Mickleover Primary School

Reception Long Term Plan 2026-27



At Mickleover Primary School, we strive to provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. By following children's interests and ideas, we aim to foster a lifelong love of learning both in and outside of school.

It is our intent that by the end of Foundation Stage, our children have the skills and knowledge to continue their learning as they transition into Key Stage One. We work in partnership with parents, carers and other professionals to ensure that they have the best possible start at MPS and can reach their full potential, regardless of their starting point.

THE EARLY YEARS FRAMEWORK

THE EARLY LEARNING GOALS

PRIME AREAS

Communication and Language

Listening, Attention and Understanding	Speaking

Personal, Social and Emotional Development

Self-Regulation	Managing Self	Building Relationships

Physical Development

Gross Motor Skills	Fine Motor Skills

SPECIFIC AREAS

Literacy	Maths	Understanding the World	Expressive Arts and Design
• Comprehension • Word Reading • Writing	• Number • Number Patterns	• Past and Present • People, Cultures and Communities • The Natural World	• Creating with Materials • Being Imaginative and Expressive

CHARACTERISTICS OF EFFECTIVE LEARNING

Creative Thinking	Active Learning	Playing and Exploring

A Unique Child + **Positive Relationships** + **Enabling Environments** = **Effective Learning and Development**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic Title	GETTING TO KNOW YOU!	LIGHT AND DARK	PEOPLE WHO HELP US	ARE WE NEARLY THERE YET?	ONCE UPON A TIME	ALL CREATURES GREAT AND SMALL
Key Texts	All are Welcome The Colour Monster The Colour Monster Goes to School Super Duper You Incredible You We are Family Our Class is a Family I Love Seasons:Autumn We're Going on a Leaf Hunt	Can't you sleep little bear? Bob the man on the moon Whatever Next? The Nativity Story	A Superhero Like You Paula the Vet Non-fiction texts and PPTs related to People Who Help Us	The Great Explorer Poles Apart We're going on a bear hunt We're going to find a monster Let's Look at Spring The Tiny Seed	Gingerbread Man Goldilocks and the Three Bears Jack and the Beanstalk	Summer – non-fiction PPT. What the Ladybird Heard The Hungry Caterpillar Snail and the Whale Monkey Puzzle Summer non-fiction PPT
Key Facts and Vocabulary	I know our school promise: Ready, Respectful, Safe. I can name different emotions. I can say how I can control my emotions. I know that we are all unique and I can say what makes me special. I know that all families are different and I can name the members of my immediate family. I know that Autumn is a season and that some leaves change colour and fall off trees in Autumn. School Emotions Different Same Unique Family Season/Autumn	I know that we live on planet Earth and there are other planets in our solar system. I know that the moon orbits the Earth. I can name different light sources, including the sun. I can name some nocturnal animals. I know that Diwali is known as the Festival of Light and is celebrated by Sikhs and Hindus. I know that Christmas is a Christian festival where we celebrate the birth of Jesus. Space/Planet/Earth Moon/Sun Nocturnal Celebration Diwali/Christmas	I can name different people who help us in our community. I can explain how these people look after us/keep us safe. I can explain how the role of a firefighter has changed. I know how to keep my teeth healthy. I know how Chinese New Year is celebrated. emergency **Doctors/nurses** Ambulance Medicine Stethoscope hospital **Vets** **Firefighters** Fire engine Hose pipe rescue past **Police** accident **Dentists** Healthy Oral hygiene	I can identify England, the North pole and South pole on the globe. I can compare where we live to the polar regions. I can name different environments, e.g. forest, mountains. I can match animals to their environment. I know that Springs is one of the 4 seasons. I know that plants grow in Spring and baby animals are born. I know that Easter is a Christian celebration and can say how it is celebrated. Globe England Country North Pole/South Pole Environment Habitat Spring/Seasons Name of common baby animals Easter	I can name common fairy tales and discuss similarities and differences between them. I understand the difference between a fiction and non-fiction book. I can name characters and settings in stories. I can retell familiar stories, using repetitive story language. Fiction Non-ficiton Character Setting Fairy tale/traditional tale	I know that Summer is one of the 4 seasons. I can name farm animals and talk about their habitats. Match farm animals to their babies. I can describe the life cycle of a butterfly. I can name common minibeasts and talk about their habitats. I can name common jungle animals and talk about their habitat. I can match animals to their habitat. Season/Summer Farm animals Pets Minibeasts Jungle animals Habitat Caterpillar Butterfly Cocoon Life cycle

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic Title	GETTING TO KNOW YOU!	LIGHT AND DARK	PEOPLE WHO HELP US	ARE WE NEARLY THERE YET?	ONCE UPON A TIME	ALL CREATURES GREAT AND SMALL
Communication & Language	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
Personal, Social and Emotional Development	Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development and the important attachments that shape their social worold. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. (*Dev matters)* We recognise that children are all at different stages of development and have different experiences with how to regulate their emotions and behaviour. We therefore tailor our approach to suit the children's emerging needs. We use a variety of strategies to do this, including but not limited to : -Adults as role models for controlling own feelings and behavior. -Use of sensory breaks when needed -Use of safe spaces and work stations -Use of communication aids/visual resources such as Makaton, visual timetables and emotion flashcards **We use carefully selected texts to reinforce our learning with the focus on social and emotional development to use throughout the year. (adapted)**					
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Develop muscle tone and fine motor control through **dough disco** and **funky finger** activities including: Threading, cutting, weaving, playdough, tracing and colouring.					
Fine Motor Skills	Hold pencil/paint brush beyond whole hand grasp Develop pincer pencil grip and fine motor control with handwriting patterns. Draw lines and circles using gross motor movements. Develop the ability to hold **scissors** correctly, making snips in paper. Build with large blocks including: **wooden blocks, duplo, poly-m, stickle bricks**	Continue to develop correct pincer grip. Teach and model correct letter formation. Develop drawing skills, modelling how to draw common images eg people, animals. Use tools to effect changes to materials: **scissors/playdough cutters** Hold **scissors** correctly and cut along a straight line. Build with large blocks including: **wooden blocks, duplo, poly-m, stickle bricks**	Hold pencil effectively with correct pincer grip. Continue to develop letters formation with regular practise. Encourage children to draw freely, providing picture supports when appropriate. Use a range of tools competently, safely and confidently: **scissors, patterned scissors, playdough cutters, paintbrushes** Cut along a curvy line with scissors. Build with smaller blocks including: **lego, mobilo, magnetix, bamboo construction**	Hold pencil effectively with correct pincer grip. Continue to develop letters formation with regular practise. Encourage children to draw freely, providing picture supports when appropriate. Use a range of tools competently, safely and confidently: **scissors, patterned scissors, playdough cutters, paintbrushes, split pins.** Cut along a curvy line with scissors. Build with smaller blocks including: **lego, mobilo, magnetix, bamboo construction**	Hold pencil effectively with correct pincer grip. Form recognisable letters most correctly formed. Start to colour inside the lines of a picture Start to draw pictures that are recognisable. Use a range of tools competently, safely and confidently: **scissors, patterned scissors, playdough cutters, paintbrushes, split pins.** Cut out shapes such as squares, triangles and circles. Build with smaller blocks including: **lego, mobilo, brio (including nuts and bolts).**	Hold pencil effectively with correct pincer grip. Form recognisable letters most correctly formed. Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Use a range of tools competently, safely and confidently: **scissors, patterned scissors, playdough cutters, paintbrushes, split pins, hammer and pins.** Cut out shapes such as squares, triangles and circles. Build with smaller blocks including: **lego, mobilo, brio (including nuts and bolts.**

Gross Motor Skills	Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Little tike cars, two-wheeled balance bikes and tricycles. Develop climbing skills using the outdoor climbing frame. Develop lifting, climbing and balancing skills using the crates and loose parts. Provide a range of equipment including balls, hoola hoops, bats and balls to develop gross motor skills. Develop balance skills using stepping stones, balance boards, balance logs and by creating obstacle courses with large construction. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.					
	Develop fundamental ways of travelling including walking, running, skipping, jumping, hopping and crawling. Travel in different directions and at different speeds.	Develop ball skills- rolling, bouncing and throwing Dance – combine different movements to move like fireworks, snowflakes and winter animals.	Develop throwing and catching skills, progressing from large balls to bean bags and smaller balls. Gymnastics – develop balance and co-ordianation moving over, under, through and around equipment. Jump from benches and gym tables safely.	Develop striking skills – balancing bean bag on a bat and hitting bean bag with a bat. Learn how to dribble and kick a ball. Dance – combine different movements with ease and fluency to create dances based on the sea.	Begin to apply ball skills and fundamental ways of travelling into simple team games, showing confidence, competence and accuracy when engaging in activities that involve a ball. Gymnastics -?????	Show good agility and co-ordination in athletic races / team games involving gross motor movements. Dance – combine different movements with ease and fluency to create dances based on minibeasts.
	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
Topic Title	**GETTING TO KNOW YOU!**	**LIGHT AND DARK**	**PEOPLE WHO HELP US**	**ARE WE NEARLY THERE YET?**	**ONCE UPON A TIME**	**ALL CREATURES GREAT AND SMALL**
Literacy Twinkl Phonics	**GPCs** – PHASE 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss **Tricky Words** – I the no go to **Writing** – Experimenting with mark-making in a range of mediums. Developing a dominant hand and working towards a tripod grip. Pencil control/handwriting sheets. Starting to give meaning to marks and labels. Beginning to write letters from their names. Name writing practice.	**GPCs** – PHASE 3 j, v, w, x, y, z, zz, qu, ch, sh, th, ng Consolidate and recap of previously taught GPCs **Tricky Words** – he, she, we, me, be **Writing** – Letter formation using the letter families. Writing initial sounds to label characters / images. Orally rehearsing sentences to retell simple stories. Beginning to Write CVC words to label characters/pictures.	**GPCs** – PHASE 3 ai, ee, igh, oa, oo, ar, or, ur, ow, oi, air, ear Consolidate and recap of previously taught GPCs **Tricky Words** – was, my, you, they, here, all, are, her **Writing** – Continue letter formation using the letter families. Writing CVC words to label characters/pictures. Orally rehearsing sentences to retell simple stories. Beginning to write simple captions about pictures from the key texts.	**GPCs** – PHASE 3 ure, er Consolidate and recap of previously taught GPCs **Tricky Words** – recap ph3 tricky words Writing tricky words – to, the, no, go I **Writing** – Writing words that contain ph3 graphemes, ensuring correct letter formation. Orally rehearsing sentences to retell simple stories. Write simple captions and short sentences related to key texts.	**GPCs** – PHASE 4 consonant blends CVCC, CCVC, CCVCC Consolidate and recap of previously taught GPCs **Tricky Words** – said, so, come, some, have, like, were, there, little, one Writing tricky words – he, she, we, me, be, was, you, they, are, all, my, her, here **Writing** – Writing words that contain ph3 graphemes and consonant blends, ensuring correct letter formation. Orally composing sentences and holding it in their memory. Write short sentences related to key texts. Beginning to use finger spaces and full stops in sentences. Writing for a purpose in role play using phonetically plausible attempts at words.	**GPCs** – PHASE 4 consonant blends CVCC, CCVC, CCVCC Consolidate and recap of previously taught GPCs **Tricky Words** – do, when, out, what Recap reading and writing all tricky words **Writing** – Write recognisable letters, most of which are correctly formed. Writing words that contain ph3 graphemes and consonant blends, ensuring correct letter formation. Orally composing sentences and holding it in their memory. Write short sentences related to key texts. Beginning to use finger spaces, capital letters and full stops in sentences.

Maths White Rose Maths	**Match, Sort and Compare** • Matching and grouping objects • Sorting and comparing objects • Comparing amounts **Measure and Pattern** • Comparing size, mass and capacity • Exploring simple patterns • Copy, continue and create simple patterns. **Numbers 1, 2 and 3** • Finding and representing 1, 2 and 3 • Subitising 1, 2 and 3 • Composition 1, 2 or 3 • Finding 1 more and 1 less	**Circles and Triangles** • Identify, name and comparing circles and triangles. • Looking for shapes in the environment • Describing position **Numbers 1, 2, 3, 4, 5** • Finding, subitising and representing 4 and 5. • Finding 1 more or 1 less • Composition of 4 and 5 • Composition of number 1 to 5 **Shapes with 4 sides** • Identify and name shapes with 4 sides • Combining shapes with 4 sides • Looking for shapes in the environment • Day and Night	**Alive in 5** • Introducing zero • Find, subitise and represent 0 to 5 • Finding 1 more and 1 less • Composition of numbers up to 5 • Conceptual Subitising to 5 **Mass and Capacity** • Comparing mass using balance scales • Exploring and comparing capacity **Growing 6, 7 and 8** • Finding, subitising and representing 6, 7 and 8. • Finding 1 more or 1 less • Composition of 6, 7 and 8 • Making pairs and finding odd and even • Doubling up to 8 Combining 2 groups Conceptual subitising **Length, Height and Time** • Explore and compare length • Explore and compare height	**Length, Height and Time** • Sequence events from stories in time order • Recite the days of the week **Building up to 9 and 10** • Finding and representing 9 and 10 • Comparing numbers to 10 • Conceptual subitising to 10 • Finding 1 more or 1 less • Composition to 10 • Number bonds to 10 Doubles to 10 Explore even and odd **Exploring 3D shapes and patterns** • Recognise and name 3D shapes • Finding 2D shapes within 3D shapes • Using 3D shapes for tasks • 3D shapes in the environment • Exploring, identifying, copying and continuing more complex patterns. • Patterns in the environment	**Numbers to 20 and Beyond** • Building numbers beyond 10 • Continuing patterns beyond 10 • Verbal counting up to and beyond 20 • Verbal counting patterns **Addition and Subtraction (How many now?)** • Adding more • Taking Away • How many do I have? **Exploring Shape (Manipulate, compose and decompose)** • Selecting shapes for a purpose • Rotating and manipulating shapes • Explaining shape arrangements • Composing and decomposing shapes • Copying 2D shape pictures • Finding 2D shapes within 3D shapes	**Sharing and Grouping** • Exploring sharing • Sharing sets of objects • Exploring grouping • Grouping objects together • Sharing even and odd numbers • Doubling **Patterns, Positional Language and Visualisation** • Identifying repeating patterns • Creating and exploring own patterns • Using construction to replicate and build scenes • Visualising from different positions • Describing position • Exploring mapping and representing maps using objects • Create maps from familiar places and story settings **Deepening Understanding and Consolidation of learning**

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Understanding The World Past and Present People, Cultures and Communities The Natural World	<u>Families</u> Identifying my family, commenting on photos of my family; naming who they are and what relation they are. Read fictional stories about families and know that all families are different. Talk about members of their immediate family and community. Talk about how we are all unique. <u>Past and Present</u> Talk about events from their own past and changes <u>Seasonal Change</u> Autumn walk around the school grounds, using Autumn spotter sheet as a guide. Autumn & Autumn leaf spotter sheets in outdoor investigation station. Building homes for hedgehog hibernation.	<u>Festivals and celebrations</u> -Learn about the festival of Diwali, including how it is celebrated by Sikhs/Hindus. Visit from a parent in the school community who celebrates Diwali. -Discuss how bonfire night is celebrated. Children to share their own experiences of bonfire night in the past. -Christmas - Can talk about what they have done with their families during Christmas' in the past. Discuss how they celebrate Christmas. Learn how Christmas is a Christian festival and is not celebrated by all of the school community. <u>Understanding of the natural world and events from the past</u> -Share non-fiction texts as an opportunity to ask questions about space and the different planets. -Introduce Neil Armstrong as the first man to walk on the moon and Mae Jemison as the first black woman to go into space. -Learn about how the moon orbits Earth. -Learn about light and dark/day and night. Explore how shadows are made. -Sort nocturnal and diurnal animals. -Explore light sources in the dark tent. <u>Seasonal Change</u> -Looking for seasonal change in our local environments. Describing what happens as we move into winter -Sort clothes into winter and summer.	<u>People and communities</u> Introduce children to different occupations and their roles in society to keep us safe: Doctors & nurses Vets Firefighters Police Dentists <u>Understanding of the past</u> How has the role of firefighters changed over time? <u>Festivals and celebrations</u> Learn about the celebration of Chinese New Year and traditions linked to this celebration. How is it similar/different to other celebrations we have learnt about? <u>Healthy lifestyles</u> Understand how to keep our teeth healthy by eating healthy foods and having good oral hygiene. Learn about how to stay safe around medicines.	<u>The Natural World</u> Compare our environment to the North Pole. Identify the North Pole and other countries on a globe, discussing how we can travel to other countries. Learn about polar animals and how they have adapted to stay warm. Name and compare different types of bears. Find and name common animals in our environment. To name different environments and match animals to their environments. Spring – Learn about seasonal change through a Spring walk and non-fiction texts related to Spring. Learn about the frog life cycle through observing how they grow using frogspawn from the school pond. Listening to stories and placing events in chronological order. <u>People, culture and communities</u> Comparing life in England to life in the polar regions, drawing on knowledge from stories and non-fiction texts. <u>Festivals and celebrations</u> To know that Easter is a Christian celebration and explain how it is celebrated. To know that Eid is a Muslim celebration and explain how it is celebrated.	<u>The Natural World</u> Explore changing states of matter by making porridge and gingerbread men and observing changes. Explore floating and sinking by making something that the gingerbread man could cross the river on. Explore materials, investigating which material would be good to make a bed for Goldilocks. Learn that seeds need water and light to grow.	<u>Seasonal Change</u> Learn about the changes to the weather, nature and the things we do in Summer. Compare Summer to other seasons. <u>The Natural World</u> Name common farm animals. Name common pets and describe how we care for them. Name common minibeasts. Name common jungle animals. Sort animals into their habitats. Learn about the life cycle of a butterfly.
Religious Education	Where do we belong? (Christians, Hindus, Sikh, Muslims)	Which times are special and why? Christians, Hindus, Sikh and Muslims	What is special about our world? Christians, Muslims	Which people are special and why? Christians, Muslims	Which places are special and why? Christians, Muslims	What stories are special and why? Christians, Hindus and Muslims

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Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	<u>Creating with materials</u> Experiment with different materials (e.g., paper, fabric, playdough, crayons) by using them in a variety of ways. Explore cutting materials by ripping or with **scissors**, developing the ability to hold scissors correctly. Explore joining materials with glue (**PVA or glue stick**). Explore painting with different colours, using hands and paint brushes. Create basic structures with blocks or natural materials (e.g., towers, houses). Draw simple shapes or lines (e.g., circles, squares, squiggles). Begin to represent familiar objects or people (e.g., simple drawings of family members, pets, or toys). Tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. <u>Being Imaginative and Expressive</u> Engage in simple role play linked to familiar experiences (e.g., pretending to cook, play house, or pretend to be animals). Use familiar objects in imaginative ways (e.g., using a box as a car or boat). Play alongside others, taking on roles in imaginative play. I can join in with familiar songs. Move to music, creating movements to represent fireworks, snowflakes and snow animals. <u>Music Express Units</u> Special People – Beat and Tempo Growth and Change – Loud and Quiet		<u>Creating with materials</u> Explore and combine materials to create objects with clear intentions – using **paper, fabric, playdough and clay.** Develop cutting skills, using scissors and patterned scissors, holding scissors correctly. Explore joining materials with **glue, tape, split pins and paperclips.** Use more than one material in a piece of work to create texture and detail. Paint with different tools, including **paint brushes, cotton buds** and objects to **print** with. Explore colour mixing to make seconday colours and lighter and darker shades. Draw recognisable pictures of objects or people, being able to talk about what they have drawn. Talk about my artwork or designs- linked to some of the materials/ techniques I used. <u>Being Imaginative and Expressive</u> Create more complex scenarios and roles in imaginative play (e.g., acting out a story with multiple characters). Use props or costumes to enhance role-play (e.g., dressing up as a superhero, using kitchen utensils to pretend cooking). Use dialogue in role-play (e.g., "I'm the doctor and you're the patient"), communicating with others and listening to others' ideas. Move to music, creating movements to represent the sea, beginning to move to the beats of the music. <u>Music Express Units</u> Going Places – High and low Stories and Sounds - Structure		<u>Creating with materials</u> Create more detailed representations and models, working with a variety of mediums and materials confidently (e.g., using clay, paper, fabric, and natural items) Confidently and accurately use scissors to cut out a shape, sticking to a line. Use a range of tools to join materials, including **glue, tape, paperclips, split pins, hole punch and tags.** Talk in detail about what they have made and how they made it. Paint with different tools, including smaller paint brushes and different brushstroke techniques (e.g., dabbing, sweeping, or tapping) to create texture. Independently colour mix to make colours needed for own creative work. Talk about their colour mixing. Start to explain the process and choices involved in creating their work (e.g., why they chose a particular color or material). <u>Being Imaginative and Expressive</u> Create more complex narratives in role-play or storytelling (e.g., developing characters, plots, and scenarios). Re-enact stories, using props and hand-made props to tell the narrative. Engage confidently with others, taking on different roles and listening to others' ideas. Move to music, creating movements to represent minibeasts, moving to the beats of the music. Confidently perform and present work to others. <u>Music Express Units</u> Moving patterns – Structure Working world - Texture	

END OF EYFS EXPECATIONS
Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
ELG: Listening, Attention and Understanding 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 **ELG: Speaking** 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.	**ELG: Self-Regulation** 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 instructions involving several ideas or actions. **ELG: Managing Self** 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. **ELG: Building Relationships** 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.	**ELG: Gross Motor Skills** 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. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	**ELG: Comprehension** 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. **ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	**ELG: Number** 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. **ELG: Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**ELG: Past and Present** 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. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**ELG: Creating with Materials** 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. **ELG: Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.