








Beaumont Primary School Reception Long Term Plan



The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.



General Themes



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I am Special!	Let's Celebrate! (Festivals)	People who help us	Superheroes to the rescue!	Let it grow! (Lifecycles)	Things that go! (Travel & Transport)




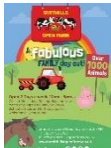
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Communication & Language 	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p><i>At Beaumont, the children are immersed in a vocabulary rich curriculum which underpins all our learning. This is enhanced by the delivery of extra Language interventions such as, NELI and WELLCOM.</i></p>  	<p>*Engage and retell stories such as; Elmer, Goldilocks and the three bears and The Rainbow Fish.</p> <p>*Develop listening skills when working in small groups and whole class scenarios</p> <p>*Listen to and explore new vocabulary linked to the topic such as naming parts of the body and senses.</p>	<p>*Describe events in some detail such as bonfire night and Diwali.</p> <p>*Learn new vocabulary and use it throughout the day.</p> <p>*Listen to and talk about stories to build familiarity and understanding such as room on the broom, the little red hen and stick man.</p>	<p>*Ask questions to find out more and to check they understand what has been said to them.</p> <p>*Articulate their ideas and thoughts in well-formed sentences.</p> <p>*Learn new vocabulary.</p> <p>*Engage in non-fiction books.</p> <p>*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>*Articulate their ideas and thoughts in well-formed sentences.</p> <p>*Engage in non-fiction books.</p> <p>*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>*Engage in story times.</p> <p>*Listen to and talk about stories to build familiarity and understanding.</p> <p>*Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>*Use new vocabulary in different contexts.</p> <p>*Listen carefully to rhymes and songs,</p>	<p>*Learn new vocabulary. (see knowledge organiser)</p> <p>*Use new vocabulary through the day.</p> <p>*Ask questions to find out more and to check they understand what has been said to them.</p> <p>*Articulate their ideas and thoughts in well-formed sentences.</p> <p>*Connect one idea or action to another using a range of connectives.</p> <p>*Describe events in some detail. (lifecycle process)</p> <p>*Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>*Learn rhymes, poems and songs.</p> <p>*Engage in non-fiction books.</p>	<p>*Understand how to listen carefully and why listening is important.</p> <p>*Learn new vocabulary, (linked to travel and transport)</p> <p>*Use new vocabulary through the day.</p> <p>*Ask questions to find out more and to check they understand what has been said to them.</p> <p>*Articulate their ideas and thoughts in well-formed sentences.</p> <p>*Connect one idea or action to another using a range of connectives.</p> <p>*Describe events in some detail. (journeys to school)</p> <p>*Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (vehicles)</p>



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Personal, Social & Emotional Development 	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
At Beaumont, all our learning is underpinned by our character education who take the shape of superheroes, encouraging the children to develop, perseverance, resilience, teamwork, motivation, determination and be aspirational. 	*Build purposeful relationships with the class and adults in their new setting. *Developing managing their own wants and needs. *Show resilience and perseverance when facing new challenges in their new setting. *Express feelings and accept feelings of others.	*Continue to build constructive and purposeful relationships. *Show perseverance and resilience in the face of challenges. *Express about their feelings and the feelings of others.	*Know and talk about the different factors that support their overall health and wellbeing. *Identify and moderate their own feelings socially and emotionally. *Manage their own needs. *Express their feelings and consider the feelings of others.	*Identify and moderate their own feelings socially and emotionally. *Manage their own needs. Express their feelings and consider the feelings of others. *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others.(using stories as a prompt)	*See themselves as a valuable individual. *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others.	*Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others. *Manage their own needs. - Personal hygiene *Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' – - having a good sleep routine

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Physical Development 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<p>At Beaumont, in addition to the rich physical curriculum, the children also take part in a PE session each week using the "Get set PE" scheme.</p> 	<ul style="list-style-type: none"> *Refine movement skills such as; walking, hopping, running, jumping and skipping during physical activities and PE sessions. *Develop small motor skills and begin "letter-join" programme. *Develop the skills they need to manage the school day successfully e.g. lining up, mealtimes and personal hygiene. 	<ul style="list-style-type: none"> *Progress towards a fluent style of moving with developing control and grace such as running, hopping, skipping etc. *Develop small motor skills and continue to use the 'letter join' programme. *Use small apparatus such as scissors safely. 	<ul style="list-style-type: none"> *Develop the foundations of a handwriting style which is fast, accurate and efficient. *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance. 	<ul style="list-style-type: none"> *Develop the foundations of a handwriting style which is fast, accurate and efficient. *Begin to show accuracy and care when drawing *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. *Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength balance and coordination when playing 	<ul style="list-style-type: none"> *Progress towards a more fluent style of moving, with developing control and grace. *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. *Combine different movements with ease and fluency. *Confidently and safely use a range of large and small apparatus indoors and outside, alone/group 	<ul style="list-style-type: none"> *Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing *Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.

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Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. All teaching and activities undertaken in Reception link to a weekly book, which stimulates excitement and aims to develop a love of reading. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
<p>At Beaumont, we use the "Bug Club" phonic programme, which supports both phonics and early reading development.</p>  <p>At Beaumont, we use the "Letterjoin" programme to support writing development</p> 	<p>Word Reading</p> <ul style="list-style-type: none"> *Exploring Nursery rhymes and identifying words that rhyme. *Recognise words with the same initial sounds. *Introduce Bug Club phonics and the different sets of letters/sounds <p>Comprehension</p> <ul style="list-style-type: none"> *Understand print has meaning when exploring different books. *Anticipate key events in stories *Use and understand introduced vocabulary linked to the topic or book. <p>Writing</p> <ul style="list-style-type: none"> *Introduction to "Letter-join" and squiggle wiggle sessions that explore patterns & mark making. *Writing some or all letters of their names. 	<p>Word Reading</p> <ul style="list-style-type: none"> *Use phonics bug programme to learn new sounds (Phase 2). *Read a few common exception words such as I, the, into etc. *Begin to blend known sounds into words to read short words. *Count or clap syllables in words. <p>Comprehension</p> <ul style="list-style-type: none"> *Engage in extended conversations about stories, learning new vocabulary. *Name some parts of a book such as the title. <p>Writing</p> <ul style="list-style-type: none"> *Write some or all of their name *Use letter join programme to write some letters accurately. 	<p>Word reading:</p> <ul style="list-style-type: none"> *Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words matched to the school's phonic programme. *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Writing</p> <ul style="list-style-type: none"> *Form lower-case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<p>Word reading</p> <ul style="list-style-type: none"> *Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. *Repeat words and phrases from familiar stories. *Ask questions about the book. Makes comments and shares their own ideas. *Develop play around favourite stories using props. *Read a few common exception words matched to the phonic bug programme. (I, no, go, to, into, the) *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *Re-read familiar books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Writing</p> <ul style="list-style-type: none"> *Form lower-case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<p>Reading</p> <ul style="list-style-type: none"> *Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. *Read some letter groups that each represent one sound and say sounds for them. *Read a few common exception words *Read simple phrases and sentences made up of words with known *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Writing</p> <ul style="list-style-type: none"> *Form lower-case and capital letters correctly. (Letterjoin programme) *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. *Re-read what they have written to check that it makes sense 	<p>Reading</p> <ul style="list-style-type: none"> *Read individual letters by saying the sounds for them. (phases 2, 3 & 4) *Blend sounds into words, so that they can read correspondences. *Read a few common exception words matched to the school's phonic programme. (Bug Club phonics) *Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Linked to travel and transport, matching captions to pictures) <p>Writing</p> <ul style="list-style-type: none"> *Form lower-case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (recount of class trip/simple sentences from the stories)

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General Themes	I am Special!	Let's Celebrate! (Festivals)	People who help us	Superheroes to the rescue!	Let it grow! (Lifecycles)	Things that go! (Travel & Transport)
Mathematics 	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
At Beaumont we have access to the "Power maths" scheme, which guides and supports our delivery of the mathematics curriculum. 	<ul style="list-style-type: none"> *Counting and matching numerals to amounts *Exploring number and amounts through games and activities. *Identify and explore repeated patterns linked to stories e.g. Elmer. *Explore 2D & 3D shapes in the environment and create shape pictures & models *Understand and explore position of objects. *Weighing and measuring ingredients. *Comparing sizes and ordering (Linked to Goldilocks & the Three Bears) 	<ul style="list-style-type: none"> *Solve real word mathematical problems up to 5. *Experiment with their own symbols and marks as well as numerals. *Compare quantities using language: 'more than', 'fewer than' *Describe a familiar route *Discuss routes and locations, using words like 'in front of' and 'behind'. *Count objects, sounds and actions *Make comparisons between objects relating to size, length, weight and capacity. *Explore the composition of numbers to 10. 	<ul style="list-style-type: none"> *Count objects, actions and sounds *Subitise. *Count beyond ten *Link the number symbol (numeral) with its cardinal number value. *Understand the 'one more than/one less than' relationship between consecutive numbers. *Explore the composition of numbers to 10. *Automatically recall number bonds for numbers 0-5 and some to 10. 	<ul style="list-style-type: none"> *Count objects, actions and sounds *Subitise. *Count beyond ten *Link the number symbol (numeral) with its cardinal number value. *Understand the 'one more than/one less than' relationship between consecutive numbers. *Explore the composition of numbers to 10. *Automatically recall number bonds for numbers 0-5 and some to 10. *Continue, copy and create repeating patterns. *Compare length, weight and capacity *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> *Count objects, actions and sounds *Subitise. *Count beyond ten *Link the number symbol (numeral) with its cardinal number value. *Understand the 'one more than/one less than' relationship between consecutive numbers. *Explore the composition of numbers to 10. *Automatically recall number bonds for numbers 0-5 and some to 10. *Continue, copy and create repeating patterns. (including symmetry) *Compare length, weight and capacity *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> *Count objects, actions and sounds *Subitise. *Count beyond ten *Link the number symbol (numeral) with its cardinal number value. *Understand the 'one more than/one less than' relationship between consecutive numbers. *Explore the composition of numbers to 10. *Automatically recall number bonds for numbers 0-5 and some to 10. *Continue, copy and create repeating patterns. (including symmetry) *Compare length, weight and capacity *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. *Identify coins and their value (up to £1.00) *Identify 3d shapes and their properties

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<p>Understanding the World</p> 	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>At Beaumont, we encourage first hand experiences that include "wow" moments, visits and visitors that spark curiosity and a love of learning.</p>   	<ul style="list-style-type: none"> *Talk about members of their immediate family and community when exploring the "I am special" topic. *Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past. *Draw information from a simple map. *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. (different festivals) *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> *Talk about members of their immediate family and community when exploring celebrations. *Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past. *Draw information from a simple map. *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> *Talk about members of their immediate family and community. *Name and describe people who are familiar to them. *Draw information from a simple map. *Compare and contrast characters from stories, including figures from the past. *Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> *Talk about members of their immediate family and community. *Recognise that people have different beliefs and celebrate special times in different ways. (Christianity & Easter) *Explore the natural world around them. *Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> * Recognise that people have different beliefs and celebrate special times in different ways. (Eid) *Recognise some similarities and differences between life in this country and life in other countries. * Explore the natural world around them. *Describe what they see, hear and feel whilst outside. *Recognise some environments that are different to the one in which they live. *Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> •Talk about members of their immediate family and community. • Comment on images of familiar situations in the past. (transport in the past). • Draw information from a simple map. • Understand that some places are special to members of their community. *Recognise some environments that are different to the one in which they live.

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Expressive Art & Design 	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
At Beaumont, children develop their musical knowledge and skills through the delivery of the "Charanga" programme. 	<ul style="list-style-type: none"> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively sharing ideas, resources and skills. *Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. *Sing in a group or on their own, increasingly matching the pitch and following the melody. *Develop storylines in their pretend play. * Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively sharing ideas, resources and skills. *Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses. *Sing in a group or on their own, increasingly matching the pitch and following the melody. *Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively sharing ideas, resources and skills. *Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses. *Sing in a group or on their own, increasingly matching the pitch and following the melody. *Develop storylines in their pretend play. (superhero den) *Explore and engage in music making and dance 	<ul style="list-style-type: none"> *Create collaboratively, sharing ideas, resources and skills. *Listen attentively, move to and talk about music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses. *Sing in a group or on their own, increasingly matching the pitch and following the melody. * Develop storylines in their pretend play. (superhero den) *Explore and engage in music making and dance 	<ul style="list-style-type: none"> *Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. *Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. (3D transport models) • Create collaboratively, sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. (transport songs) • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing in solo and in groups.

Early Learning Goals

End of Year Expectations

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

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

Managing Self

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

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.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

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

Numerical Patterns

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

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.