

Reception Long term planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential themes/interests of children NB. These themes may be adapted at various points to allow for children's interests to flow through the provision	All about me Starting school Family Autumn Harvest	Once upon a time Christmas around the world	People who help us Spring Easter	Ready, steady, grow! Gardening Outdoors Life cycles	Ticket to ride Gardening Outdoors	Sun, sea and sand Hot environments Gardening
Cultural capital and enrichment opportunities	Harvest Festival Black History Month World mental health day	Guy Fawkes/Bonfire Night Christmas Time/Nativity Diwali Hannukah Remembrance day Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Safer internet day	Easter time Mother's Day World book day	Start of Ramadan Eid World food safety day	Father's Day Healthy Eating Week Sports day Science day Transition to Year 1
Skills builder	       					
Possible texts:	My hair - Hannah Lee That's not my name - Anoosha Syed Kind - Alex Scheffler Meesha makes friends—Tom Percival Have you filled a bucket today? The colour monster starts school All about families All about feelings	Anansi and the Golden Pot - Taiye Selasi Babushka - Dawn Casey Gloria's Porridge - Toby Newsome The Crow's tale - Naomi Howarth Under the Great Plum tree - Sufiya Ahmed The three little pigs	A practical present for Philippa Pheasant - Briony May Smith Life savers - Eryl Nash When you're fast asleep—who works at night time? - Peter Arrhenius	Eco Girl - Ken Wilson-Max The Wall and the Wild - Christina Dendy The big book of blooms - Yuvel Zommer Roots, stems, leaves and flowers - Ruth Owen Mama Miti: Wangari Maathai and the Trees of Kenya — Donna Jo Napoli Lulu Loves flowers - Anna McQuinn	A world full of journeys and migrations - Martin Howard Last stop on Market street - Matt de la Pena Naughty Bus - Jan and Jerry Oke Emma Jane's aeroplane - Katie Haworth Astro girl - Ken Wilson Max The best Jollof Rice ever - Onyinye iwu	Tropical Terry - Jarvis Meet the oceans - Caryl Hart What a submarine sees - Laura Knowles The sea below my toes - Charlotte Guillain The Big book of the blue - Yuvel Zommer
SEND	Learning opportunities, provision and adult interactions are adapted to ensure all children, including those with SEND and disadvantaged children, can access the curriculum and make progress from their starting points.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Learning						
Playing and exploring	Explore new areas of provision with support. Select resources independently. Show curiosity about the classroom environment	Initiate play ideas with peers. Use familiar experiences to support imaginative play.	Investigate new materials and experiences with confidence.	Apply previously learnt skills in different contexts.	Take measured risks in learning and play. Explore new challenges independently.	Confidently explore, investigate and innovate across all areas of provision.
Active learning	Engage in activities for increasing periods of time. Return to favourite activities. Celebrate small achievements	Maintain focus during adult-led activities. Persist when faced with simple challenges.	Concentrate on self-selected tasks for longer periods. Show pride in achievements.	Demonstrate resilience when tasks become difficult. Review and improve work with support.	Work towards longer-term goals. Maintain attention during extended tasks.	Sustain engagement in activities and persevere through challenges.
Creating and thinking critically	Begin to make simple choices about resources and activities. Explore different ways of doing things.	Suggest ideas during play. Begin to talk about what they are doing and why.	Plan aspects of play. Begin to solve problems independently.	Explain thinking using simple reasoning and "because".	Make links between ideas and experiences. Adapt strategies when something does not work.	Plan, review and evaluate own learning. Explain choices and solve problems creatively.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values						
Democracy	Voting for stories, activities and class decisions					
Rule of Law	Creating and following class rules and routines					
Individual Liberty	Choosing activities and expressing opinions					
Mutual Respect	Taking turns, sharing and valuing others' ideas					
Tolerance of Different Faiths and Beliefs	Learning about festivals, families, cultures and communities					

Communication and Language

Intent: At Perran-ar-Worthal School, we know that strong speaking and listening skills are the foundation for all future learning. Our Communication and Language curriculum is carefully sequenced to build children's confidence and competence as communicators.

In **Autumn**, we focus on developing listening and attention skills as children settle into school routines, learn to listen to adults and peers, and begin to follow simple instructions.

In **Spring**, we build understanding through rich vocabulary development, two-step instructions, and encouraging children to ask questions and engage in back-and-forth conversations.

By **Summer**, children are confident speakers who use extended sentences and can articulate their thinking clearly.

This progression ensures children develop the oracy skills needed for the Year 1 National Curriculum, where they will participate in discussions, explain their reasoning across all subjects, and develop their reading comprehension through talk about texts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language						
The Reception Year provides the foundation communication and language skills that children will build upon in Year one.	Perran-ar-Worthal Community Primary School, we know that strong speaking and listening skills are the foundation for your child's future learning. In the Early Years (Reception), we focus on helping children communicate confidently—talking, listening, asking questions, and sharing their ideas. This gives them the skills they need to understand and enjoy stories, join in with conversations, and express themselves clearly. As children move into Year 1 and beyond, these early skills become even more important. The National Curriculum builds on what children have learned in the EYFS, helping them develop their reading, writing, and understanding across all subjects. The ability to talk about their ideas, listen to others, and use a wide range of words helps children succeed in every area of learning. By encouraging good communication and language in the EYFS, we make sure your child is ready for the next steps in their education. The skills they develop in their early years will support them throughout primary school and beyond. High-quality talk, discussion, storytelling and vocabulary development underpin all areas of learning.					
Development of listening and attention skills Intent Implementation	Children begin to listen to other children. They will listen during story time and show an interest in the books being read. Children sit on the carpet and listen for a short time. They can pay attention to one thing at a time. Carpet time with verbal and visual reminders to listen to others. Daily and weekly songs, rhymes, music and stories, assembly time.	Children listen more on the carpet and when being spoken to by their teacher and peers. Children continue to listen to new stories that are shared with them. Carpet time with verbal and visual reminders to listen to others. Daily and weekly songs, rhymes, music and stories, assembly time.	Children's listening skills are continuing to develop, and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Discussions around listening and safety such as fire alarms, road safety. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars. Carpet time, group work, asking children questions about stories or work they are completing.	Children's listening skills continue to develop; they can listen in a range of situations and can listen while taking part in a guided task while remaining on task. Children are developing their attention skills to both listen and continue with an activity. Carpet time, group work, asking children questions about stories or work they are completing.	Children show good listening skills and can listen to one another, adults and new people with great skill. Children attend to others in play. Children show good levels of attention during learning tasks Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.
Development of understanding skills Intent Implementation	Children following simple 1 step instructions. Children understanding appropriate 'why' questions Asking and encouraging children to answer why questions, giving children simple clear instructions	Children following clear instructions with 2 parts. Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children show an understanding of questions through their talk and actions. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of speaking skills Intent Implementation	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration. Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.	Children using talk to clarify their thinking and ideas. Children speaking in well formed sentences. Children using speech to reason and problem solve. Children verbally telling stories. Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.

Personal, Social and Emotional Development

Intent: Our PSED curriculum supports children to become confident, resilient, and emotionally literate learners who can regulate their behaviour, manage themselves independently, and build positive relationships.

We follow the Jigsaw programme, which provides a spiral curriculum covering six key themes across the year: Being Me, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. This ensures children revisit and deepen their understanding of emotions, behaviour, health, and relationships throughout Reception and beyond.

In **Autumn**, children learn to identify and talk about their feelings, understand classroom rules, and begin to form friendships.

In **Spring**, they develop greater independence in managing their emotions, making healthy choices, and resolving conflicts.

By **Summer**, children demonstrate emotional maturity, resilience, independence, and empathy—essential skills for the transition to Year 1 and lifelong wellbeing.

Our PSED curriculum also embeds British Values daily through voting, following rules, respecting differences, and learning about diverse families and communities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional						
The Reception Year provides the foundation for personal, social and emotional skills children will build upon in Year one.	Children will continue to develop their PSED skills once they move into Year 1 and beyond as they study 'The National Curriculum'. Children will continue to learn about individuality and expressing themselves. They will learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. Children will continue to build friendships and learn about their community and those from other communities. They will continue to learn about SRE and how to keep their bodies safe, as well as healthy eating. PSED play a part in all lifelong skills					
We follow Jigsaw for our PSHE lessons	Being me Who...me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities	Celebrating difference What am I good at? I'm special, I'm me! Families Homes Making friends Standing up for yourself	Dreams and goals Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards	Healthy me Everybody's body We like to move it, move it! Food, glorious food! Sweet dreams Keeping clean Safe Adults	Relationships My family and me Make friends, make friends, never ever break friends! Falling out and bullying Being the best friends we can be	Changing me My body Respecting my body Growing up Fun and fears Celebration
Development of self-regulation Intent Implementation	Children talk about their feelings to trusted adults or special friends. Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.	Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them. Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.	Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming prouder of themselves for achieving things such as pupil of the week. Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.	Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school. Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.	Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset. Adults modelling apologies and explaining to children when an apology is necessary.	Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair. Adults providing children with a range of strategies to deal with anger and other emotions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Development of managing self Intent Implementation	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders. Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially. Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.	Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too. Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.	Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children discussing the rules and knowing right from wrong. Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time.	Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible. Stories and lessons based on keeping healthy including tooth brushing, physical activity, screen time and healthy eating. Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.	Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school. Children given time to talk to adults or as a 'show and tell' to explain their achievements. Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves.	Children are proud of who they are and what they can do. They talk about themselves positively. Discussions with adults on their achievements in Reception and how they have progressed since joining school. Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.
Development of building relationships Intent Implementation	Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.	Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it. Adults modelling respectful conversations, adults building positive relationships, so children feel comfortable to ask for help.	Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to talk. Children provided with lots of opportunities to play with others and make friends with other children.	Children are building relationships through play and talk and converse with many of their peers. Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.	Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game. Stories around considering others, prompts to share, collaborate with other children if necessary.	Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends. Stories around conflict, responsibility, individuality and needs of others.

Physical Development

Intent: Physical Development at Perran-ar-Worthal builds children's gross and fine motor skills systematically, ensuring they have the physical competence, confidence, and stamina needed for learning and life.

Fine motor development progresses from mark-making and scissor control in Autumn, through developing an effective pencil grip in Spring, to achieving the tripod grip and writing accuracy by Summer. This careful progression ensures children can form letters correctly and write fluently as they enter Year 1.

Gross motor development follows a similar trajectory: children develop core strength, balance, and coordination through climbing, balancing, and moving in different ways in Autumn; they refine these skills through dance, ball skills, and gymnastics in Spring and Summer, building the physical literacy needed for KS1 PE.

We follow Complete PE, which provides progressive units covering ball skills, gymnastics, and racket skills. This ensures children experience a broad range of movement patterns and develop the fundamental movement skills that underpin all sports and physical activities in the National Curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development						
The Reception Year provides the foundation physical skills that children will build upon in Year one.	In the EYFS (Reception), children develop basic physical skills through play and movement. This includes running, jumping, balancing, climbing, and using their hands for activities like drawing, building, and catching. These fun activities help children build strength, coordination, and confidence. As children move into Year 1 and start following the National Curriculum, these early skills become the foundation for learning new activities in PE. In primary school, children practise these movements in more structured ways—like team games, dance, gymnastics, and swimming. They learn to work together, use simple tactics in games, and keep themselves safe during exercise and in the water. By supporting children's physical development in the EYFS, we make sure they are ready to enjoy and succeed in PE as they move through primary school.					
Development of fine motor skills Intent Implementation	Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two. Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.	Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing etc. Handwriting lessons – children introduced to new formations to copy and then use during writing activities.	Developing an effective pencil grip. Developing skill when using tools including scissors. Adults supporting children to develop their pencil grip – verbally, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials	Children forming recognisable letters with an effective pencil grip. Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, pencil grips if children need support.	Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately. Adults supporting children to develop their pencil grip – verbally, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials	Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. Adults supporting children to develop their pencil grip – verbally, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.
Development of gross motor Intent Implementation	Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.	Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.	Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. P.E Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.	Negotiates space successfully and can adjust speed and direction. Showing increasing control with a ball. Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play.	Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development						
We also follow Complete PE and have weekly PE sessions Intent Implementation	Dance The focus of learning is to explore different movements using different parts of the body. Pupils will explore different ways of moving their body.	Balls skills The focus of learning is to explore different ways of using our hands to move with a ball. Pupils will explore different ways of pushing a ball. Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.	Locomotion: Jumping The focus of learning is to explore jumping in a variety of ways. Pupils will explore jumping, in different directions, at different speeds and different levels.	Ball skills 2 The focus of the learning is to explore different ways of throwing a beanbag. Pupils will start to learn why we need to aim when we are throwing.	Gymnastics: High and low The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes. Pupils will move their bodies to make high and low shapes.	Rackets, bats, balls and balloons The focus of the learning is for pupils to explore different ways of keeping a balloon up in the air. Pupils will explore different ways to use their hands (pushes and hits) and feet (kicks) to keep the balloon up in the air without it touching the floor.

Literacy

Intent: Our Literacy curriculum develops children as confident readers and writers who can decode accurately, comprehend what they read, and communicate their ideas in writing.

Reading and Phonics: We follow Little Wandle Letters and Sounds Revised, a systematic synthetic phonics programme that teaches children to decode with increasing accuracy and fluency. The programme is sequenced so children learn single sounds in Autumn, digraphs and trigraphs in Spring, and apply their phonic knowledge to longer words and sentences by Summer. This ensures all children can read simple texts independently by the end of Reception, ready for the Year 1 Phonics Screening Check.

Writing: Our writing curriculum builds from mark-making and name writing in Autumn, through recording initial sounds and CVC words in Spring, to writing simple sentences with capital letters and full stops by Summer. This progression mirrors children's developing phonic knowledge and fine motor skills, ensuring they can write for a range of purposes as they enter Year 1.

Comprehension: Throughout the year, children experience high-quality texts linked to our themes. They develop vocabulary, retell stories, make predictions, and discuss characters and events—building the comprehension skills needed for the Year 1 reading curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy						
The Year 1 expectations in Literacy/English from the National Curriculum. Where are children going?	Year 1 – Reading (Word Reading) : -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading Year 1 – Reading (Comprehension): -Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases - Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them. Year 1 – Writing (Transcript): Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un- -Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
Reading/Phonics Little Wandle	s, a, t, p, i n, m, d, g, o, c, k, ck, e, u, r, b, h, f, l Tricky words: is, I, the	ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s, sh, th, ng, nk, words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters: dd, mm, tt, bb, rr, gg, pp, ff, longer words Tricky words: was, you, they, my, by, all, are, sure, pure	Review phase 3. Words with double letters Longer words Words with two or more digraphs Words ending in –ing Compound words Words with s in the middle /z/ Words ending –s Words with –es at the end /z/ Tricky words: review all taught so far	Short vowels CVCC, CCVC, CCVCC CCCVC, CCCVCC, longer words, compound words, root words ending in –ing, –ed /t/, –ed /id/ /ed/, –est Tricky words: said, so have, like, some, come, love, do, were, here, little, says, there, when, what, one, out today	Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC, phase 4 words ending –s /s/, /z/, –es, longer words, root words ending in –ing, –ed /t/, –ed /id/ /ed/, –ed /d/, phase 4 words ending in –s /s/, –s /z/, –es Tricky words: review all taught so far, secure spelling
Writing Intent Implementation	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books in the book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. Role playing resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'.	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words. Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end. Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready. CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.

Mathematics

Intent: Our Mathematics curriculum, based on White Rose Maths, develops children's deep understanding of number, shape, space, and measure through practical, hands-on experiences.

The curriculum is carefully sequenced to build mathematical thinking progressively.

In **Autumn**, children develop number sense to 5, learn to compare and sort, and explore shapes and patterns.

In **Spring**, they extend their understanding to 10, explore composition and decomposition of numbers, and investigate measures and 3D shapes.

By **Summer**, children work confidently with numbers to 20 and beyond, understand part-whole relationships, and can share and group objects—laying the foundations for addition, subtraction, multiplication, and division in Year 1.

Throughout the year, children develop the **five key skills** that underpin all mathematical learning:

- **Subitising** (recognising quantities without counting)
- **Cardinality** (understanding the last number counted represents the total)
- **Comparison** (more, fewer, equal)
- **Composition** (understanding numbers can be made of smaller numbers)
- **Pattern** (spotting and creating patterns)

This mastery approach ensures children have a deep, secure understanding of early mathematics, ready for the demands of the Year 1 National Curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths						
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? Y1 Expectations:	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights, mass/weight, time	Number Bonds: Represent and use number bonds and related subtraction facts within 20	Shape: Recognise and name common 2-D and 3-D shapes	Positional Language: Describe position, direction and movement, including half, quarter and three quarter turns	Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years
We follow White Rose throughout the school	· Getting to know you! · Match sort and compare · Talk about measure and patterns	· It's me 1,2,3, · Circles and triangles · 1,2,3,4,5 · Shapes with 4 sides	· Alive in 5 · Mass and capacity · Growing 6,7,8	· Length height and time · Building 9 and 10 · Exploring 3D shape	· To 20 and beyond! · How many now? · Manipulate, compose and decompose.	· Sharing and grouping · Visualise build and map · Make connections
Ongoing Mathematical skills developed throughout the year	Linking the number symbol with its cardinal number value. Counting beyond ten. Comparing numbers. Understanding the 'one more/one less than' relationship between consecutive numbers. Comparing length, weight, and capacity. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.					

Understanding the World

Intent: Our Understanding the World curriculum develops children's knowledge of the natural and human world, helping them make sense of their community, the wider world, and their place within it.

The curriculum is organised around six enquiry questions that progress from the familiar to the unfamiliar:

- **Autumn 1:** "What makes me unique?" (self and family)
- **Autumn 2:** "How do people celebrate special events?" (traditions and cultures)
- **Spring 1:** "What do living things need to grow?" (life cycles and plants)
- **Spring 2:** "How does our environment change?" (seasons and habitats)
- **Summer 1:** "How do people travel around the world?" (transport and journeys)
- **Summer 2:** "How are places similar and different?" (comparing environments)

This sequence ensures children build knowledge from their immediate experiences outwards, developing the scientific enquiry skills, geographical vocabulary, and historical understanding needed for the KS1 National Curriculum.

Science skills are developed through observation, questioning, prediction, and investigation.

Geography skills progress from mapping the classroom to understanding continents and oceans.

History skills develop from talking about their own past to understanding changes over time.

We also follow the Cornwall Agreed Syllabus for RE, exploring six key questions about Christianity and other faiths, ensuring children understand and respect different beliefs and cultures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world						
The Reception Year provides the foundation skills that children will build upon in Year one.	The Science National Curriculum (2014) ... Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.		The Geography National Curriculum (2014) states that... Location Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell . Significant historical events, people and places in their own locality.	
RE - Religious Education	Throughout the year the children will work through the Cornwall agreed school syllabus for R.E. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.					
	Why is the word 'God' so important to Christians?	Why is Christmas special for Christians?	Why is Easter special for Christians?	Being special: where do we belong?	Which places are special and why?	Which stories are special and why?
Development of scientific skills and knowledge - The natural world	At Perran-ar-Worthal Community Primary School, children will develop their scientific skills by engaging in a wide range of scientific enquiries and investigative questions throughout the year. These experiences are carefully designed to build on one another, providing a strong foundation for continued success as pupils progress through the school. Our science curriculum follows the National Curriculum, drawing on the skills developed in the Early Years Foundation Stage (EYFS) and supporting children to become independent, confident, and successful learners.					
	Scientific enquiry			Skills statements		
						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world						
Possible enquiry question	What makes me unique?	How do people celebrate special events?	What do living things need to grow?	How does our environment change?	How do people travel around the world?	How are places similar and different?
People, cultures and communities development of skills Intent Implementation	Children respect special things in their own lives. Children taught about respect; children taught about respecting special things and what this might mean to different people.	Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. Children taught about respect; children taught about different beliefs and special times for different people.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors and celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children know that different places are special to different people. Children taught about respect and how we can respect special places.	Children can compare and contrast different places. Children show respect to one another and to animals. Children taught about respect and caring for animals and pets.
Past and present development of skills Intent Implementation	Children talk about members of their family and the relationship to them e.g. Mum, Dad. Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.	Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Discussions around past and present – events such as celebrations, remembrance day etc.	Children visually represent their own day on a simple timeline. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.	Children talk about and understand changes in their own lifetime and what happens when they get older. Learning about life cycles of animals, learning about how we grow and change as people.	Children recount an event that has happened. Discussions around events we have had at school such as school trips, visits etc.	Children can order experiences that have happened to them and in stories they have read. Adults prompting children to order experiences and stories verbally or in a written method.

Expressive Arts and Design

Intent: Our Expressive Arts and Design curriculum nurtures children's creativity, imagination, and self-expression through art, music, role-play, and design.

Music: Children progress from singing simple rhymes and exploring sounds in Autumn, through playing instruments and experimenting with tempo and dynamics in Spring, to composing their own music by Summer. This builds the musical skills and vocabulary needed for the KS1 music curriculum.

Art and Design: Children develop mark-making and observational drawing skills progressively, moving from simple shapes and lines in Autumn to detailed, accurate drawings with care and precision by Summer. They explore a range of materials, tools, and techniques, and learn about artists and designers linked to our themes.

Imagination and Role-Play: Our role-play areas and small world provision change termly to reflect children's interests and learning themes. Children progress from exploring familiar scenarios in Autumn to creating complex, imaginative narratives by Summer, developing the storytelling and creative thinking skills that underpin writing and problem-solving across the curriculum.

This curriculum ensures children can express themselves creatively and confidently, ready for the Art, Design Technology, and Music curricula in Year 1.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive arts						
Where are children going? How does this link to the National Curriculum?	Art and Design – Year 1 National Curriculum Pupils should be taught: -To use a range of materials creatively to design and make products -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		Design and Technology – KS1 National Curriculum Design- Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -Explore and evaluate a range of existing products -Evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products		Music – KS1 National Curriculum Pupils should be taught to: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music	
Development of Music Intent Implementation	Singing simple well-known songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.	Nativity Performance – joining in with the words to sings and using actions. Listening to music. Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.	Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.	Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary.	Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.	Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive arts						
Development of Children's Mark Making and Drawing Intent Implementation	Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. Mark making area and creative areas, modelling how to use equipment safely.	Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Mark making area and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.	Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Mark making area and creative areas, modelling how to use equipment safely.	Continue with the development with observational drawing e.g. linked to Spring. Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.	Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.	Children discussing their work and the details used on their illustrations and showing lots of detail on these. Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your artwork, questioning children about their work.
Development of Imagination and Roleplay Intent Implementation	Children exploring the role play area within the classroom and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting. Updated roleplay area, creative area with resources for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children		Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children		Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class.	

Outdoor Learning

Intent: Outdoor learning is integral to our Reception curriculum, providing rich opportunities for exploration, investigation, physical development, and wellbeing.

Our outdoor curriculum is sequenced to build skills and knowledge across the year:

- **Autumn:** Exploring school grounds, observing seasonal changes, and creating transient art with natural materials
- **Spring:** Planting and caring for living things, investigating minibeasts and habitats
- **Summer:** Den building, obstacle courses, problem-solving challenges, and environmental projects

Outdoor learning develops **key skills** including observation, communication, creativity, collaboration, resilience, and stewardship of the natural world. It also provides opportunities for children to apply and consolidate learning from all seven areas in meaningful, real-world contexts.

This approach ensures children develop a love of nature, physical confidence, and the curiosity and independence needed for outdoor learning in KS1 and beyond.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outdoor learning						
Focus	Exploring school grounds and seasonal changes	Natural materials and transient art	Planting seeds and caring for living things	Minibeast hunts and habitat investigations	Den building, obstacle courses and problem solving	Environmental projects and nature exploration
Skills	Observation, communication, confidence	Creativity, fine motor skills, teamwork	Responsibility, enquiry, observation	Observation Classification Scientific enquiry	Gross motor development, collaboration, resilience	Stewardship, independence, curiosity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment approach in Puffins						
Staff work closely with Year 1 colleagues to ensure curriculum continuity and a smooth transition into Key Stage 1.						
When	What	Purpose	Who is involved			
First 6 weeks	Reception Baseline Assessment	Establish starting points on entry.	Class teachers			
Ongoing	Daily Observations	Inform next steps and identify emerging interests.	Class teachers and teaching assistants			
Weekly	Focus Children	Ensure all children are closely monitored and supported.	Class teachers and teaching assistants			
Ongoing	Staff Discussions	Review progress and adapt provision.	Class teachers and teaching assistants			
Termly	Pupil Progress Meetings	Identify strengths, gaps and interventions.	Class teachers and parents			
Ongoing	Parent Contributions	Gather information from home and celebrate achievements.	Class teachers and parents			
Weekly	Responsive Planning	Adapt themes, provocations and enhancements to reflect children's interests and needs.	Class teacher and teaching assistants			
Autumn/Spring/Summer	Internal tracking against age-related expectations	Monitor progress and identify trends.	Class teachers and SLT			
End of Reception	EYFS Profile	Assess attainment against the Early Learning Goals at the end of Reception.	Class teachers. Year 1 teacher, SLT			

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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive arts 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.