

# EYFS Framework

## Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding

children should have at the end of the academic year in which they turn five)

- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and

applied. The specific areas are:

- literacy
- Mathematics
- understanding the world
- expressive arts and design

## The Early Learning Goals

### The Prime Areas

#### Communication and language

##### Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

##### Speaking

Children at the expected level of development will:

- 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.

## **Physical development**

### **Gross Motor Skills**

Children at the expected level of development will:

- 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.

### **Fine Motor Skills**

Children at the expected level of development will:

- 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.

## **Personal, social and emotional development**

### **Self-Regulation**

Children at the expected level of development will:

- 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.

## **Managing Self**

Children at the expected level of development will:

- 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**

Children at the expected level of development will:

- 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.

## **The Specific Areas**

### **Literacy**

#### **Comprehension**

Children at the expected level of development will:

- 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.

## Word Reading

Children at the expected level of development will:

- 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.

## Writing

Children at the expected level of development will:

- 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.

## Mathematics

### Number

Children at the expected level of development will:

- 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.

### Numerical Patterns

Children at the expected level of development will:

- 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.

## Understanding the world

### Past and Present

Children at the expected level of development will:

- 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.

### People, Culture and Communities

Children at the expected level of development will:

- 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
- 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.

### The Natural World

Children at the expected level of development will:

- 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;



## Expressive arts and design

### Creating with Materials

Children at the expected level of development will:

- 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.

### Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

# Reception Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General themes</p> <p><small>NB. These themes may be adapted at various points to allow for children's interests to flow through the provision</small></p>	All about me	Polar Express	Dinosaur land	People who help us	Ticket to ride	To the Seaside
'Wow' moments and enrichment weeks	Harvest Festival	Guy Fawkes Bonfire Night Christmas Time Nativity Diwali Hannukah Black History Month Remembrance day Children in Need	Chinese New Year LENT Valentine's Day	Easter time Mother's Day Science Week Easter Egg Hunt	Start of Ramadan Eid	Father's Day Heathy Eating Week Sports day Transition to Year 1
<p>Communication and Language</p> <p><small>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions</small></p> <p>Daily story time</p>	<p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>This is me!</p> <p>Rhyming and alliteration</p> <p>Familiar Print</p> <p>Sharing facts about me!</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p> <p>Play a game of 'Guess Who?'</p>	<p>Develop vocabulary</p> <p>Discovering Passions</p> <p>Tell me a story - retelling stories</p> <p>Story language</p> <p>Word hunts</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Using language well</p> <p>Ask's how and why questions...</p> <p>Discovering Passions</p> <p>Retell a story with story language</p> <p>Story invention – talk it!</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>Describe events in detail – time connectives</p> <p>Discovering Passions</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?"</p> <p>Sustained focus when listening to a story</p>	<p>Discovering Passions</p> <p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
Personal, Social and	JIGSAW - Being me Diamond rules	JIGSAW - Celebrating difference What am I good at?	JIGSAW - Dreams and goals Challenge	JIGSAW - Healthy me Everybody's body What is good for you?	JIGSAW - Relationships My family and me Make friends and be friends	JIGSAW - Changing me My body Be a good friend

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical	Funky fingers	Threading, playdough, funky fingers	Threading, cutting, playdough	Threading, cutting, playdough	Threading, cutting, playdough	Threading, cutting, playdough
Fine Motor	Threading, cutting, playdough	Develop muscle tone to put pencil pressure on paper	Funky fingers	Funky fingers	Funky fingers	Funky fingers
	Manipulate objects with good fine motor skills	Use tools to effect changes to materials	Begin to form letters correctly	Hold pencil effectively with comfortable grip	Develop pencil grip and letter formation continually	Form letters correctly
	Draw lines and circles using gross motor movements	Show preference for dominant hand	Handle tools, objects, construction and malleable materials with increasing control	Forms recognisable letters, most correctly formed	Use one hand consistently for fine motor tasks	Copy a square
	Hold pencil/paint brush beyond whole hand grasp	Engage children in structured activities: guide them in what to draw, write or copy.	Encourage children to draw freely.		Cut along a straight line with scissors	Begin to draw diagonal lines, like in a triangle
	Pencil Grip	Teach and model correct letter formation.	Holding small items		Start to cut along a curved line, like a circle	Start to colour inside the lines of a picture
	Knife and fork skills		Cutting with scissors		Draw a cross	Start to draw pictures that are recognisable
						Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Real PE: Coordination (body)	Real PE: Dynamic Balance to Agility	Real PE: Dynamic Balance and Static Balance	Real PE: Co-ordination (Ball Skills)	Real PE: Co-ordination (Send and Receive)	Real PE: Agility (Ball Chasing)
Weekly PE sessions	Cooperation games i.e. parachute games.	Create an 'iceberg' stepping stone challenge in the outdoor area. Use a range of white crates, balancing balls and stones. Encourage children to travel from one iceberg to another, practising their balancing skills and developing their overall coordination.	Play a dinosaur movement game to encourage children to explore different ways of moving and combining different movements. Invite children to create a movement for different types of dinosaur and then perform their sequence of movements.	Create an obstacle course in the outside area for children to complete firefighter training. Provide benches to balance and walk along, hoops to jump through, tunnels to crawl through, obstacles to climb over and practise rolling skills.	Obstacle activities children moving over, under, through and around equipment.	Create a seaside obstacle course. Can the children manage to carry a bucket of water without spilling any as they move in different ways over, under and through the equipment?
Daily mile	Climbing – outdoor equipment Different ways of moving				Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Develop children's ball skills by providing different types of ball games often played at the seaside, such as different-sized beach balls and beach bats and balls.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Literacy</b></p> <p>Comprehension - developing a passion for reading</p>	<p>Join in with rhymes and show an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/ rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images</p> <p>Story Maps.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to Floppy's phonics</p>	<p>Provide plenty of opportunities for children to read and reread books to build their confidence in reading.</p> <p>Encourage children to write short sentences with sound–letter correspondence</p> <p>Help to encourage children to spell words by identifying sounds and writing the sound with letters</p> <p>Encourage children to read simple sentences and phrases</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story</p> <p>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Write some graphemes onto shells and place them in the water tray. Challenge the children to find the shells they need to build CVC/CVCC words.</p>
<p><b>Word reading</b></p>	<p><b>Phonics - Floppy's phonics</b></p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups</p> <p>Help children to become familiar with letter groups. Provide opportunities for children to read words containing familiar letter groups.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups</p> <p><b>Reading:</b> Story structure–beginning, middle, end.</p> <p>Listen to children read some longer words made up of letter –sound correspondences they know.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups:</p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
<p><b>Writing</b></p>	<p>Dominant hand, tripod grip, mark making, name writing, giving</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,</p>	<p>Guided writing based around developing short sentences in a meaningful context.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower case and capital letters</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<ul style="list-style-type: none"> <li>Getting to know you!</li> <li>Match sort and compare</li> <li>Talk about measure and patterns</li> </ul>	<ul style="list-style-type: none"> <li>It's me 1,2,3,</li> <li>Circles and triangles</li> <li>1,2,3,4,5</li> <li>Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass an capacity</li> <li>Growing 6,7,8</li> </ul>	<ul style="list-style-type: none"> <li>Length height and time</li> <li>Building 9 and 10</li> <li>Exploring 3D shape</li> </ul>	<ul style="list-style-type: none"> <li>To 20 and beyond!</li> <li>How many now?</li> <li>Manipulate, compose and decompose.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing and grouping</li> <li>Visualise build and mop</li> <li>Make connections</li> </ul>
Understanding the world	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Our body</li> <li>My senses</li> </ul> <p><b>RE:</b></p> <p>Why is the word 'God' so important to Christians?</p> <p>Identify their family, commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Navigating around our classroom and outdoor area.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Animals</li> <li>Materials</li> </ul> <p><b>RE:</b></p> <p>Why is Christmas special for Christians?</p> <p>Discover different Antarctic explorers and talk about how they must have been brave. Can the children share experiences of bravery?</p> <p>Provide the children with props and costumes to embark on their own imaginary expedition. Can the children draw a map to show their journey and the different things they encountered on the way?</p> <p>Explore how water can change to ice and then back to water. Provide opportunities for children to observe these changes and investigate things that make ice melt quickly, such as warmth and salt.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Machines</li> <li>Health and Safety</li> <li>Forces</li> </ul> <p><b>RE:</b></p> <p>Why is Easter special for Christians?</p> <p>Use books to help children understand the past. Share with the children what the world looked like during the Jurassic era. Allow the children time to discuss and explore what is similar/ different.</p> <p>Invite children to explore changing states of matter by freezing some dinosaur toys in ice. Place the frozen dinosaurs in different places around the setting to see where dinosaurs can escape the ice age the quickest and why.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Weather and seasons</li> <li>Plants</li> </ul> <p><b>RE:</b></p> <p>Being special: where do we belong?</p> <p>Show the children to see where different people who help us work. For example, to a post office, fire station or library.</p> <p>If any child has a family member who works in a profession who helps others, invite them in to talk to the children.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Space</li> <li>Food</li> </ul> <p><b>RE:</b></p> <p>Which places are special and why?</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>The beach</li> <li>Insects</li> </ul> <p><b>RE:</b></p> <p>Which stories are special and why?</p> <p>Compare and contrast seaside holidays from the past and the present.</p> <p>Go on a trip to the seaside. The children can use all of their senses during the trip, then describe the experience.</p> <p>A lifeguard has lost their float and needs the children's help. Can they experiment with a variety of materials, exploring which stay afloat the best in the water tray and find a new float for the lifeguard?</p> <p>Provide children with a variety of different sunglasses to look at and try on. Explain to children they are going to make a new pair of sunglasses to wear to the beach. Children can explore looking through different-coloured transparent materials, such as cellophane to choose the best 'glass' for their frames.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and create ideas.</p> <p>Using paper plates and a range of media and materials, ask children to create a self-portrait. They could explore looking in a mirror to help them.</p>	<p>Create poppies using mixed media.</p> <p>Firework pictures</p> <p>Christmas cards</p> <p>Christmas play</p> <p>Songs and dance</p> <p>Design a gift to give to a friend/family member</p> <p>Nativity small world play</p> <p>Provide children with a variety of materials and textures to make a model igloo. Encourage children to explore the most suitable materials and techniques in joining these, such as glue, tape and string.</p> <p>Listen to a recording of traditional Inuit music. Encourage the children to move their bodies to the music and describe the sounds that they can hear.</p> <p>Ask children to gradually add small amounts of white to dark blue paint to investigate how the paint changes. Can the children use the different colours that they have produced to make polar regions</p>	<p>Valentines day cards</p> <p>Chinese lanterns</p> <p>Design pancakes</p> <p>Easter cards</p> <p>Easter crafts</p> <p>Salt dough fossils</p> <p>Invite children to use recyclable materials to create a nest for a lost dinosaur egg. Encourage children to share their creations and explain the processes they have used.</p> <p>Invite children to work collaboratively to create a dinosaur using chalk and natural materials in an outside area.</p>	<p>Mother's day cards</p> <p>Set up a crime scene in your classroom. The children need to become detectives and work together to solve the crime.</p> <p>Provide the children with a variety of different materials to explore. Ask them to decide if they were going to create an outfit for a coastguard. Encourage them to think about the function of the material, to keep the coastguards warm and dry.</p> <p>Cut large emergency vehicle shapes out of card. Can the children plan and then design a new look for emergency vehicles? They could use paints, collage and different materials.</p>	<p>Father's Day cards</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures Provide children with musical instruments. Can they represent the sounds of the sea in different weather conditions, such as in a storm? They could record the music they make.</p> <p>Provide a variety of materials, such as sandpaper, crêpe paper, tissue paper and cellophane. Can children collaboratively create a large-scale seaside collage?</p>



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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></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> <p><b>ELG: Speaking</b></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</p>	<p><b>ELG: Self-Regulation</b></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, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p><b>ELG: Gross Motor Skills</b></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> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></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; - 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><b>ELG: Numerical Patterns</b></p> <p>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.</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><b>ELG: Past and Present</b></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> <p><b>ELG: People, Culture and Communities</b></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, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them,</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></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; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>