













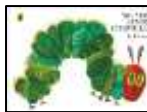
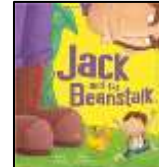





	Autumn		Spring		Summer	
	Do you want to be Friends? (7 weeks)	Starry Night (7 weeks)	People Who Help Us (Me and my community) (7 weeks)	Why do Zebras have stripes? (5 weeks)	Sunshine & Sunflowers (6 weeks)	Do Cows Drink Milk? (7 weeks)
Focus texts to enable environment	<p>The Colour Monster (2 weeks) By Anna Llenas</p>  <p>Elmer (1 week)</p>  <p>Little Red Hen (1 week)</p>  <p><b>Favourite Five</b> Old&amp;Gold – Simon Sock by Sue Hendra New&amp;Bold – The Colour Monster by Anna Llenas Popular for a reason – Meesha Makes Friends Tom Percival Diverse –Be kind by Pat Zietlow Miller Traditional tale – The Little Red Hen by Ladybird books</p> <p>Other topic related texts I'm Almost Always Kind by Anna Milbourne Colin and Lee Carrot and Pea by Morag Hood Simon Sock by Sue Hendra and Paul Linnet</p>	<p>Binny's Divali (1 week)</p>  <p>Remember Remember The Fifth of November (1 week)</p>  <p>How to Catch a Star (1 week)</p>  <p>Whatever Next (1 week)</p>  <p>Owl Babies (2 weeks)</p>  <p>Mog's Christmas (1 week)</p>  <p><b>Favourite Five</b> Old&amp;Gold – Owl Babies by Martin Waddell New&amp;Bold – I want my hat back J on Klassen Popular for a reason –Night Monkey Day Monkey by Julia Donaldson Diverse – Binny's Divali by Thrity Umrigar Traditional tale – Goldilocks and the Three Bears</p> <p>Other topic related texts Little Glow by Katie Sahota The way back home Oliver J effers Oliver's Wood Sue Hendra The Owl who was afraid of the dark Jill Tomlinson</p>	<p>The Three Little Pigs by Nicola Lawrence (3 weeks)</p>  <p>People who help us series of non-fiction books (police, firefirefighters, ambulance crew, doctors) (1 weeks &amp; 4 days)</p>  <p><b>Favourite Five</b> Old &amp; Gold – Mr Big –Ed Vere New &amp; Bold –When I grow up Popular for a reason– I am too absolutely small for school (Charlie and Lola) Lauren Child Diverse – Dr Ran j – A superhero like you! Traditional Tale – Three Little Pigs – Richard Johnson</p> <p><i>Other supporting texts:</i> <i>Clothes line clues for jobs people do</i> <i>Zog and the Flying doctors – Julia Donaldson</i> <i>The Hospital Dog – Julia Donaldson</i> <i>The Elves and the Shoemaker</i> <i>The Enormous Turnip</i></p>	<p>Handa's Surprise by Eileen Browne (2 weeks)</p>  <p>The Tiger who came to Tea by Judith Kerr (2 weeks)</p>  <p>Maybe by Chris Haughton (2 weeks)</p>  <p><b>Favourite Five</b> Old &amp; Gold – The Tiger Who Came to Tea New &amp; Bold – Maybe – Chris Haughton Popular for a reason–Monkey Puzzle – Julia Donaldson Diverse – Handa's Surprise –Eileen Browne Traditional Tale – The Awongalema Tree</p> <p><i>Other supporting texts:</i> <i>Arlo, the Lion who couldn't Sleep</i> <i>Tug of War – Naomi Howarth</i></p>	<p>The Very Hungry Caterpillar by Eric Carle (3 weeks)</p>  <p>Jack and the Beanstalk by Mara Alperin (3 weeks)</p>  <p><b>Favourite Five</b> Old &amp; Gold – The Very Hungry Caterpillar – Eric Carle New &amp; Bold – Rosa's Big Sunflower Experiment – Jessica Spangol Popular for a reason–Slug in Love – Rachel Bright Diverse –Omar, the bees and me – Helen Mortimer Traditional Tale – Jack and the Beanstalk</p> <p><i>Other supporting texts:</i> <i>My Friend Earth</i></p>	<p>A Squash and a Squeeze by Julia Donaldson (2 weeks)</p>  <p>The Cow that laid an Egg by Andy Cutbill (2 weeks)</p>  <p>Farmyard Hullabaloo by Giles Andreae (2 weeks)</p>  <p><b>Favourite Five</b> Old &amp; Gold – Farmer Duck New &amp; Bold – A duck called Brian Popular for a reason–A Squash &amp; A Squeeze – Julia Donaldson Diverse – The cow that climbed a tree/the sheep that hatched an egg/cock–a–moo–moo? Traditional Tale – The Boy Who Cried Wolf – Jess Stockholm</p> <p><i>Other supporting texts:</i> <i>Cock–A–Moo–Moo</i> <i>Click Clack Moo</i> <i>Miaow said the Cow</i> <i>Farmer Duck</i> <i>Cows go Boo!</i> <i>Old McDonald Heard a Parp (silly)</i> <i>Veg Patch Party</i></p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prime area: Personal, Social and Emotional Development</p>	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>- Represents and recreates what they have learnt about social interactions from their relationships with close adults.</li> <li>- Develops particular friendships with other children.</li> </ul> <p><b>Sense of Self:</b></p> <ul style="list-style-type: none"> <li>- Recognises that they belong to different communities and social groups and communicates freely about own home and community.</li> </ul> <p><b>Understanding Emotions:</b></p> <ul style="list-style-type: none"> <li>- Understands their own and other people’s feelings offering empathy and comfort.</li> </ul>	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>-Develops particular friendships with other children which help them to understand different points of view.</li> <li>- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</li> </ul> <p><b>Sense of Self:</b></p> <ul style="list-style-type: none"> <li>- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</li> </ul> <p><b>Understanding Emotions:</b></p> <ul style="list-style-type: none"> <li>- Talks about their own and others’ feelings and behaviour and its consequences.</li> </ul>	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>- Is proactive in seeking adult support and able to articulate their wants and needs.</li> </ul> <p><b>Sense of Self:</b></p> <ul style="list-style-type: none"> <li>- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups.</li> </ul> <p><b>Understanding Emotions:</b></p> <ul style="list-style-type: none"> <li>- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</li> </ul>	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>-Develops particular friendships with other children which help them to understand different points of view and to challenge their own and others’ thinking.</li> </ul> <p><b>Sense of Self:</b></p> <ul style="list-style-type: none"> <li>- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</li> </ul> <p><b>Understanding Emotions:</b></p> <ul style="list-style-type: none"> <li>- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li> </ul>	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>- Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours.</li> </ul> <p><b>Sense of Self:</b></p> <ul style="list-style-type: none"> <li>- Has a clear idea about what they want to do in their play and how they want to go about it.</li> </ul> <p><b>Understanding Emotions:</b></p> <ul style="list-style-type: none"> <li>- Seeks support, “emotional refuelling” and practical help in new or challenging situations.</li> </ul>	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>- Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise sometimes by themselves, sometimes with support.</li> </ul> <p><b>Sense of Self:</b></p> <ul style="list-style-type: none"> <li>- Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</li> </ul> <p><b>Understanding Emotions:</b></p> <ul style="list-style-type: none"> <li>- Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</li> <li>- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</li> </ul>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSED ELGs</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and others’ needs.</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what they teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>		



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prime area: Communication and Language</p>	<p><b>Listening and attention:</b> - Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.</p> <p><b>Understanding:</b> - Able to follow a story without pictures or props.</p> <p><b>Speaking:</b> - Introduces a storyline or narrative into their play.</p>	<p><b>Listening and attention:</b> - - Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.</p> <p><b>Understanding:</b> - Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking:</b> - Links statements and sticks to a main theme or intention.</p>	<p><b>Listening and attention:</b> - - Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.</p> <p><b>Understanding:</b> - Beginning to understand humour, e.g. nonsense rhymes, jokes.</p> <p><b>Speaking:</b> - Uses language to imagine and recreate roles and experiences in play situations.</p>	<p><b>Listening and attention:</b> - May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for a short span.</p> <p><b>Understanding:</b> - Understands questions such as who; why; when; where and how.</p> <p><b>Speaking:</b> - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening and attention:</b> - May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for a short span.</p> <p><b>Understanding:</b> - Understands a range of complex sentence structures including negatives, plurals and tense markers.</p> <p><b>Speaking:</b> - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p><b>Listening and attention:</b> - May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for a short span.</p> <p><b>Understanding:</b> - - Understands a range of complex sentence structures including negatives, plurals and tense markers.</p> <p><b>Speaking:</b> - - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CL ELGs</p>	<p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>		<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, poems when appropriate.</li> <li>• 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.</li> </ul>			



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Prime area: Physical Development</b></p>	<p><b>Moving and Handling:</b> - Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Uses simple tools to effect changes to materials.</p> <p><b>Health and Self-Care:</b> - Eats a healthy range of foodstuffs and understands need for variety in food. - Usually dry and clean during the day.</p>	<p><b>Moving and Handling:</b> - Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. - Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p><b>Health and Self-Care:</b> - Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</p>	<p><b>Moving and Handling:</b> - Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. - Shows a preference for a dominant hand.</p> <p><b>Health and Self-Care:</b> - Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</p>	<p><b>Moving and Handling:</b> - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Begins to use anticlockwise movement and retrace vertical lines.</p> <p><b>Health and Self-Care:</b> - Can initiate and describe playful actions or movements for other children to mirror and follow. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others.</p>	<p><b>Moving and Handling:</b> - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Begins to form recognisable letters independently.</p> <p><b>Health and Self-Care:</b> - Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. - Shows understanding of how to transport and store equipment safely.</p>	<p><b>Moving and Handling:</b> - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>Health and Self-Care:</b> - Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. - Practises some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PD ELGs</b></p>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>			<p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>		



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific area: Literacy</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Enjoys increasing range of print and digital books, both fiction and non-fiction.</li> <li>- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Describes main story settings, events and principal characters in increasing detail.</li> <li>- Re-enacts and reinvents stories they have heard in their play.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Knows that information can be retrieved from books, computers and mobile digital devices.</li> <li>- Is able to recall and discuss stories or information that has been read to them or they have read themselves.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Gives meaning to marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Begins to recognise some written names of peers, siblings or “Mummy/ Daddy” for example.</li> <li>- Begins to develop phonological and phonemic awareness (<i>examples in birth to five matters</i>).</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Begins to bread the flow of speech into words to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</li> <li>- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">L ELGs</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate- where appropriate- key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>		<p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific area: Mathematics</p>	<p><b>Comparison:</b> - Uses number names and symbols when comparing numbers, show in interest in large numbers.</p> <p><b>Counting:</b> - Enjoys reciting numbers from 0 to 10 (and beyond) and back 10 to 0.</p> <p><b>Spatial awareness:</b> - May enjoy making simple maps of familiar and imaginative environments, with landmarks.</p> <p><b>Shape:</b></p> <p><b>Pattern:</b> - Spots patterns in the environment, beginning to identify the pattern “rule”.</p> <p><b>Measures:</b> - Becomes familiar with measuring tools in everyday experiences and play.</p>	<p><b>Comparison:</b> - Estimates of numbers of things, showing understanding of relative size.</p> <p><b>Counting:</b> - Increasingly confident at putting numerals in order 0 to 10 (ordinality).</p> <p><b>Shape:</b> - Uses informal language and analogies (e.g. heart-shapes and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <p><b>Pattern:</b> - Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</p>	<p><b>Cardinality:</b> - Engages in subitising numbers to four and maybe five. - Counts out up to 10 objects from a larger group.</p> <p><b>Spatial awareness:</b> - Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).</p> <p><b>Shape:</b> - Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.</p>	<p><b>Composition:</b> - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.</p> <p><b>Spatial awareness:</b> - Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p> <p><b>Shape:</b> - Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p><b>Measures:</b> - Is increasingly able to order and sequence events using everyday language.</p>	<p><b>Cardinality:</b> - Matches the numeral with a group of items to show how many there are (up to 10).</p> <p><b>Composition:</b> - Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</p> <p><b>Measures:</b> - Beginning to experience measuring time with timers and calendars.</p>	<p><b>Composition:</b> - In practical activities, adds one and subtracts one with numbers to 10. - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”.</p> <p><b>Measures:</b> - Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">M ELGs</p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul>		<p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>			
<p><b>Statutory Educational Programme: Mathematics</b> In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>						



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific area: Understanding the World</p>	<p><b>People and Communities:</b> - Enjoys joining in with family customs and routines.</p> <p><b>Technology:</b> - Completes a simple program on electronic devices.</p>	<p><b>People and Communities:</b> - Talks about past and present events in their own life and in the lives of family members.</p> <p><b>The World:</b> - Looks closely at similarities, differences, patterns and change in nature.</p>	<p><b>People and Communities:</b> - Knows that other children do not always enjoy the same things, and is sensitive to this.</p> <p><b>The World:</b> - Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p><b>Technology:</b> - Uses ICT hardware to interact with age-appropriate computer software.</p>	<p><b>People and Communities:</b> - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p><b>The World:</b> - Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Technology:</b> - Can create content such as a video recording, stories, and/or draw a picture on screen.</p>	<p><b>The World:</b> - Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <p><b>Technology:</b> - Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p>	<p><b>Technology:</b> - Can use the internet with adult supervision to find and retrieve information of interest to them.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UTW ELGs</p>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>		<p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
<p><i>There is no statutory guidance for technology (nor ELG requirements). However, it is embedded within our EYFS curriculum, using guidance from Birth to Five Matters, as we feel technology is an intrinsic part of modern day life and that it should be reflected in children's early learning and play experiences.</i></p>						



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific area: Expressive Arts and Design</p>	<p><b>Creating with Materials:</b> - Begins to build a collection of songs and dances.</p> <p><b>Being Imaginative and Expressive:</b> - Creates representations of both imaginary and real-life ideas, events, people and objects.</p>	<p><b>Creating with Materials:</b> - Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</p> <p><b>Being Imaginative and Expressive:</b> - Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</p>	<p><b>Creating with Materials:</b> - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p><b>Being Imaginative and Expressive:</b> - Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p>	<p><b>Creating with Materials:</b> - Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p><b>Being Imaginative and Expressive:</b> - Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>	<p><b>Creating with Materials:</b> - Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p><b>Being Imaginative and Expressive:</b> - Responds imaginatively to art works and objects, <i>e.g. this music sounds like dinosaurs, that sculpture is squishy.</i></p>	<p><b>Being Imaginative and Expressive:</b> - Introduces a storyline or narrative into their play. - Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EAD ELGs</p>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>			<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music.</li> </ul>		