



Long Term Planning – Reception 2020-21

Learning and teaching in EYFS will carefully follow the statutory and non-statutory guidance provided by the DfE. This planning is given as a guide to show how learning may emerge across the year. However, as it is a requirement that learning and development opportunities are planned around the needs and interests of each individual child, it should be noted that it is likely to transform throughout the year in response to our children and the enabling environment we provide for them.

	Autumn Term				Spring Term			Summer Term			
	September	October	November	December	January	February	March	April	May	June	July
Possible Themes	Topic: All About Me! / Into the Woods <u>RE: School Mission Statement – Celebrate Good Times!</u> <u>RE: Hall Display - Friendship</u> <u>RE: Come and See</u> Domestic Church Early Years - MYSELF - God knows and loves each one of us Baptism/Confirmation Early Years - WELCOME - Baptism: a welcome to God's family Advent/Christmas Early Years - BIRTHDAY - Looking forward to Jesus' birthday				Topic: Let's Celebrate / Awe and Wonder <u>RE: Come and See</u> Local Church Early Years - CELEBRATING - People celebrate in Church Eucharist Early Years - GATHERING - Parish family gathers to celebrate Eucharist Lent/Easter Early Year - GROWING - Looking forward to Easter			Topic: Super Friends / Our Amazing Earth <u>RE: Come and See</u> Pentecost Early Years - GOOD NEWS - Passing on the Good News of Jesus Reconciliation/Anointing of the sick Early Years - FRIENDS - Friends of Jesus Universal Church Early Years - OUR WORLD - God's wonderful world			
	Seasons – Autumn/Winter Welly Walk – Autumn scavenger hunt				Seasons – Winter/Spring Welly Walk – Spring signs of growth			Seasons – Spring/Summer School Trip			
	Focus Texts: The Growing Story We're Going on a Bear Hunt The Gruffalo Whole School Focus (Everybody Writing): Tell Me a Dragon				Focus Texts: How to Catch a Star Lost and Found Whole School Text (Everybody Writing): TBC			Focus Texts: The Very Hungry Caterpillar Superworm Supertato Mad About Dinosaurs Whole School Text (Everybody Writing): TBC			
	Roald Dahl Day – The Enormous Crocodile	Halloween - Room on a Broom Diwali Black History Month – Handa's Surprise Poetry Day "Truth" – Micheal Rosen Chocolate Cake World Maths Day	Remembrance Day - The Poppy Story (Early Years) Bonfire Night – Van Gogh Starry Night / Leonid Afemrov Houses of Parliament Anti-Bullying Week Monty the Manatee	Christmas – The Nativity	Chinese New Year – The Magic Paintbrush Epiphany – The Fourth King	Valentine's Day – Full, Full, Full of Love Shrove Tuesday Ash Wednesday	British Science Week – Little Miss Inventor World Book Day – traditional tales Mother's Day Assembly	St Georges Day - There's a Dragon in Your Book	International Dinosaur Day - Mad about Dinosaurs! School Trip - TBC	Ramadan Father's Day Summer BBQ	Eid Moving on – Big Art

		Autumn		Spring		Summer	
		PRIME AREAS					
Personal Social and Emotional	Making Relationships	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <i>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</i>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <i>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</i>
	Self Confidence and Self Awareness	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Confident to speak to others about own	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Confident to speak to others about	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find</i>	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <i>Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support</i>

Descriptors covering objectives which exceed the early learning goals are in italic font.

		needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	They say when they do or don't need help.	they do or don't need help.	<i>easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</i>	<i>when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</i>
	Managing Feelings and Behaviour	SEAL – New Beginnings Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	SEAL – Getting on and Falling Out Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when	SEAL – Good to be Me Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	SEAL – Going for Goals Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	SEAL – Changes Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.	SEAL – Relationships Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

Descriptors covering objectives which exceed the early learning goals are in italic font.

			someone has taken their toy.				
Communication, Language and Literacy	Listening and Attention	Listening to a selection of familiar stories. Listening skills on the carpet in small and large groups. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.	Listening to a selection of familiar stories. Listening skills on the carpet in small and large groups. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Children listen attentively in a range of situations	Listening to a selection of familiar stories. Listening skills on the carpet in small and large groups. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children listen to instructions and follow them accurately asking for clarification.	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children Listen to instructions and follow them accurately asking for clarification. They listen attentively with sustained concentration to follow a story without pictures or prompts and can listen in a larger group.
	Understanding	Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.	Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.	Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Children follow instructions involving several ideas or actions.	Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Children follow instructions	Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Children follow instructions involving several ideas or actions.	Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Children follow instructions involving several ideas or actions.

Descriptors covering objectives which exceed the early learning goals are in italic font.

				They answer 'how' and 'why' questions about their experiences and in response to stories or events.	involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	They answer 'how' and 'why' questions about their experiences and in response to stories or events. After listening to stories children can express views about events or characters in the story and answer questions about why things happen. They can carry out instructions which contain several parts in a sequence.	They answer 'how' and 'why' questions about their experiences and in response to stories or events. After listening to stories children can express views about events or characters in the story and answer questions about why things happen. They can carry out instructions which contain several parts in a sequence.
	Speaking	Extends vocabulary, especially by grouping and naming, Exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	Extends vocabulary, especially by grouping and naming, Exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	Extends vocabulary, especially by grouping and naming, Exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <i>Introduces a storyline or narrative into their play. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i>	Extends vocabulary, especially by grouping and naming, Exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <i>Introduces a storyline or narrative into their play. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i>	Extends vocabulary, especially by grouping and naming, Exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. ELG Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. <i>ELG GD Children show awareness of the listener by</i>	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. <i>Children show awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine</i>

Descriptors covering objectives which exceed the early learning goals are in italic font.

						<i>making changes to language and non-verbal features. They recount experiences and imagine possibilities, often they use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i>	<i>possibilities, often they use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i>
Physical development	Moving and Handling	Outdoor Play Balance and coordination Indoor games Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Outdoor Play Balance and coordination Indoor games Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Outdoor Play Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Outdoor Play They handle equipment and tools effectively. They move confidently in a range of ways, safely negotiating space. Children show good control and co-ordination in large and small movements.	Outdoor Play Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <i>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</i>	Outdoor Play Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <i>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</i>
	Health and Self Care	Dressing and undressing independently Self-care and hygiene. Using equipment and tools safely.	Dressing and undressing independently Self-care and hygiene. Using equipment and tools safely. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day.	Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision	Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <i>Children know about and can make healthy choices in</i>

Descriptors covering objectives which exceed the early learning goals are in italic font.

					Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day.	<i>Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</i>	<i>relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</i>
Literacy	Reading	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read	Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read	Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <i>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</i>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <i>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</i>

Descriptors covering objectives which exceed the early learning goals are in italic font.

		turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.				
	Phonics	Letters and sound phase 2. Oral blending and segmenting. Blending for reading and segmenting for writing.	Letters and sound phase 2. Oral blending and segmenting. Blending for reading and segmenting for writing. Phase 3 consonant digraphs and vowel digraphs.	Letters and sound phase 2. Blending for reading and segmenting for spelling. Letters and sound phase 3 Oral blending and segmenting. Phase 3 blending for reading and segmenting for spelling. Digraphs and trigraphs.	Letters and sound phase 3 Oral blending and segmenting. Letters and sound phase 3 blending for reading and spelling for segmenting including digraphs and trigraphs. Phase 4 Practising grapheme recognition (for reading) and recall (for spelling). Teaching blending for reading CVCC and CCVC words	Letters and sound phase 3 blending for reading and spelling for segmenting. <i>Phase 4 Practising grapheme recognition (for reading) and recall (for spelling). Teaching blending for reading CVCC and CCVC words. Practising reading and spelling words with adjacent consonants. Practising reading and writing and sentences. Introduce phase 5 graphemes.</i>	Letters and sound phase 3 blending for reading and spelling for segmenting Phase 4 Practising grapheme recognition (for reading) and recall (for spelling). Teaching blending for reading CVCC and CCVC words. Practising reading and spelling words with adjacent consonants. Practising reading and writing and sentences. <i>Introduce phase 5 graphemes. Alternative pronunciations for graphemes will also be introduced.</i>
	Writing	To break the flow of speech into words. Give meaning to marks they make. To write own name and other things such as labels and captions. To continue a rhyming string. Hear and say the initial sound in words. Link sounds to letters.	To break the flow of speech into words. Give meaning to marks they make. Hear and say the initial sound in words. Link sounds to letters. To write own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts. To continue a rhyming string.	Give meaning to marks they make. Hear and say the initial sound in words. Link sounds to letters. Attempts to write short sentences. Use clearly identifiable letters, representing some sounds correctly and in sequence.	Hear and say the initial sound in words. Link sounds to letters. Attempts to write short sentences. Use clearly identifiable letters, representing some sounds correctly and in sequence. Write words that match their spoken sounds. Write irregular common words. Write sentences that can be	Link sounds to letters. Attempts to write short sentences. Use clearly identifiable letters, representing some sounds correctly and in sequence. Write words that match their spoken sounds. Write irregular common words. Write sentences that can be read by themselves and others. Some words are spelt correctly and others are	Attempts to write short sentences. Use clearly identifiable letters, representing some sounds correctly and in sequence. Write words that match their spoken sounds. Write irregular common words. Write sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <i>Spell phonically regular words of</i>

Descriptors covering objectives which exceed the early learning goals are in italic font.

					read by themselves and others.	phonetically plausible. <i>Spell phonically regular words of more than one syllable as many high frequency words. They use key features of narrative.</i>	<i>more than one syllable as many high frequency words. They use key features of narrative.</i>
Mathematics	Number	<p>Counting Number recognition Number rhymes More/less +/- practice</p> <p>Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Uses the language of 'more' and 'fewer' to compare two sets of objects. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number.</p>	<p>Counting Number rec matching Number rhymes More/less +/- practice</p> <p>Recites numbers in order to 10. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number.</p>	<p>Counting Number rhymes Number recognition +/- practice</p> <p>Finds the total number of items in tow groups by counting all of them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Estimates how many objects they can see and checks by counting them. Objects between 10 and 20. Finds one more or one less from a group of up to ten. Estimates how many objects they can see and checks by counting them. Counts actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. They solve problems including doubling.</p>	<p>Counting +/- practice</p> <p>Records using marks that they can interpret and explain. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Finds one more or one less from a group of up to ten. Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Recognises numbers to 20. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems</p>	<p>Counting +/- practice</p> <p>Recognises numbers to 20. Records using marks that they can interpret and explain (addition and subtraction number sentences). Says the number that is one more than a given number. Finds one more or one less from a group of up to ten. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds one more or one less from a group of up to five objects, then ten objects. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. <i>Children estimate a number of objects and check quantities by counting up to 20.</i> <i>They solve practical problems that involve combining groups of 2, 5, 10, or sharing into equal groups.</i></p>	

Descriptors covering objectives which exceed the early learning goals are in italic font.

		Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects.	Finds one more or one less from a group of up to five objects, then ten objects.		based on own interests and fascinations. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.		
	Shape, Space and Measure	<p>2D shapes 3D shapes Pattern Length Time</p> <p>Beginning to use mathematical names for 'flat' 2 D shapes and 'solid' 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. Shows interest in shapes in the environment. Uses shapes appropriately for t Orders and sequences familiar events. Orders two or three items by length. Uses familiar objects and common shapes to create and recreate patterns</p>	<p>Weight Sorting Capacity Time Pattern</p> <p>Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. To order three items by capacity. To order items by their length. Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. Uses familiar objects and common shapes to create and recreate patterns</p>	<p>Length time 2D shape 3D shape Pattern</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Orders two or three items by length or height. Measures short periods of time in simple ways. Children use everyday language to talk about size,</p>	<p>3D shape Capacity Length Time Pattern</p> <p>Can describe their relative position such as 'behind' or 'next to' Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. Selects a particular named s Uses everyday language rela time. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Uses familiar objects and common shapes to create and recreate patterns</p>	<p>Money 3D shape 2D shape Patterns</p> <p>Beginning to use everyday language related to money. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Children use everyday language to talk about money to compare quantities and to solve problems. Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. Uses familiar objects and common shapes to create and recreate patterns and build models</p>	<p>Time 2D shape 3D shape Weight Capacity Pattern</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Orders two items by weight or capacity. Uses everyday language related to time. Measures short periods of time. Orders and sequences familiar events.</p>

Descriptors covering objectives which exceed the early learning goals are in italic font.

				position and distance to compare quantities and objects and to solve problems. They recognize, create and describe patterns.			
--	--	--	--	---	--	--	--

Descriptors covering objectives which exceed the early learning goals are in italic font.

	People and Communities	<p>Describing and talking about significant events in own life.</p> <p>Sharing and celebrating the lives of children in the class.</p> <p>Recognises and describes special times or events for family or friends. Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p>	<p>Sharing and celebrating the lives of children in the class.</p> <p>Enjoys joining in with family customs and routines. For example children to share their feelings and talk about why they respond to experiences in particular ways. children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences</p>	<p>Developing understanding of other cultures and ways of life.</p> <p>Children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</p>	<p>Sharing and celebrating the lives of children in the class.</p> <p>Children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</p>	<p>Sharing and celebrating the lives of children in the class.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children talk about past and present events in their own lives and in the lives of family members.</p> <p><i>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</i></p> <p><i>They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</i></p>	<p>Sharing and celebrating the lives of children in the class</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children talk about past and present events in their own lives and in the lives of family members.</p> <p><i>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</i></p> <p><i>They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</i></p>
Understanding the World	The World	<p>Developing an understanding of growth, decay and changes over time</p> <p>Talks about why things happen and how things work.</p> <p>Shows care and concern for living things and the environment.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions. Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><i>Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own</i></p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><i>Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own</i></p>

Descriptors covering objectives which exceed the early learning goals are in italic font.

		some of the things they have observed such as plants, animals, natural and found objects.				<i>community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</i>	<i>community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</i>
	Technology	Finding out about everyday use of ICT Machines that help us. Logging on/off Knows that information can be retrieved from computers Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new Images. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects	Getting to know the computer Know that computers can be used to perform specific tasks. Logging on/off Knows that information can be retrieved from computers Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, on real objects.	They select and use technology for particular purposes. Children recognise that a range of technology is used in places such as homes and schools. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.	They select and use technology for particular purposes. Children recognise that a range of technology is used in places such as homes and schools. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.	Foundations of modelling and simulations Know that computers can represent real or fantasy situations. Logging on/off They select and use technology for particular purposes. Children recognise that a range of technology is used in places such as homes and schools. <i>Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need.</i>	Foundations of modelling and simulations Know that computers can represent real or fantasy situations. Logging on/off They select and use technology for particular purposes. Children recognise that a range of technology is used in places such as homes and schools. <i>Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need.</i>
pressive Arts and Design	Being Imaginative	Captures experiences and responses with a range of media. Creates movement in response to music. Makes up rhythms Builds stories around toys. Uses available resources to create props to support role-play. Developing preferences for forms of	Captures experiences and responses with a range of media. Creates movement in response to music. Makes up rhythms Builds stories around toys. Uses available resources to create props to support role-play. Developing preferences for forms of expression. Uses movement to express feelings.	Captures experiences and responses with a range of media. Creates movement in response to music. Makes up rhythms Builds stories around toys. Uses available resources to create props to support role-play. Developing preferences for forms of expression. Uses	Captures experiences and responses with a range of media. Creates movement in response to music. Makes up rhythms Builds stories around toys. Uses available resources to create props to support role-play. Developing preferences for forms of expression. Uses	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Descriptors covering objectives which exceed the early learning goals are in italic font.

		expression. Uses movement to express feelings.	Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative. Chooses particular colours to use for a purpose. . Plays alongside other children who are engaged in the same theme	movement to express feelings. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative. Chooses particular colours to use for a purpose. . Plays alongside other children who are engaged in the same theme	movement to express feelings.	<i>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</i>	<i>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</i>
	Exploring and Using Media and Materials	Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where Necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where Necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.	Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children sing songs, make music and dance, and experiment with ways of changing them. <i>Children develop their own ideas through selecting and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed</i>	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children sing songs, make music and dance, and experiment with ways of changing them. <i>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed</i>
	Music	Charanga Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. (enhancements provided within continuous provision)	Charanga Nativity Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. (enhancements provided within continuous provision)	Charanga Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. (enhancements provided within continuous provision)	Charanga Singathon Mothers Day Assembly Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. (enhancements provided within continuous provision)	Charanga Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. They represent their own ideas, thoughts and feelings through design and technology, art, music,	Charanga Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Descriptors covering objectives which exceed the early learning goals are in italic font.

						dance, role play and stories. (enhancements provided within continuous provision)	(enhancements provided within continuous provision)
--	--	--	--	--	--	---	---

Descriptors covering objectives which exceed the early learning goals are in italic font.