b> Practise counting verbally as far as they can go with the aim to count to ten. Count a set of objects by touching each item, using the stable order of 1,2,3,4,5. Use their own marks and signs to which they ascribe mathematical meaning.</p> <p><b><u>Cardinality:</u></b> Count up to 5 items, recognising the number said represents the total counted so far. Links numerals with amounts up to 5 and maybe beyond. Subitises one, two and three objects.</p> <p><b><u>Composition:</u></b> Separates a group of three or four objects indifferent ways, beginning to recognise that the total is still the same.</p> <p><b><u>Spatial Awareness:</u></b> Responds to and uses language of position and direction. Moves and rotates objects to fit the space.</p> <p><b><u>Shape:</u></b> Responds to common shape names. Shows awareness of shape similarities and differences between objects.</p> <p><b><u>Pattern:</u></b> Joins in with simple patterns in sounds, objects and movement, predicting what comes next. Explores and adds to simple linear patterns of two or three repeating items.</p> <p><b><u>Measures:</u></b> Recalls a sequence of events in everyday life and stories.</p>	<p><b><u>People and Communities:</u></b> Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life.</p> <p><b><u>The World:</u></b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment.</p> <p><b><u>Technology:</u></b> Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p><b><u>Creating with materials:</u></b> Explores and learns how sounds and movements can be changed. Enjoys joining in with moving, dancing and ring games. Sings familiar songs. Taps out simple repeated rhythms. Continues to explore colour and how colours can be changed. Uses various construction materials. Uses tools for a purpose.</p> <p><b><u>Being Imaginative and Expressive:</u></b> Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. Uses movement and sounds to express experiences, ideas and feelings. Experiments and creates movement in response to music, stories and ideas. Sings to self and makes up simple songs. Creates sounds, movements, drawings to accompany stories.</p>

# Reception

Autumn Term

Communication and Language	Personal Social and Emotional Development	Physical Development
<p><b><u>Listen and Attention:</u></b> Listens to familiar stories with increasing attention and recall. Focusing attention – can still listen or do but can change their own focus of attention.</p> <p><b><u>Understanding:</u></b> Responds to instructions with more elements. Beginning to understand why and how questions.</p> <p><b><u>Speaking:</u></b> Beginning to use more complex sentences to link thoughts. Able to use language in recalling past experiences. Questions why things happen and gives explanations. Beginning to use a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Talks more extensively about things that are of importance to them.</p>	<p><b><u>Making Relationships:</u></b> Shows increasing consideration of other people’s needs and will share play equipment. Looks to a supportive adult for help in resolving conflict with peers.</p> <p><b><u>Sense of self:</u></b> Is becoming more aware of the similarities and differences between themselves and others. Shows confidence and self-esteem through taking risks and trying new things.</p> <p><b><u>Understanding Emotions:</u></b> Talks about how others might be feeling and responds accordingly. Recognise that some actions and words can hurt others’ feelings. Adapt their behaviour to different events, social situations and changes in routine.</p>	<p><b><u>Moving and Handling:</u></b> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors.</p> <p><b><u>Health and Self-Care:</u></b> Can wash and can dry hands effectively and understands why this is important. Observes and can describe in words or actions the effects of physical activity on their bodies. Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p>



# Reception

Autumn Term

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>Reading:</b> Knows that print carries meaning and, in English, is read from left to right and top to bottom. Knows information can be relayed through signs and symbols in various forms. Handles books and touch screen technology carefully and the correct way up with growing competence. Continues a rhyming string. Starts to link sounds to letters.</p> <p><b>Writing:</b> Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<p><b>Comparison:</b> Uses number names and symbols when comparing numbers, showing interest in large numbers. Estimates numbers of objects, showing an understanding of relative size.</p> <p><b>Counting:</b> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality).</p> <p><b>Cardinality:</b> Counts out up to 10 objects from a larger group. Matches the numeral with a group of items to show how many there are (up to 10).</p> <p><b>Composition:</b> Through play and exploration, beginning to learn that numbers are made up of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before. Shows awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. In practical activities, adds one and subtracts one with numbers to 5.</p> <p><b>Shape:</b> Shows awareness of shape similarities and differences between objects. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Attempts to create arches and enclosures when building, using trial and improvement to select blocks.</p> <p><b>Measures:</b> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.</p> <p><b>Pattern:</b> Spots patterns in the environment, beginning to identify the pattern "rule".</p>	<p><b>People and Communities:</b> Remembers and talks about significant events in their own experience. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>The World:</b> Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment</p> <p><b>Technology:</b> Knows that information can be retrieved from digital devices and the internet. Plays with a range of materials to learn cause and effect. Completes a simple program on electronic devices. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p><b>Creating with materials:</b> Continues to explore moving in a range of ways. Develops an understanding of how to create and use sounds intentionally. Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p><b>Being Imaginative and Expressive:</b> Engages in imaginative play based on own ideas or first-hand and peer experiences. Uses available resources to create props or creates imaginary ones to support play. Plays alongside other children who are engaged in the same theme.</p>

# Reception

## Spring Term

Communication and Language	Personal Social and Emotional Development	Physical Development
<p><b><u>Listening and Attention:</u></b> Shows variability in listening behaviour. May indicate two-channelled attention.</p> <p><b><u>Understanding:</u></b> Understands a range of complex sentence structures. Beginning to understand humour. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how.</p> <p><b><u>Speaking:</u></b> Extends vocabulary by exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p><b><u>Making Relationships:</u></b> Develops friendships with other children. Is increasingly flexible and cooperative. Will take steps to resolve conflicts with other children sometimes by themselves, sometimes with support. Is proactive in seeking adult support and able to articulate their wants and needs.</p> <p><b><u>Sense of Self:</u></b> Recognises that they belong to different communities and social groups and communicates freely about own home and community. Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. Can describe themselves in positive but realistic terms. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p><b><u>Understanding Emotions:</u></b> Understands their own and other people's feelings, offering empathy and comfort. Talks about their own and others' feelings and behaviour and its consequences. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p>	<p><b><u>Moving and Handling:</u></b> Can move in a range of ways. Jumps off an object and lands appropriately. Negotiates space successfully when playing running and chasing games with other children. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in rolling, throwing, catching and kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters independently.</p> <p><b><u>Health and Self Care:</u></b> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Usually dry and clean during the day. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks by taking independent action. Shows understanding of how to transport and store equipment safely.</p>

# Reception

## Spring Term

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b><u>Reading:</u></b>            Enjoys an increasing range of print and digital books, both fiction and non-fiction.            Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.            Describes main story settings, events and principal characters in increasing detail.            Re-enacts and reinvents stories they have heard in play.            Knows that information can be retrieved from books, computers and mobile digital devices.            Is able to recall and discuss stories or information that has been read to them or they have read themselves.            Begins to recognise some written names of peers or family members.            Blend sounds together to read simple words and knows which letters represent some of them.            Starts to link sounds to letters, naming and sounding the letters of the alphabet.            Begins to link sounds to some frequently used digraphs.            Begins to read some high frequency words, and use their developing knowledge of letters and sounds to read simple phonically decodable words and sentences.</p> <p><b><u>Writing:</u></b>            Enjoys creating texts to communicate meaning for an increasingly wide range of purposes.            Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.            Begins to break the flow of speech into words and to segment the sounds in words.            Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.            Uses their developing phonic knowledge to write things such as labels and captions, then progressing to simple sentences.</p>	<p><b><u>Counting:</u></b>            Verbally count to 20.</p> <p><b><u>Cardinality:</u></b>            Engages in subitising numbers to four and maybe five.</p> <p><b><u>Composition:</u></b>            Begins to conceptually subitise larger numbers by subitising smaller groups within the number.            In practical activities, adds one and subtracts one with numbers to 10.            Begins to explore and work out mathematical problems, using signs including standard numerals, tallies and “+” or “-”.</p> <p><b><u>Spatial Awareness:</u></b>            Uses spatial language, including following and giving directions.            Investigates turning and flipping objects in order to make shapes fit and create models.</p> <p><b><u>Shape:</u></b>            Uses informal language and analogies, as well as mathematical terms to describe shapes.            Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.            Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p><b><u>Pattern:</u></b>            Chooses familiar objects to create and recreate repeating patterns.</p>	<p><b><u>People and Communities:</u></b>            Enjoys joining in with family customs and routines.            Talks about past and present events in their own life and in the lives of family members.            Knows that other children do not always enjoy the same things, and is sensitive to this.            Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p><b><u>The World:</u></b>            Looks closely at similarities, differences, patterns and change in nature.            Knows about similarities and differences in relation to places, objects, materials and living things.            Talks about the features of their own immediate environment and how environments might vary from one another.            Makes observations of animals and plants and explains why some things occur and talks about changes.</p> <p><b><u>Technology:</u></b>            Can create content such as a video recording, stories or draw a picture on screen.            Develops digital literacy skills by being able to access, understand and interact with a range of technologies.            Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p><b><u>Creating with materials:</u></b>            Makes music in a range of ways.            Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.            Develops their own ideas through experimentation with diverse materials, to communicate their discoveries and understanding.            Expresses and communicates working theories, feelings and understandings using a range of art forms.</p> <p><b><u>Being Imaginative and Expressive:</u></b>            Creates representations of both imaginary and real-life ideas, events, people and objects.            Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.            Chooses particular movements, sounds, colours and materials for their own imaginative purposes.            Uses combinations of art forms.            Responds imaginatively to art works and objects.            Introduces a storyline or narrative into their play.            Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>

## Reception

## Summer Term

Communication and Language	Personal Social and Emotional Development	Physical Development
<p><b><u>Listening and Attention:</u></b>  <i>Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. 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</i></p> <p><b><u>Understanding:</u></b>  <i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><b><u>Speaking:</u></b>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.            Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.            Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>	<p><b><u>Making Relationships:</u></b>  <i>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.</i></p> <p><b><u>Sense of Self:</u></b>  <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.            Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</i></p> <p><b><u>Understanding Emotions:</u></b>  <i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</i></p>	<p><b><u>Moving and Handling:</u></b>  <i>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.            Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.            Use a range of small tools including scissors, paint brushes and cutlery.            Begin to show accuracy and care when drawing.</i></p> <p><b><u>Health and Self Care:</u></b>  <i>Practices some appropriate safety measures without direct supervision.            Manage their own basic hygiene and personal needs and understanding the importance of healthy food choices.</i></p>

*Early Learning Goals are written in italics*

## Reception

Summer Term

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>Reading:</b>  <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i>  <i>Read words consistent with their phonic knowledge by sound blending.</i>  <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><b>Writing:</b>  <i>Write recognisable letters, most of which are correctly formed.</i>  <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i>  <i>Write simple phrases and sentences that can be read by others.</i></p>	<p><b>Number:</b>  <i>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.</i></p> <p><b>Numerical Patterns:</b>  <i>Verbally count beyond 20, recognising the pattern of the counting system</i>  <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</i>  <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</i></p>	<p><b>Past and Present:</b>  <i>Talk about the lives of the people around them and their roles in society.</i>  <i>Know some similarities and differences between things in the past and now.</i>  <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p><b>People, Culture and Communities:</b>  <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i>  <i>Know some similarities and differences between different religious and cultural communities in this country.</i>  <i>Explain some similarities and differences between life in this country and life in other countries.</i></p> <p><b>The Natural World:</b>  <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i>  <i>Know some similarities and differences between the natural world around them and contrasting environments.</i>  <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><b>Technology:</b>  <i>Confidently use a range of technologies, both digital and non-digital during their play.</i></p>	<p><b>Creating with Materials:</b>  <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>  <i>Share their creations, explaining the process they have used.</i>  <i>Make use of props and materials when role playing characters in narratives.</i></p> <p><b>Being Imaginative and Expressive:</b>  <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i>  <i>Sing a range of well-known nursery rhymes and songs.</i>  <i>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</i></p>

Early Learning Goals are written in italics