



EYFS Long Term Plan 2021-2022 Cycle 1

	Autumn Term What makes me marvellous?	Spring Term Animals around the world (Who do we share our planet with?)	Summer Term Ahoy Me Matey! Who are the pirates?
Christian Value	Generosity Compassion	Courage Forgiveness	Friendship Respect
General Theme	<p>All about me</p> <p>Starting school / my new class / New Beginnings</p> <p>Children from different cultures</p> <p>People who help us/ Careers</p> <p>Staying healthy / Food / Human body</p> <p>How have I changed?</p> <p>My family / PSED focus</p> <p>What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p>	<p>Animals around the world</p> <p>Animals in the local area</p> <p>Habitats</p> <p>Life cycles</p> <p>Safari</p> <p>Climates / Hibernation</p> <p>Animal Arts and crafts</p> <p>Night and day animals</p> <p>Animal patterns</p> <p>David Attenborough</p>	<p>Pirates</p> <p>Maps and directions</p> <p>Sea Vessels</p> <p>Under the sea</p> <p>Off on holiday / clothes</p> <p>Where in the world shall we go?</p> <p>Send me a postcard!</p> <p>Marine life</p>

<p>Texts to support learning.</p>	<p>I am brown What makes me a me Welcome to our world Hair love I'm afraid your teddy is in trouble today The Jolly Postman</p>	<p>Lost and found The tiger who came to tea Owl babies Day monkey night monkey We're going on a lion hunt non-fiction animal texts Handa's surprise You're called what? Mr Wolfs pancakes Frog in love Guess How much I love you. What the ladybird heard.</p>	<p>What the Ladybird Heard at the Seaside. The Night Pirates Pirate loves Underpants A new Home for a Pirate Seaside Poems Commotion in the Ocean</p>
<p>Knowledge</p>			<p>Foundation 1 I know what a pirate is. I know what a map might look like. I know some things about the seaside. I know what a lighthouse is. I know what a boat is and where it goes. I know the names of some sea creatures.</p> <p>Foundation 2 I can tell you some things about pirates and pirate ships. I can explain how a map works and how you can use it for directions. I can tell you some things you would find at the seaside. I can explain what lighthouses are used for. I can name some different sea vessels. I can explain what floating and sinking means. I can name some different sea creatures.</p>

			<p>I can explain what some sea creatures look like.</p> <p>I can tell you some reasons why recycling is important.</p>
Vocabulary	<p>I, am, me, family, sister, brother, sister, mum, dad, Sigglesworth, school, village, Vet, FireFighter, Police Officer, Doctor, RSPCA officer, generosity, compassion</p>	<p>World, globe, country, United Kingdom, Arctic, Antarctic, Asia, Africa Owls, snake, hedgehog, polar bear, penguin, seal, orca, whale, panda, tiger, lion, leopard, courage, forgiveness</p>	<p>Pirate, ship, treasure, sea, ocean, island, submarine, boat, raft, lighthouse, friendship, respect</p> <p>Foundation 1 Pirate, Pirate ship, Map, Sea, Beach, Sand, Seaside, Water, Boat, Lighthouse, Fish, Shark, Dolphin, Octopus, Crab, Turtle, Swimming, Recycling, Teeth brushing, Clean teeth</p> <p>Foundation 2 Pirate, Ship, Treasure, Sea, Water, Beach, Sand, Map, Directions, Ocean, Island, Seaside, Submarine, Boat, Raft, Lighthouse, Lighthouse keeper, Sea creature, Fish, Shark, Dolphin, Octopus, Crab, Seahorse, Turtle, Swimming, Sinking, Floating, Postcard, Letter, Recycling, Plastic, Waste, Healthy teeth, Brushing, Healthy eating, Friendship, Respect</p>
Enrichment Opportunities	<p>Harvest Bonfire Night Remembrance Children in Need RSPCA visit Fire Brigade visit</p>	<p>Woodland walk Safer Internet Day World Book Day Red Nose Day Chinese New Year Valentine's Day</p>	<p>School trip- beach/the Deep/Bridlington Harbour Pirate treasure hunt Father's Day Sports Day Transition</p>

	Anti-bullying week Diwali Christmas	Shrove Tuesday Mother's Day Easter	
Parental Involvement	Staggered Start Parents Drop-in Harvest Festival Weekly worships Phonics workshop Tapestry workshop Reading workshop Carol Service Nativity Remembrance Service Songs/stories around the campfire Macmillan Coffee Morning	Valentines disco World book day Sewerby Hall trip Mothers day Easter Service	Picnic Sports Day
Communication and Language Progression of skills			
Listening, attention and understanding F1	Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about 'who', 'what' and 'where' Understand a simple instruction with one part	Enjoy listening to stories and remember some of what happens Understand and act on longer sentences	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts Understand 'why' questions

<p>Listening, attention and understanding</p> <p>F2</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times by listening carefully, retaining what has been heard and recalling key points.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Contributes relevant comments in discussions.</p> <p>Responds to a series of instructions and a range of questions.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times by listening carefully, retaining what has been heard and recalling key points.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Contributes relevant comments in discussions.</p> <p>Responds to a series of instructions and a range of questions.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</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>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> <p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Respond to discussions with comments and questions.</p> <p>Is able to listen in large group or whole school activities such as assembly, recalling some of the themes and comments at a later stage.</p>	<p><u>ELG Listening Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
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<p>Speaking</p> <p>F1</p>	<p>Join in with some familiar songs and rhymes</p> <p>Respond when spoken to by an adult</p> <p>Make relevant comments when playing alongside others</p>	<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 story</p> <p>Start a conversation with an adult or a friend</p> <p>Use talk to organise themselves and their play</p>	<p>Use longer sentences of four to six words</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend</p>
<p>Speaking</p> <p>F2</p>	<p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adults.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses plurals and some tenses correctly.</p> <p>Asks questions to support their learning or understanding.</p>	<p>Describe events in some detail.</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>Develop social phrases.</p> <p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Use talk to support their imaginative play.</p>	<p>ELG Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
	<p>Progression of Skills</p> <p>Personal, Social and Emotional Development</p>		

<p>Self Regulation</p> <p>F1</p>	<p>Begin to talk about their feelings</p>	<p>With support, begin to develop appropriate ways of being assertive</p> <p>Talk about their feelings using appropriate terminology</p>	<p>With support, begin to talk with others to solve conflict</p> <p>Talk about their feelings and think about why they are feeling like this</p> <p>Begin to recognise that other people have feelings</p>
<p>Self Regulation</p> <p>F2</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Can label and talk about own and others' emotions.</p> <p>Think about the perspectives of others.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements</p>	<p>ELG Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, respond appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p>

Managing Self F1	<p>Select and use activities and resources with help.</p> <p>Begin to take responsibility within the classroom.</p> <p>Recognise that rules exist and begin to follow them within the classroom</p> <p>Have some awareness of their own needs</p> <p>Learn to use the toilet with help</p>	<p>Select and use activities and resources with help, when needed.</p> <p>Develop a sense of responsibility within the classroom.</p> <p>Increasingly follow rules and begin to understand their importance</p> <p>Become increasingly independent in meeting some of their own care needs</p>	<p>Select and use activities and appropriate resources.</p> <p>Become a responsible member of the class.</p> <p>Independently remember rules without being prompted</p> <p>Begin to make healthy choices.</p>
Managing Self F2	<p>Show resilience and perseverance in the face of challenge.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress for PE.</p> <p>Washes hands without reminders.</p>	<p>Manage their own needs.</p> <p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Know some ways to keep healthy.</p>	<p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and • perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<p>Play alongside other children</p> <p>Begin to develop friendships with others</p>	<p>Join in play with at least one other child</p>	<p>Play with one or more other children and begin to extend and elaborate play ideas</p>

F1	Notice and ask questions about differences in others	Begin to find solutions to conflicts with support.	
Building Relationships F2	Be aware of other children and begin to recognise relationships around them Be aware that others have feelings just like they do	Start to build relationships with other children and learn to respect the feeling and ideas of others Start to consider the feelings of others and how actions can affect others	Can build respectful relationships with other children and participate in collaborative play Be able to consider the feeling of others ELG: Building Relationships Children at the expected level of development will: <ul style="list-style-type: none"> • 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
Progression of Skills Physical Development			
Gross Motor F1	Begin to be able to step upwards onto a step or platform. Begin to use large-muscle movements	Continue to develop their movement and balance Continue to develop large-muscle movements Begin to work with others to manage large items	Develop their ball skills Start being able to skip, hop and stand one leg Increasingly be able to use and remember short sequences and patterns of movement related to music and rhythm Use appropriate movements to match activities and equipment

			Collaborate with others when managing large items
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<p>Gross Motor</p> <p>F2</p>	<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>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Can climb over, under and through obstacles, e.g. large construction and obstacle courses.</p> <p>Uses large construction to build.</p>	<p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p><u>ELG Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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Fine Motor F1	Begin to use one-handed tools Put their coat on with little support	Independently use one-handed tools Attempt to dress and undress themselves	Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Attempt to do up zips Be able to get dressed and undressed with little support
Fine Motor F2	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 and spoons.	Develop the foundations of a hand writing style which is fast, accurate and efficient. Hold a pencil in a tripod grip. Uses scissors to cut around more complex shapes, Has developed dexterity for threading small items and manipulating small objects.	<u>ELG Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing
Progression of Skills Literacy			
Word Reading F1	Begin to join in with in songs and rhyme Begin to listen to words with the same initial sounds	Begin to understand that print has meaning Begin to spot and suggest songs and rhyme Begin to recognise the same initial sounds Recognise their name and some letters	Recognise words with the same initial sounds Able to recognise more letters in their name

<p>Word Reading</p> <p>F2</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known GPCs.</p> <p>Begin to read CVC words containing known letters and sounds and can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds.</p> <p>Can read taught tricky words.</p>	<p>Develop their phonological awareness to be able to complete a rhyming string. Can supply words with the same initial sound for phase 2 single sounds.</p> <p>Recognise all taught sounds, including some digraphs</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, fluency and comprehension.</p> <p>Blend sounds into words, so that they can read short words made up of known letter/sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p><u>ELG Word Reading</u></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>Comprehension</p> <p>F1</p>	<p>Begin to join in with conversations about stories they have heard</p>	<p>Begin to name the different parts of a book</p> <p>Engage in conversations about stories whilst learning new vocabulary</p>	<p>Confidently name the different parts of a book</p> <p>Engage in more extended conversations whilst continuing to learn new vocabulary</p>
<p>Comprehension</p> <p>F2</p>	<p>Has a love of stories and listens attentively to story time.</p> <p>Asks questions about stories.</p>	<p>Answer questions about a text that has been read to them.</p>	<p><u>ELG Comprehension</u></p> <p>Use and understand recently introduced vocabulary during discussions about stories,</p>

	<p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in the context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems for example during Vote for a story.</p>	<p>non-fiction, rhymes and poems and during role-play.</p>
Writing F1	Use different mediums to mark make	Use different mediums to mark make with more control	<p>Use different mediums to add meaning to their mark making</p> <p>Write some or all of their name</p>
Writing F2	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writes cvc words using the sounds taught.</p> <p>Says a simple sentence for writing (oral and cout words).</p>	<p>Form lowercase letters and capital letters correctly</p> <p>Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p>	<p><u>ELG Writing</u></p> <p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p>

	<p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for their own name, Mum and Dad.</p> <p>Write own name.</p> <p><u>Physical Development</u></p> <p>Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Read sentences back to an adult.</p> <p>Writes cvc words and labels using taught sounds.</p> <p>Spell some high frequency tricky words.</p> <p><u>Physical Development</u></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to use tripod grip.</p>	<p>Is able to write their first name and is starting to write their surname independently.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p><u>ELG Fine Motor</u></p> <p>Hold a pencil effectively in preparation for fluent writing.</p> <p>Using the tripod grip in almost all cases.</p>
<p>Progression of Skills Mathematics</p>			
<p>Number F1</p>	<p>Begin to learn number songs and rhymes.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p>	<p>Experiment with their own symbols and marks as well as numerals.</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>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p>

<p>Number F2</p>	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting</p> <p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p>	<p>Look at small quantities in familiar patterns for example a dice - and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system.</p> <p>Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> <p>Recall some double facts to 10.</p>	<p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p><u>ELG Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>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>Numerical Patterns F1</p>	<p>Notice patterns and arrange things in patterns.</p>	<p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p>	<p>Notice and correct an error in a simple repeating pattern.</p>

	<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>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Combine shapes to make new ones - an arch, a bigger triangle, etc.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p>
Numerical Patterns F2	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Become familiar with two digit numbers and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p> <p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than.</p> <p>Recognises numbers to 10 and puts them in order.</p>	<p>Look at small quantities in familiar patterns for example a dice - and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p> <p>Recognises patterns within numbers</p>	<p><u>ELG Numerical Patterns</u></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 another 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>

Progression of Skills Understanding the World			
Past and Present F1	Identify people in their immediate family.	Talk about people in their wider family.	Begin to make sense of their own life story.
Past and Present F2	<p>Comment on images of familiar situations in the past.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through class themes, stories and community events, e.g. Harvest, Bonfire Night and Remembrance Day.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talks about significant historical events and how things were different in the past.</p>	<p><u>ELG Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture and Communities	<p>Be aware of different jobs</p> <p>Be aware of differences between people</p>	<p>Identify a range of jobs</p> <p>Begin to develop positive attitudes about different people</p>	<p>Show an interest in a range of jobs</p> <p>Recognise that people have differences but we are all the same</p>

F1			Know that there are different countries in the world
People, Culture and Communities F2	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p> <p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>Recognise some similarities and differences between life in this county and life in other countries.</p> <p>Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps of the local environment.</p> <p>Describes a journey within the local environment</p>	<p><u>ELG People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>

<p>The natural world</p> <p>F1</p>	<p>Use some senses when exploring natural materials</p> <p>Show awareness of life and death</p> <p>Begin to understand the need to respect and care for the environment</p>	<p>Use all their senses in hand-on exploration of natural materials</p> <p>Explore how things work</p>	<p>Use all their senses in hand-on exploration of natural materials and use vocabulary to describe</p> <p>Understand some key features of life cycles</p>
<p>The natural world</p> <p>F2</p>	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal.</p>	<p><u>ELG The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Progression of Skills Expressive Art and Design</p>			

<p>Creating with materials</p> <p>F1</p>	<p>Explore different materials</p> <p>With support use materials to express a suggested idea</p> <p>Begin to join materials</p>	<p>Explore different materials freely</p> <p>Develop ideas and begin to decide which materials to use</p> <p>Join materials in different ways</p>	<p>Explore different materials freely to develop their ideas</p> <p>Develop their own ideas and decide which materials to use to express them</p>
<p>Creating with Materials</p> <p>F2</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p><u>ELG Creating with Materials</u></p> <p>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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>

<p>Being Imaginative and Expressive</p> <p>F1</p>	<p>Take part in simple pretend play</p> <p>Begin to tell stories using equipment</p> <p>Use blocks and construction in imaginative play</p> <p>Create shapes to represent objects</p> <p>Join in with songs that they know</p> <p>Explore the sounds made by different instruments</p>	<p>Use objects to represent something else</p> <p>Use small world equipment to retell stories</p> <p>Use blocks and construction to create more complex structures</p> <p>Draw with increasing detail</p> <p>Explore colour and colour mixing</p> <p>Talk about music that they have listened to</p> <p>Work with others to create their own versions of songs that they know</p> <p>Explore and discuss the different sounds that instruments can make</p>	<p>Tell more complex stories using small world equipment</p> <p>Make imaginative and complex small world with blocks and construction kits</p> <p>Use drawing to represent more abstract ideas</p> <p>Begin to show different emotions in painting and drawings</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Create their own songs around one that they know</p> <p>Play instruments with some control and begin to use these to express themselves</p>
<p>Being Imaginative and Expressive</p> <p>F2</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> <p>Plays alongside others to develop storylines in role play or small world.</p> <p>Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</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> <p>Develop storylines in their pretend play.</p> <p>Plays a range of percussion instruments.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines.</p>	<p><u>ELG Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

