

EYFS curriculum and links to Year 1 (National curriculum)

- Statutory framework for the early years foundation stage. Setting the standards for learning, development and care for children from birth to five
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- Development Matters
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EYFS Themes 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre School	This is me!	Animals all around us.	A Colourful World	Yum, yum in my tum	Help! I need somebody!	Time to fly!
Reception	Off on our adventures	Special Deliveries	Out at Sea	Animal Adventures	The Enchanted Land	What a wonderful world!

NC subject with EYFS Area and strands.	YEAR	Autumn	Spring	Summer
<p>Geography <u>Understanding the World</u> <u>People, Culture and Communities ELG</u></p> <ul style="list-style-type: none"> 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. <p><u>The Natural World ELG</u></p> <ul style="list-style-type: none"> 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. 	YR	<p>Aut 1 KEY TEXT - <i>We're going on a Bear Hunt.</i></p> <ul style="list-style-type: none"> Exploring different Environments around the world, where bears live. (<i>We're going on a Bear Hunt</i>) Simple picture maps Weather <p>Aut 2 Key TEXT - <i>Supertato & Stickman</i></p> <ul style="list-style-type: none"> Changes in weather/ daily weather patterns Santa's journey Christmas around the world 	<p>Spr 1 KEY TEXTS –<i>Hooray for Fish, Shark in the Park</i> and non-fiction texts</p> <ul style="list-style-type: none"> Exploring different habitats- oceans - around the world – (<i>location and place & basic geographical physical features</i>) Weather <p>Spr 2 KEY TEXTS – <i>Gruffalo & Handa's Surprise</i></p> <ul style="list-style-type: none"> Contrasting locality – South-West Kenya (Africa) (Handa's surprise) with own locality. Naming & tasting fruit and where it comes from. Links to maps, travel, land, oceans. Sorting and classifying animals. 	<p>Sum1 KEY TEXTS – <i>Gingerbread Man & Jack and the Beanstalk</i></p> <p>Sum 2 KEY TEXTS – <i>What the ladybird heard & You Choose</i> by Nick Sharratt.</p> <ul style="list-style-type: none"> Mapping & modelling of local area looking at human and physical geographical features.
	Y1	Map Skills & Locational knowledge	Local study – local area – immediately surround homes and school (local estate)	Weather patterns

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<p>History</p> <p><u>Understanding the World</u></p> <p><u>Past and Present ELG</u></p> <ul style="list-style-type: none"> • 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. 	YR	<p>Aut 1 KEY TEXT - We're going on a Bear Hunt.</p> <p>Aut 2 Key TEXT - Supertato & Stickman</p> <p>Significant national events - Bonfire Night, Remembrance Day (historical enquiry and significant people)</p> <p><u>Books to read in class/ storytelling.</u></p> <p>Aut 1</p> <ul style="list-style-type: none"> • Dogger <p>Aut 2</p> <ul style="list-style-type: none"> • Peepo- Allan and Janet Albergh 	<p>Spr 1 KEY TEXTS –Hooray for Fish, Shark in the Park and non-fiction texts</p> <p>Spr 2 KEY TEXTS – Gruffalo & Handa's Surprise</p> <p><u>Books to read in class/ storytelling.</u></p> <p>Spr 1</p> <ul style="list-style-type: none"> • The Whale Song – Dylan Sheldon <p>Spr 2</p> <ul style="list-style-type: none"> • The Toy Maker <p>Where the Wild things Are</p> <p>Eat up Gemma</p>	<p>Sum1 KEY TEXTS – Gingerbread Man & Jack and the Beanstalk</p> <p>Exploring castles</p> <p>The King & Royal family. Buckingham Palace. (King's Coronation) (within living memory & significant people)</p> <p>Sum 2 KEY TEXTS – What the ladybird heard & You Choose by Nick Sharratt.</p> <p>Developing concept of timelines– baby to end of reception class.</p> <p>Exploring roles/ jobs in local area present and past.</p> <p><u>Books to read in class/ storytelling.</u></p> <p>Sum 2</p> <ul style="list-style-type: none"> • Once I was a child • The Tiger Who came to tea. • So Much
	Y1	<p>Now & Then</p> <p>Changes within living memory. Toys</p> <ul style="list-style-type: none"> • The Royal Family & their family 	<p>How we move around (transport)</p> <p>Changes within living memory</p> <p>Aviation events beyond living memory:</p> <ul style="list-style-type: none"> • The Wright Brothers • Gloucester Aircraft • Compare travel in different periods 	<p>Travel Beyond Earth</p> <p>Changes within living memory in national life.</p> <ul style="list-style-type: none"> • Neil Armstrong • Moon Landing • Compare space travel: Neil Armstrong and Time Peake

Timelines – to ensure they understand concept, timetables should be left to right in linear.

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Science

Understanding the World The Natural World ELG

- 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.

YR	<p>Aut 1 KEY TEXT - <i>We're going on a Bear Hunt.</i></p> <ul style="list-style-type: none"> • Changing materials – adding water to mud, melting ice to find toys. • Habitats • Keeping Healthy – exercise • Basic parts of our body. <p>Aut 2 Key TEXT - <i>Supertato & Stickman</i></p> <ul style="list-style-type: none"> • Shadows – noticing light & dark • Seasons – Autumn & Winter (observations of the seasons and what we wear) • How do animals prepare for winter? 	<p>Spr 1 KEY TEXTS – <i>Hooray for Fish, Shark in the Park</i> and non-fiction texts</p> <ul style="list-style-type: none"> • Observing animals & plants – and how environments / habitats differ. • Natural world - Oceans • Floating & sinking <p>Spr 2 KEY TEXTS – <i>Gruffalo & Handa's Surprise</i></p> <ul style="list-style-type: none"> • Natural world – forests/ Africa • Zoolab visit 	<p>Sum1 KEY TEXTS – <i>Gingerbread Man & Jack and the Beanstalk</i></p> <ul style="list-style-type: none"> • Plants (key vocab, stem, leaf, petal, root, bean) • Changing Materials- what happens when Gingerbread man get wet? • Building boats/ bridges/ waterproofing <p>Sum 2 KEY TEXTS – <i>What the Ladybird Heard & You Choose</i> by Nick Sharratt.</p> <ul style="list-style-type: none"> • Photographic timelines • Minibeasts • Sort and classify animals on farm.
Y1	<p>1. Everyday Materials</p> <p>2. Autumn season focus</p>	<p>1. Plants</p> <p>2. Wetlands project</p>	<p>Animals including humans</p> <p>Recapping:</p> <p>1&2. Everyday materials</p> <p>3&4. Plants</p> <p>5&6. Animals including humans</p> <p>7. Seasons</p>

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Spiral curriculum, opportunities to revisit skills and add new ones as the year progresses.

Art	YR	Aut 1 KEY TEXT - <i>We're going on a Bear Hunt.</i>	Spr 1 KEY TEXTS – <i>Hooray for Fish, Shark in the Park, and non-fiction texts</i>	Sum1 KEY TEXTS – <i>Gingerbread Man & Jack and the Beanstalk</i>
<p>Expressive Arts and Design Creating with Materials ELG</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive ELG</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills Physical development ELG</p>		<p>Matisse – King Paw</p> <ul style="list-style-type: none"> • Cutting skills • Primary colours • Collage (cutting / ripping / linking) 	<p>Matisse – Under the sea print</p> <ul style="list-style-type: none"> • Observational drawing • Painting 	<p>Matisse – Draw along (people)</p> <ul style="list-style-type: none"> • Combining materials 
		<p>Aut 2 Key TEXT - <i>Supertato & Stickman</i></p> <p>Matisse – inspired fireworks</p> <ul style="list-style-type: none"> • Colour mixing • collage • Clay (rolling) 	<p>Spr 2 KEY TEXTS – <i>Gruffalo & Handa's Surprise</i></p> <p>Matisse – The Sheaf</p> <ul style="list-style-type: none"> • Weaving • Printing • 3D clay modelling (texture & stamping) 	<p>Sum 2 KEY TEXTS – <i>What the Ladybird heard & You Choose</i> by Nick Sharratt.</p> <p>Matisse – snail observational drawing</p> <ul style="list-style-type: none"> • painting • collage • combining materials • colour mixing • ripping / cutting modelling  

<ul style="list-style-type: none">• 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, paintbrushes, and cutlery.• Begin to show accuracy and care when drawing	Y1	Kandinsky <ul style="list-style-type: none">• printing• drawing	Monet <ul style="list-style-type: none">• painting	Walter Mason & Andy Goldsworthy <ul style="list-style-type: none">• sculpture
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<p>D&T</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials ELG</u></p> <ul style="list-style-type: none"> • 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. <p><u>Physical Development</u></p> <p><u>Fine Motor Skills ELG</u></p> <ul style="list-style-type: none"> • 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, paintbrushes, and cutlery. • Begin to show accuracy and care when drawing 	YR	<ul style="list-style-type: none"> • Construction toys • Scissor skills • Junk modelling • Ripping and cutting • Will include opportunities to explore and create in role play, creative area, outside using large construction, den making, inside using small construction all through the year. <p>Aut 2 Key TEXT - Supertato & Stickman</p> <ul style="list-style-type: none"> • Making skeletons • Playdough, plasticine, clay • Using natural materials creating stickmen • Designing and printing wrapping paper 	<p>Spr 1 KEY TEXTS –Hooray for Fish, Shark in the Park, and non-fiction texts</p> <ul style="list-style-type: none"> • Combining different materials to support theme. • Developing use of tools for malleable materials. <p>Spr 2 KEY TEXTS – Gruffalo & Handa’s Surprise</p> <ul style="list-style-type: none"> • Handa’s surprise. Chopping & tasting fruit. (Using knife and fork) • Combining materials – tape, glue, weaving • Malleable materials (using hands to mould) • Explaining process of expressive arts and design including tool choice. • Playdough, plasticine, clay 	<p>Sum1 KEY TEXTS – Gingerbread Man & Jack and the Beanstalk Castles – past & present.</p> <ul style="list-style-type: none"> • Collage • Combining materials to make castles and beanstalks <p>Sum 2 KEY TEXTS – What the ladybird heard & You Choose by Nick Sharratt.</p> <p>Matisse – snail observational drawing</p> <ul style="list-style-type: none"> • combining materials • ripping / cutting • modelling
	Y1	Food –Soup	Free Standing Structures	Sliders & Leavers

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Music

Expressive Arts and Design

Being Imaginative and

Expressive ELG

- 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.

YR

- Charanga
- Songs and rhymes
- Dancing and singing including Christmas Performance

Y1

- Charanga
- Nativity

- Charanga

- Charanga

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<p>PE</p> <p><u>Physical Development</u></p> <p><u>Gross Motor Skills ELG</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping 	YR	<p>Lancashire PE Passport Platform (five Fundamental Movement Skills (run, jump, hop, catch and throw) - units identified on the Lancashire PE Passport Platform overview)</p> <ul style="list-style-type: none"> • Outside area – opportunities for big movements such as large blocks for building, digging, running, climbing jumping. • Bike and scooters • Dressing up including coats • Trim trails • Obstacle courses • Skipping ropes and hoops • Forest school • Christmas Show with dance. • Wake and shake • GSSN Multi-skills events three times a year
	Y1	<p>Lancashire PE Passport Platform</p> <p>Baseline of ten Fundamental Movement Skills - unit identified on the Lancashire PE Passport Platform Overview</p> <ul style="list-style-type: none"> • Hopping • Running fast • Skipping • Jumping • Underarm throw • Overarm throw • Rolling a ball • Bouncing a ball • Kicking a ball • Catching

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RE
Understanding the World ELG
People, Culture and Communities ELG

- 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.

YR	Discovery RE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Y1	 1 Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism

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PSHE

Personal, Social and Emotional Development Self-Regulation ELG

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

- 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.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

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NC subject with EYFS Area and strands.	YEAR	Autumn	Spring	Summer
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Maths

Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

YR

Autumn 1	Arithmetic session (daily for 3 minutes)
Monday	Counting songs
Tuesday	Shape recognition 2d
Wednesday	Shape recognition 3d
Thursday	Number recognition 0 - 5
Friday	Counting songs

DM - Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. Sing counting songs and number rhymes and read stories that involve counting.

Numbers – 1-5 mastering number

Autumn 2	Arithmetic session (daily for 3 minutes)
Monday	Counting songs
Tuesday	Shape recognition 2d
Wednesday	Shape recognition 3d
Thursday	Number recognition 0 - 5
Friday	Number formation 0 - 5

Numbers 1-5 mastering numbers.

Shape games 3D

- 2D shapes, making wrapping paper using shapes. wrapping 3D shape presents, sequencing events

Spring 1	Arithmetic session (daily for 3 minutes)
Monday	Counting songs
Tuesday	Shape recognition 2d
Wednesday	Shape recognition 3d
Thursday	Number recognition 0 - 10
Friday	Number formation 0 - 10

Numbers 6-7 mastering number

2D and 3D shape, time-linked to routine

Capacity-explore capacity links with full, half-full and empty, this holds more/less water etc.

Spring 2	Arithmetic session (daily for 3 minutes)
Monday	Counting beyond 10
Tuesday	Shape recognition 2d/3d
Wednesday	Patterns (AB, ABBA to include shapes)
Thursday	Number recognition 0 - 10
Friday	Number formation 0 - 10

Numbers 8-10

2D and 3D shape, time-linked to routine, days of the week, months of the year, seasons

Summer 1	Arithmetic session (daily for 3 minutes)
Monday	Counting beyond 10
Tuesday	Shape recognition 2d
Wednesday	Shape recognition 3d
Thursday	Number recognition 0 - 10
Friday	Number formation 0 - 10

Numerical Patterns -

Length-compare height of characters from the story. Model how to compare length/height with correct vocabulary- **longest/shortest**. Teach distinction between **long** (any orientation) and **tall** (vertical length)

Estimate and order familiar objects by length. Building towers to **compare/measuring** children/find 3 things **longer/shorter/taller/shorter** than...reason why. Straight object vs curved object, reason which is **longer/shorter**. NRIC Making Caterpillars/Long Creatures activity. Misconceptions-measuring with non-standard units e.g., the table is 4 pencils long, but when I measured, it was only 3 pencils long.

Numbers 11-20

			<p>Capacity-explore capacity links with full, half-full and empty, this holds more/less water etc.</p>	<table border="1"> <tr> <td data-bbox="1655 189 1848 296">Summer 2</td> <td data-bbox="1848 189 2139 296">Arithmetic session (daily for 3 minutes)</td> </tr> <tr> <td data-bbox="1655 296 1848 363">Monday</td> <td data-bbox="1848 296 2139 363">Counting beyond 10</td> </tr> <tr> <td data-bbox="1655 363 1848 430">Tuesday</td> <td data-bbox="1848 363 2139 430">Shape recognition 2d/3d</td> </tr> <tr> <td data-bbox="1655 430 1848 533">Wednesday</td> <td data-bbox="1848 430 2139 533">Patterns (AB, ABBA to include shapes)</td> </tr> <tr> <td data-bbox="1655 533 1848 600">Thursday</td> <td data-bbox="1848 533 2139 600">Number recognition 0 -10</td> </tr> <tr> <td data-bbox="1655 600 1848 667">Friday</td> <td data-bbox="1848 600 2139 667">Number formation 0 - 10</td> </tr> </table> <ul style="list-style-type: none"> • Capacity, weight, coins in role play, shapes in the environment • Number- Review and assess. • Counting verbally beyond 20 	Summer 2	Arithmetic session (daily for 3 minutes)	Monday	Counting beyond 10	Tuesday	Shape recognition 2d/3d	Wednesday	Patterns (AB, ABBA to include shapes)	Thursday	Number recognition 0 -10	Friday	Number formation 0 - 10
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	Y1	<p><u>Autumn 1 Units:</u></p> <ul style="list-style-type: none"> • Number and place value up to 20 • Recognise and name rectangles, squares, circles and triangles • Addition and subtraction within 20. • Number bonds to 5 and 6. <p><u>Autumn 2 Units:</u></p> <ul style="list-style-type: none"> • Number and place value up to 100 • Addition and subtraction facts of 7 – 11. • Recognise and name cuboids, cubes, pyramids, spheres. 	<p><u>Spring 1 Units:</u></p> <ul style="list-style-type: none"> • Addition and subtraction facts 11 – 16 • Compare lengths and heights using the language of longer than and shorter than • Order lengths and heights. • Measure length and heights using non-standard units • Measure lengths and heights using common standard units <p><u>Spring 2 Units:</u></p> <ul style="list-style-type: none"> • Addition and subtraction facts of 17 – 20. • Recognise and find half and quarter of objects and amounts. • Use mathematical language to describe position, movement along a straight line, whole, half, quarter and three quarter turns. 	<p><u>Summer 1 Units:</u></p> <ul style="list-style-type: none"> • Add and subtract two single digit numbers within 10 and bridging 10. • Add and subtract 10 and a single digit number • Add and subtract 9 and a single digit number. • Know and use the days of the week, months of the year. • Tell the time to the hour and half past. • Sequence events. <p><u>Summer 2 Units:</u></p> <ul style="list-style-type: none"> • Double and half numbers • Count in steps of 2, 5 and 10. • Use equal groups and arrays for multiplication. • Use sharing and grouping for division. • Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20 • Compare and order mass and capacity.
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Reception	Off on our adventures	Special Deliveries	Out at Sea	Animal Adventures	The Enchanted Land	What a wonderful world!

NC subject with EYFS Area and strands.	YEAR	Autumn	Spring	Summer
<p>Reading and writing</p> <p>Literacy ELG</p> <p><u>READING</u></p> <p><u>ELG Comprehension</u></p> <ul style="list-style-type: none"> 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. <p><u>ELG Word Reading</u></p> <ul style="list-style-type: none"> 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. <p><u>ELG Writing</u></p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. 	YR	<p>Aut 1 KEY TEXT - <i>We're going on a Bear Hunt.</i></p> <ul style="list-style-type: none"> Mark making Name writing Letter formation linked to RWI cvc words linked to RWI <p>Aut 2 Key TEXT - <i>Supertato & Stickman</i></p> <ul style="list-style-type: none"> Mark making Name writing Letter formation linked to RWI-speed write cvc words linked to RWI 	<p>Spr 1 KEY TEXTS –<i>Hooray for Fish, Shark in the Park</i> and non-fiction texts</p> <ul style="list-style-type: none"> Name writing Letter formation linked to RWI simple words linked to RWI Simple captions RWI hold a sentence. <p>Spr 2 KEY TEXTS – <i>Gruffalo & Handa's Surprise</i></p> <ul style="list-style-type: none"> Name writing Letter formation linked to RWI Words linked to RWI Simple captions RWI hold a sentence. 	<p>Sum1 KEY TEXTS – <i>Gingerbread Man & Jack and the Beanstalk</i></p> <ul style="list-style-type: none"> Letter formation linked to RWI Simple captions/ sentences/ story writing RWI hold a sentence <p>Sum 2 KEY TEXTS – <i>What the ladybird heard & You Choose</i> by Nick Sharratt.</p> <ul style="list-style-type: none"> Letter formation linked to RWI Simple captions/ sentences/ story writing RWI hold a sentence
	Y1	<p>Aut 1 KEY TEXT - <i>The Snail & the Whale</i></p> <p>GAPS Objectives Taught Focus:</p> <ul style="list-style-type: none"> name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound 	<p>Spr 1 KEY TEXT –<i>One Day on Our Blue Planet</i></p> <p>GAPS Objectives Taught Focus:</p> <ul style="list-style-type: none"> Use –ed, where no change is needed in the spelling of root words (Skill 16) Sequence sentences to form short texts (Skill 10) 	<p>Sum1 KEY TEXT – <i>Orion & the Dark</i></p> <p>GAPS Objectives Taught Focus:</p> <ul style="list-style-type: none"> Use –er and –est where no change is needed in the spelling of root words (Skill 16) Use the spelling rule for –es as the plural marker for the third person singular marker for verbs (Skill 17)

<ul style="list-style-type: none"> • 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. <p>ELG- Fine Motor ELG</p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> • use the spelling rule for adding –s (Skill 17) • begin to punctuate sentences using a capital letter and for personal pronoun ‘I’ (Skill 3) • Demarcate sentences using a full stop (Skill 2) <p>Ongoing Writing Objectives</p> <ul style="list-style-type: none"> • Orally rehearse sentences before writing • Begin to use some features of Standard English • Generally use the past and present accurately • Write sequences of linked sentences • Spell words containing each of the 40+ phonemes taught • Spell common exception words • Apply simple spelling rules and guidance from Appendix 1 <p>Aut 2 Key TEXT - Traction Man GAPS Objectives Taught Focus:</p> <ul style="list-style-type: none"> • Spell the days of the week (Skill 18) • use –ing where no change is needed in the spelling of root words (Skill 16) • capital letter for names of people, places, days of the week (Skill 6) • begin to punctuate sentences using a question mark (Skill 9) Join words using ‘and’ (Skill 4) 	<ul style="list-style-type: none"> • Un-prefix to change meaning of adjectives/adverbs (Skill 19) • Use ‘and’ to join simple sentences (Skill 5) <p>Ongoing Writing Objectives</p> <ul style="list-style-type: none"> • Orally rehearse sentences before writing • Begin to use some features of Standard English • Generally use the past and present accurately • Write sequences of linked sentences • Spell words containing each of the 40+ phonemes taught • Spell common exception words • Apply simple spelling rules and guidance from Appendix 1 <p>Spr 2 KEY TEXT – Beegu GAPS Objectives Taught Focus:</p> <ul style="list-style-type: none"> • Beginning to punctuate sentences using an exclamation mark (Skill 12) • Regular plural noun suffixes –es (Skill 17) <p>Ongoing Writing Objectives</p> <ul style="list-style-type: none"> • Orally rehearse sentences before writing • Begin to use some features of Standard English • Generally use the past and present accurately • Write sequences of linked sentences 	<p>Ongoing Writing Objectives</p> <ul style="list-style-type: none"> • Orally rehearse sentences before writing • Begin to use some features of Standard English • Generally use the past and present accurately • Write sequences of linked sentences • Spell words containing each of the 40+ phonemes taught • Spell common exception words • Apply simple spelling rules and guidance from Appendix 1 <p>Sum 2 KEY TEXT – Lila & the Secret of Rain GAPS Objectives Taught Focus: Content will be revisited as appropriate</p> <p>Ongoing Writing Objectives</p> <ul style="list-style-type: none"> • Orally rehearse sentences before writing • Begin to use some features of Standard English • Generally use the past and present accurately • Write sequences of linked sentences • Spell words containing each of the 40+ phonemes taught • Spell common exception words • Apply simple spelling rules and guidance from Appendix 1
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	<p>Ongoing Writing Objectives</p> <ul style="list-style-type: none"> • Orally rehearse sentences before writing • Begin to use some features of Standard English Generally use the past and present accurately • Write sequences of linked sentences • Spell words containing each of the 40+ phonemes taught • Spell common exception words • Apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes taught • Spell common exception words • Apply simple spelling rules and guidance from Appendix 1 	
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Computing No ELG statement	YR	To use a range technology to support learning e.g., cameras/ iboard or iPad games/ finding out information/ know where and what technology is used for.		
	Y1			