

	Contexts	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<b>Au tu m n 1</b>	Feelings and Emotions	<ul style="list-style-type: none"> <li>Follow adult cues to listen.</li> <li>Know behaviours for successful listening.</li> <li>Children participate in repetitive or predictable texts.</li> <li>Repeat new vocabulary after it is introduced.</li> <li>Follow cues for turn taking in conversation.</li> <li>Children repeat back a full sentence that has been modelled for them, generated from their own talk.</li> <li>Children begin to use simple sentences to recall an event</li> </ul>	<ul style="list-style-type: none"> <li>Stack, align and balance blocks of different shapes and sizes.</li> <li>Thread, peg and sow on cards.</li> <li>Cutting along a line.</li> <li>Learn and participate in action songs.</li> <li>Move safely in a large space, negotiating obstacles, changing direction and stop quickly.</li> <li>Manipulate malleable materials with hands.</li> <li>Begin to become aware of the tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce what being a Granger is and the Granger values/vision</li> <li>Introducing the classroom, playtime and lunchtime routines and expectations.</li> <li>To follow the rules for hand washing.</li> <li>Who are they and what do they stand for.</li> <li>Define what makes me special.</li> <li>Build a vocabulary around feelings. (Colour Monster)</li> <li>Distinguish between healthy food choices and special treats.</li> </ul>	<p>Drawing Club</p> <p>Intended Outcome</p> <ul style="list-style-type: none"> <li>To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>Form lower-case letters correctly</li> </ul>	<p>Number:</p> <ul style="list-style-type: none"> <li>Counting 5</li> <li>Counting 6</li> <li>Counting7</li> </ul> <p>Developing Spatial Reasoning:</p> <ul style="list-style-type: none"> <li>Awareness of 3-dinesional space</li> <li>Awareness of position</li> <li>Awareness of 3-dinesional world</li> <li>Awareness of 3D shapes</li> <li>Matching some shapes by recognising similarities and orientation</li> </ul>	<ul style="list-style-type: none"> <li>To know that children were babies and adults were children in the past.</li> <li>To know that we can remember things from our past.</li> <li>To talk about their immediate family and to understand there are similarities and differences within different families.</li> <li>To talk about the different roles within school; headteacher, site manager, office manager, office workers, cook, and cleaners.</li> <li>To know and compare the different locations of each school role, office, kitchen, head teacher’s room, staff room.</li> <li>To describe and represent the home, naming rooms and parts of the building.</li> <li>Name and explore plants and parts of plants including bulbs using key vocabulary seeds, bulbs, roots and shoots.</li> <li>To know that living things include plants, animals and humans.</li> <li>To talk about harvest and talk about how is has changed over time.</li> <li>Visit forest school</li> </ul>	<ul style="list-style-type: none"> <li>Stack, align and balance with bricks and block on a range of scales.</li> <li>Draw themselves and their family from memory with attention to detail.</li> <li>Enact domestic routines and narratives from their own personal experience using props.</li> <li>Mark the pulse of pieces of music using body percussion.</li> <li>Copy, memorise and perform a repertoire of simple hand action song.</li> </ul>
	Me, my family and my home							
	Mapping and School Environment							
	Harvest							
	Enquiry Question – Where have I come from and where am I going?							

<p style="text-align: center;"><b>Au tu m n 2</b></p>	<p style="text-align: center;">Seasons- Autumn Growing</p> <p style="text-align: center;">Buildings past and present</p> <p style="text-align: center;">Traditions and celebrations</p> <p>Enquiry Question – Do we all celebrate in the same way?</p>	<ul style="list-style-type: none"> <li>Join in and learn rhymes and poems.</li> <li>Understand the agreed rules for conversational turn taking in small and larger groups.</li> <li>With support children ask questions to find out more about what has been said to them.</li> <li>Respond to how and why questions.</li> <li>Follow two step instructions.</li> <li>Recall and define specialist vocabulary for the first half term.</li> <li>To recall an event in more detail.</li> <li>Children can use full sentences when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Stack, align and joining with magnetics and magnetic construction.</li> <li>Join and separate small construction kit components by clicking and twisting.</li> <li>Digging with trowels and hand forks.</li> <li>Manipulate malleable materials using rolling pins and cutters to achieve a desired effect.</li> <li>Cut and turn along outlines.</li> <li>Travel in different ways with control and co-ordination.</li> <li>Jump in different ways.</li> <li>To move towards using the tripod grip more regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Follow wider school routines</li> <li>Work in pairs to succeed in a challenge.</li> <li>Perform confidently to an audience in a simple adult structured presentation.</li> <li>To be able to offer solutions to a given problem.</li> <li>To be able to identify when another child displays one of the school Granger values.</li> <li>To be able to discuss what good teeth brushing looks like.</li> <li>To be able to express their feelings and consider the feelings of others (Colour monster)</li> </ul>	<p>Drawing Club</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read a few common exception words matched to the school’s phonic programme</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>Form lower-case letters correctly</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<p>Number:</p> <ul style="list-style-type: none"> <li>Counting 7</li> <li>Counting 8</li> <li>Counting 9</li> <li>Counting 10</li> </ul> <p>Developing Spatial Reasoning:</p> <ul style="list-style-type: none"> <li>Awareness of size</li> <li>Awareness of length</li> <li>Awareness of weight</li> <li>Awareness of capacity</li> <li>Awareness of volume</li> </ul>	<ul style="list-style-type: none"> <li>To talk about changes to the weather and changes in their environment in Winter.</li> <li>To understand how to look after a bulb and make predictions about how it will grow – tuberous, stem, leaves, buds.</li> <li>To identify different types of home and look at new and old houses</li> <li>To understand the celebration of Bonfire Night and Guy Fawkes using key vocabulary; Guy Fawkes, Houses of parliament, gun powder plot.</li> <li>To compare and contrast different Christmas family traditions.</li> <li>To understand that people celebrate special times in different ways using key vocabulary Shabbat and Diwali.</li> <li>To name different places of worship using key vocabulary church, synagogue and mandir.</li> <li>Describe and explain changes of state with chocolate.</li> <li>Visit forest school</li> </ul>	<ul style="list-style-type: none"> <li>To use natural resources in a creative way.</li> <li>To create new colours by mixing paints. Make predictions and talk about the change to the paint.</li> <li>To identify and talk about patterns when using materials to build and construction.</li> <li>To create stories using small world props.</li> <li>Mark the beat and imitate rhythms with tapping and striking instruments.</li> <li>Perform a small repertoire of short repetitive songs.</li> <li>To be able to tell a short story of their own.</li> </ul>
<p style="text-align: center;"><b>Sp rin g 1</b></p>	<p style="text-align: center;">Seasons – Spring</p> <p style="text-align: center;">Plants</p> <p style="text-align: center;">Local Environment/ Community</p> <p style="text-align: center;">Chinese New year</p> <p>Enquiry Question – Are the characters in stories always GOOD OR BAD?</p>	<ul style="list-style-type: none"> <li>To be able to add your own words to “funny poems” and rhymes.</li> <li>To participate in group story telling.</li> <li>To add connectives to the end of simple sentences to extend and give more detail. For example, and, so and because.</li> <li>To retell familiar stories using pictures and actions as prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise body changes during exercise.</li> <li>To control a large ball when moving by rolling, throwing, kicking, passing and catching with a partner.</li> <li>To travel safely across large apparatus.</li> <li>To move towards using the tripod grip more regularly.</li> <li>To follow good sitting rules for working at a table.</li> <li>To begin to explore weaving, knotting and sewing.</li> </ul>	<ul style="list-style-type: none"> <li>To work in a small group to take turns during play and games.</li> <li>To begin to discuss how to solve a simple problem and try different approaches.</li> <li>Identify healthy snacks.</li> <li>To be able to discuss what good teeth brushing looks like.</li> <li>Show resilience and perseverance in the face of challenge</li> <li>To be able to express their feelings and consider the feelings of others (Colour monster)</li> </ul>	<p>Drawing Club</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>Read some letter groups that each represent one sound and say sounds for them</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</li> <li>Read a few common exception words matched to the school’s phonic programme</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Form lower-case letters correctly</li> <li>Write short sentences with words with known sound-letter correspondences</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<p>Number:</p> <ul style="list-style-type: none"> <li>Composition of 2,3 and 4 calculating within 4</li> <li>Composition of 2,3 and 4 calculating within 5</li> <li>Composition of 2,3 and 4 calculating within 6</li> </ul> <p>Developing Spatial Reasoning:</p> <ul style="list-style-type: none"> <li>Awareness of a range of pattern</li> <li>Awareness of repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>To talk about changes to the weather and changes in their environment in Spring.</li> <li>To describe and explain changes of state with water.</li> <li>To follow a simple map to a destination within school.</li> <li>To be able to discuss their local environment from observations.</li> <li>To know and understand key features of their immediate environment using key vocabulary pub, garage, crossing, motorway, roundabout.</li> <li>To understand that plants are living things that grow and change over time.</li> <li>To observe changes to plants as they grow and describe those changes using observational drawings.</li> <li>To learn and talk about how we celebrate Chinese New Year.</li> <li>To name different places of worship using key vocabulary temple.</li> <li>Visit forest school</li> </ul>	<ul style="list-style-type: none"> <li>To twist, weave and sew and talk about their choice of colour and texture.</li> <li>To retell familiar stories in the Role Play and Small World area.</li> <li>To talk about pitch and melody in music.</li> <li>To tap along to a beat and rhythm.</li> <li>To dance with ribbon and fabric using large arm movements.</li> <li>To create new colours by layering and overlapping translucent materials.</li> </ul>

# Spring 2

	<p>Season – Spring</p> <p>Animals and their habitats</p> <p>Lifecycles</p> <p>Mary Anning</p> <p>Enquiry Question – Can an animal disappear from our planet forever?</p>	<ul style="list-style-type: none"> <li>To answer open ended or speculative questions.</li> <li>To use talk to help, work out problems.</li> <li>To be able to explain how something works and why they might happen.</li> <li>Retell a familiar story in detail using a story map and/ or their own words.</li> <li>To use new vocabulary introduced over the half term.</li> <li>Engage in non-fiction books and talk about their features.</li> </ul>	<ul style="list-style-type: none"> <li>To safely use a wider range of food preparation tools including knives, chopping boards and graters.</li> <li>Controlling small games equipment when throwing, catching, kicking, passing, batting and aiming.</li> <li>To develop confidence and accuracy when working with a ball.</li> <li>To use the tripod grip more regularly.</li> <li>To be able to carry their own tray of food including their drink.</li> </ul>	<ul style="list-style-type: none"> <li>Work in small groups on more focus tasks, collaborative work and turns taking games.</li> <li>To be able to say how they might solve a problem.</li> <li>To investigate tasting different healthy snacks making links with stories they have read.</li> <li>To see themselves as a valuable individual and member of their community</li> </ul>	<p>Drawing Club</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words</li> <li>Read some letter groups that each represent one sound and say sounds for them</li> <li>Read a few common exception words matched to the school’s phonic programme</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Form lower-case and some capital letters correctly</li> <li>Write short sentences with words with known sound-letter correspondences</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<p>Number:</p> <ul style="list-style-type: none"> <li>Compare numbers</li> <li>Composition of 7 and calculating within 7</li> <li>Composition of 8 and calculating within 8</li> </ul> <p>Developing Spatial Reasoning:</p> <ul style="list-style-type: none"> <li>Awareness of sequences within a day</li> <li>Sequences of events</li> <li>Creating sequences</li> <li>2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>To be able to discuss lifecycles; focus on the life cycle of an owl (Pip).</li> <li>To understand that humans are living things that grow and change over time.</li> <li>To be able to discuss the different stages of a human life cycle and what they can expect at each stage using key vocabulary birth, toddler, child, teenager, adult, elderly.</li> <li>To be able to talk about a wider range of animals (panda, rhino, tiger, elephant) and to understand the importance of looking after the natural world using key vocabulary habitat, endangered, hunting and extinct.</li> <li>To understand how the animal world has changed over time using key vocabulary of fossils, endangered and extinct.</li> <li>To know who Mary Anning was and what she did.</li> <li>To talk about the sequence of events of the Christian Story of Easter and describe ways in which it is celebrated.</li> <li>To talk about changes to the weather and changes in their environment in Spring.</li> </ul>	<ul style="list-style-type: none"> <li>To make design choices when sculpting with clay.</li> <li>To draw a sequence of pictures to represent a story and use them to retell the story.</li> <li>To be able to speak and act in a role.</li> <li>To retell a familiar story using small world props and adding dialogue where appropriate.</li> <li>To be able to sing along to a new song and use movement to represent the song in different ways.</li> </ul>
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<p style="text-align: center;"><b>Su m m e r 1</b></p>	<p style="text-align: center;">Our Planet – Here we are, save our planet</p> <p style="text-align: center;">Minibeasts</p> <p style="text-align: center;">Enquiry Question – Do we need to look after our planet?</p>	<ul style="list-style-type: none"> <li>To recall and use specialist vocabulary for the half term.</li> <li>To listen to and discuss non-fiction texts.</li> <li>To understand the social phrases used in our school; good morning, you're welcome, how are you?</li> <li>To ask questions to clarify understanding.</li> <li>To respond to class discussions with relevant questions or comments.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use their fine motor skill to use a range of tools competently and safely.</li> <li>To hold a pencil correctly in preparation for more fluent writing.</li> <li>To include accuracy and detail into their drawings.</li> <li>To use tools to create textures in malleable materials.</li> <li>To engage in different ways of moving to create a short dance.</li> </ul>	<ul style="list-style-type: none"> <li>To compare lifestyles and talk about healthy bodies and minds.</li> <li>To be aware of their role in protecting our planet.</li> <li>To talk about responsibilities within their school and wider community.</li> <li>To know how to stay healthy</li> </ul>	<p>Drawing Club</p> <p>Read</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words</li> <li>Read a few common exception words matched to the school's phonic programme</li> </ul> <p>Write</p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<p>Number:</p> <ul style="list-style-type: none"> <li>Composition of 9 and calculating within 9</li> <li>Composition of 10 and calculating within 10</li> <li>Equal groups</li> </ul> <p>Developing Spatial Reasoning: (Recap)</p> <ul style="list-style-type: none"> <li>Awareness of repeating patterns</li> <li>Awareness of measures</li> <li>Awareness of shape</li> <li>Awareness of directional language</li> </ul>	<ul style="list-style-type: none"> <li>To describe the features of our local woodland using key vocabulary forest, woodland, shrubs, brambles.</li> <li>To be able to draw a simple map of the woodland area and it's features.</li> <li>To talk about plants in the local woodland area through simple observational drawings</li> <li>To observe and talk about minibeasts (caterpillars, butterflies, bees and ladybirds) and share their knowledge through simple observational drawings.</li> <li>To understand the effect of changing seasons on the weather.</li> <li>To talk about the key features of their own planet – water, land, mountains, river, oceans</li> <li>To develop an awareness of current environmental issues important to our planet using key vocabulary pollution, recycling, saving electricity and water and ocean pollution.</li> <li>To participate in a community project to help local people – you are never too small to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>To make detailed observational drawings and paintings.</li> <li>To use reclaimed materials to collage and design.</li> <li>Call and Response songs.</li> <li>To use shape to print and achieve an effect.</li> </ul>
<p style="text-align: center;"><b>Su m m e r 2</b></p>	<p style="text-align: center;">Space</p> <p style="text-align: center;">Healthy lives</p> <p style="text-align: center;">Africa</p> <p style="text-align: center;">Enquiry Question – Is change a good thing in our world and our community?</p>	<ul style="list-style-type: none"> <li>To recall and use specialist vocabulary for the half term.</li> <li>To listen to and discuss non-fiction texts.</li> <li>To understand the social phrases used in our school; good morning, you're welcome, how are you?</li> <li>To ask questions to clarify understanding.</li> <li>To respond to class discussions with relevant questions or comments.</li> <li>To express ideas and feelings about their experiences</li> <li>To use the language associated with transition.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use their fine motor skill to use a range of tools competently and safely.</li> <li>To hold a pencil correctly in preparation for more fluent writing.</li> <li>To include accuracy and detail into their drawings.</li> <li>To be able to use a range of equipment linked to sports day activities.</li> <li>To work as a team to achieve a goal.</li> </ul>	<ul style="list-style-type: none"> <li>To try new activities and persevere when things are difficult.</li> <li>To discuss ways to lead a healthy life – screen time, teeth brushing, sleep and staying safe.</li> <li>To talk about responsibilities within their school and wider community.</li> <li>To understand that there is a wider school community</li> </ul>	<p>Drawing Club</p> <p>Read</p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words</li> <li>Read a few common exception words matched to the school's phonic programme</li> </ul> <p>Write</p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly</li> <li>Spell words by identifying the sounds and then writing the sound with letters</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<p>Number:</p> <ul style="list-style-type: none"> <li>Distributing equally</li> <li>Securing and using number facts</li> </ul> <p>Developing Spatial Reasoning: (Recap)</p> <ul style="list-style-type: none"> <li>Awareness of repeating patterns</li> <li>Awareness of measures</li> <li>Awareness of shape</li> <li>Awareness of directional language</li> </ul>	<ul style="list-style-type: none"> <li>To talk about changes to the weather and changes in their environment in Summer.</li> <li>To understand different weather across our planet and other planets.</li> <li>To develop knowledge of the Solar System and their place in the Universe using key vocabulary planets, sun, moon.</li> <li>To explain some similarities in this country and another (Africa) drawing from fiction and non-fiction sources. (Handa's Surprise)</li> <li>To talk about changes to the weather and changes in their environment in Summer.</li> <li>To talk about ways in which they keep their body and mind healthy – exercise, healthy eating, sleep, water, hygiene and screen time.</li> <li>To understand how to keep safe when out in the environment – road safety, online safety and stranger danger</li> </ul>	<ul style="list-style-type: none"> <li>To single simple sea shanties.</li> <li>Use body percussion and instruments to tell a story.</li> <li>To use dance and movements to tell a story.</li> <li>To make detailed observational drawings and paintings</li> </ul>

## The Early Years Foundation Stage Curriculum (National) – Newly Introduced in September 2021

<p><b>Communication and Language</b></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 and 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><b>Personal, Social and Emotional Development</b></p> <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 the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</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> <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><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 to others' needs.</li> </ul>	<p><b>Physical Development</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, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
<p><b>Understanding the World</b></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><b>Expressive Arts and Design</b></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>Being Imaginative and Expressive</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>	<p><b>Mathematics</b></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>Literacy</b></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>