

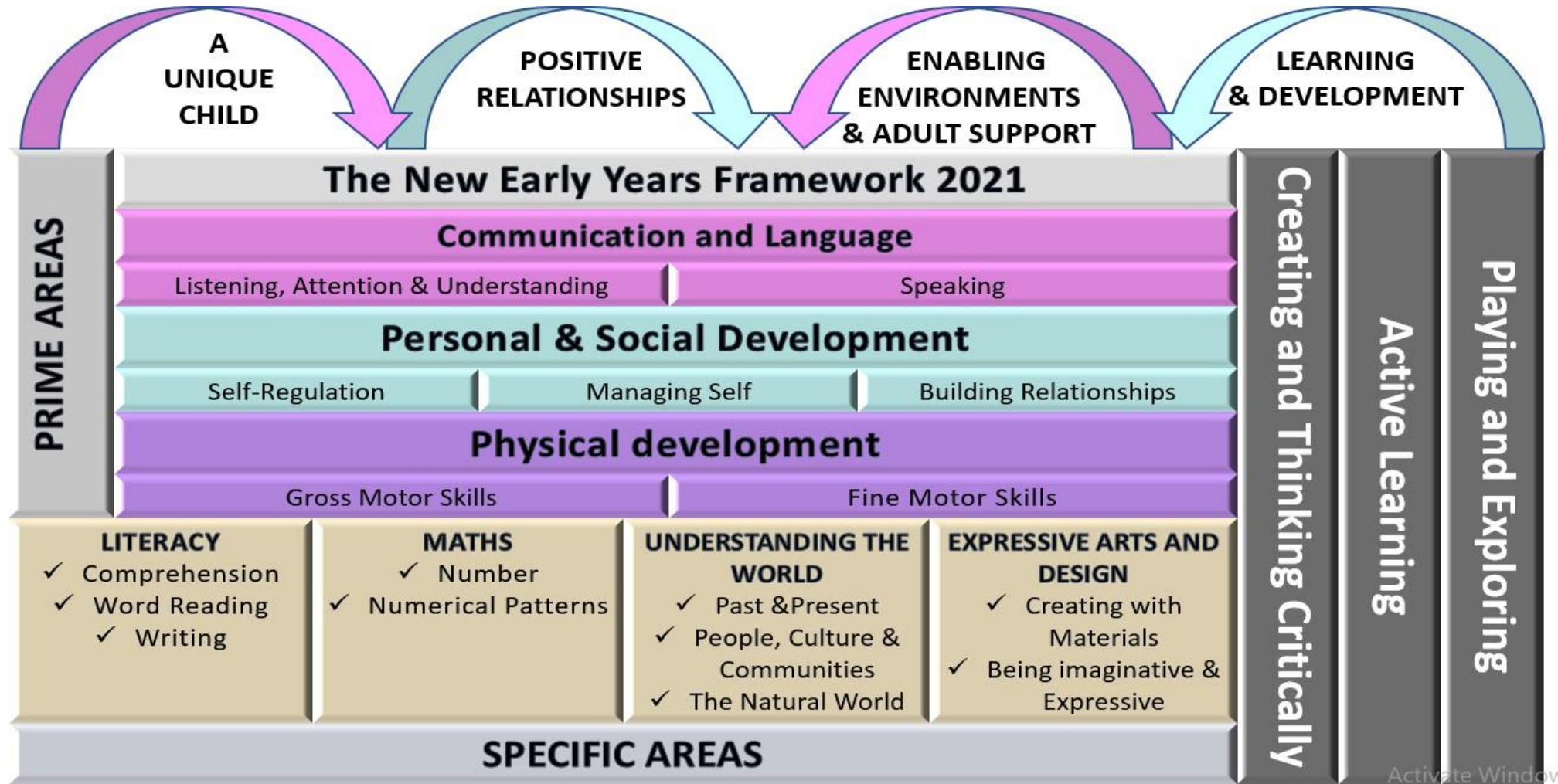
Reception Curriculum 2025-2026



At Havannah we nurture individuality. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of our Havannah family!

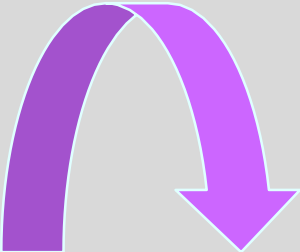
Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach children how to be “Ready, Respectful and Safe” and what that looks like in the classroom and in our school grounds.

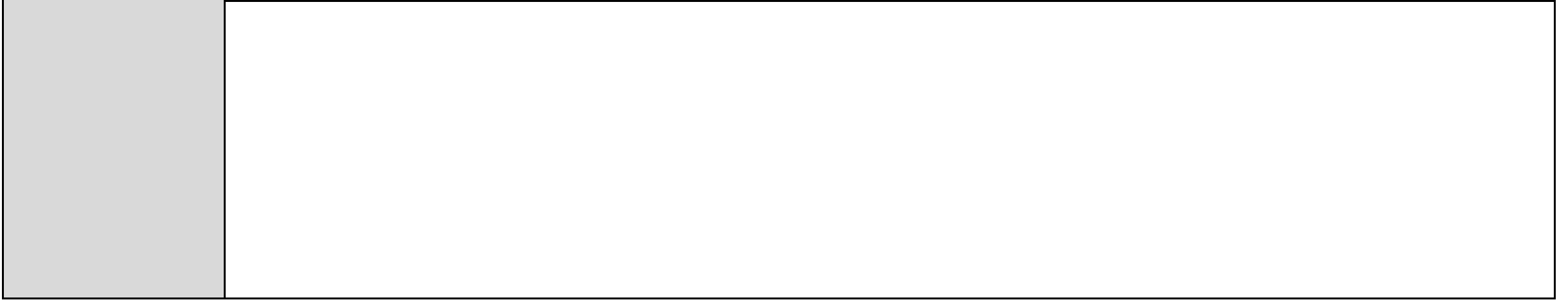
We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the ‘whole child’. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.



	Autumn 1 	Autumn 2	Spring 1	 Spring 2 	Summer 1 	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	All About Me! Starting school My new class My school grounds New Beginnings People who help us Careers My family PSED focus relationships/feelings Unique What am I good at?	Fantastic Festivals! Harvest Festival Bonfire night celebrations Diwali Harvest The Nativity at Christmas Letters to Father Christmas	Fabulous Fairy Tales and Starry Nights! I am special A world of wonder Van Gogh – Starry Night Art How do I feel today? Fairytails Story plots and characters	Come Outside! Plants & Flowers Life cycles Planting beans/seeds Where do we live in the UK / world? Farm Looking after birds Healthy Eating	Amazing animals! What lives in a pond? Habitats Life cycles Minibeasts	Splish Splash Splosh! Under the sea theme Looking after our oceans Pirates Looking at old seaside photographs
High quality Texts	- Dearest One and Our class is a family - The Something - Dogger and Paper Dolls - Hair it's a family affair - Watch out Wilf - Oi Frog - The last leaf - Poems aloud	- Star in the jar - Rama and Sita - Jack and the flum flum tree - How to catch a star 6: Winter/Non Fiction 7: Dogger at Christmas and Babushka	- Little Red - Little Red Riding Hood - The enormous turnip - The Little Red Hen - The Elves and the Shoemaker - Rapunzel - Even fairies need glasses - Freddy and the Fairy	- The Extraordinary Gardener - The Green Giant - Erol's Garden - The Secret sky Garden - Mole and baby bird - Non-fiction – Life Cycles and Birds	- Juniper Jupiter - Night Monkey, Day Monkey - Minibeasts - The Very Hungry Caterpillar - Non-Fiction books - Habitats - Spider Sandwiches	- Storm Whale - Commotion in the Ocean - Somebody Swallowed Stanley - Sharing a Shell - What the Ladybird Heard at the Seaside - Home for a Pirate - Pirate Pete - Transition week: letters to new teachers
'Wow' moments / Enrichment	Family photos Baby photos Pet Photos PCSO visit Spooky Disco	Remembrance Day EYFS Nativity – Around the crib Santa visit Tatton Christmas	Chinese New Year 29th January Pyjama Day Fairytale Day	Planting beanstalks World Book Day 6th March Easter bonnet parade/egg hunt	Superhero Day Caterpillars Frogspawn in Forest School Peak Wildlife Park	Pirate Day Map work - Find the Treasure End of year family picnic

Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me!	Fantastic Festivals!	Fabulous Fairytales and Starry Nights!	Come Outside!	Amazing Animals!	Splish Splash Splosh!
 Over Arching Principles	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: At Havannah, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</i>					



Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me!	Fantastic Festivals!	Fabulous Fairytale and Starry Nights!	Come Outside!	Amazing Animals!	Splish Splash Splosh!
British Values Sharing Circles	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	In-house - Baseline data on entry National Baseline data by end of term RWI Phonics assessments EYFS team meetings GLD Projections for EOY	On going assessments Pupil progress meetings EYFS team meetings In house moderation Local schools moderation End of term Assessments RWI Phonics assessments	EYFS team meetings Phase meeting and internal moderations RWI Phonics assessments	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments RWI Phonics assessments	Local schools moderation EYFS team meetings RWI Phonics assessments	Pupil progress meetings Reports Phonics assessments LA moderation training EYFS team meetings EOY data RWI Phonics assessments Transition meetings
Parental Involvement	Cheese and Wine Evening Open door policy DOJO involvement Family photos	DOJO involvement Nativity- Around the Crib Mystery Reader	DOJO involvement Mystery Reader	DOJO involvement Parents Evening Mystery Reader	DOJO involvement Mystery Reader	DOJO involvement Reports End of year family Picnic Mystery Reader



Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me!	Fantastic Festivals!	Fabulous Fairy Tales and Starry Nights!	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Communication and Language	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.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Ready Steady Write, EYFS performances, Daily story time using high quality texts	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Develop vocabulary: Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Remember key points from a story Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary Discuss familiar celebrations	Tell me why! Develop vocabulary: Ask's how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs Talk about similarities and differences between things in the past and now (transport)	Explain to me! Explore vocab Reciting poems and songs Tell me a story - retelling stories: talk for writing Articulate a duck life cycle Listen to and engage in and talk about selected non- fiction Articulate my ideas and thoughts into well-formed sentences Ask questions to find out more recount an experience	Rhyme time! Explore Vocab Learn and recite, poems and songs Rhyme/rhyming sentences I can continue a rhyming string Re-tell a story/fairytale Describe events in some detail: frog life cycle, caterpillar life cycle	Tell me about differences? Explore Vocab Talk about the experiences I have had at different points in the school year (end of year video) Articulate how we can look after our planet



Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals!	Starry Night	Come Outside	Amazing Animals!	Splish, Splash, Splosh!
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSHE) 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 should 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 .					
Managing Self	<u>Me and My Relationships</u> Me and My Relationships -All about me -What makes me special - Me and my special people Where do I live? -Who can help me? -My feelings	<u>Valuing Difference</u> I'm special, you're special -Same and different/families and homes -I am caring -I am a friend I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>Keeping safe</u> What's safe to go onto/into my body including medicines -safe indoors and outdoors -Listening to my feelings -Keeping safe online -People who help to keep me safe	<u>Rights and respect</u> Looking after my special people and my friends Being helpful at home and caring for our classroom -Caring for our world -Looking after money Caring for animals	<u>Being my best</u> Bouncing back when things go wrong Yes I can -Healthy eating My healthy mind Move your body -A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	<u>Growing and changing</u> seasons - Life stages plants, animals, humans Human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness
Self regulation						
Making relationships						
Ready						
Respectful	Ongoing: Know how to tolerate delay when my needs are not immediately met and understand they may not always be met. Know how to wait for an adult's attention if they are talking to another child Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others know how to initiate play, offering cues to my friends to join me Know how to start conversations and take account of what others say Know I can take steps to resolve conflict eg: finding a compromise without adult support Know how to build constructive and respectful relationships Know the boundaries set and of behavioural expectations in the class Know that having responsibilities can be enjoyable e.g. carrying out out small tasks Know that praise for what I have done is a positive thing Know that an adult should be present when on the internet Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Know it is important to remember my manners Know how to make my own needs, wants, interests and opinions known to others in an acceptable way Know how to put my own coat and jumper on even if the sleeves are inside out Know how to put on my own socks and shoes on					
Safe						



Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about Me !	Fantastic Festivals!	Fabulous Fairy Tales and Starry Nights!	Come Outside	Amazing Animals!	Splish, Splash, Splosh!
Managing Self Self regulation Making Relationships Ready Respectful Safe	Know some different feelings and can think of a way of dealing with 'not so good' feelings (self-regulation) Know I can express my feelings and consider the feelings of others ' Show an understanding of my own feelings and those of others and begin to regulate myself accordingly I can say different feelings that I have and how my body behaves when I have them. Know some classroom rules. I know who to go to if I am upset Know the boundaries set and of behavioural expectations in the class I can identify an adult who I can talk to, either at home or at school, if I need help. Know that not all families are the same Know how to hand wash and can articulate why this is Know how people are different and are respectful of this Know others may have differing needs and can accept the needs of others and I can take turns and share resources, sometimes with support Show sensitivity to their own and others needs	Know that all families are not the same Know how people are different and are respectful of this Know what it means to be respectful and treated with respect Know that having responsibilities can be enjoyable Know others may have differing needs and can accept the needs of others and I can take turns and share resources, sometimes with support Know that praside for what I have done is a positive thing Know how to make my needs, wants, intersts known in an acceptable way Know my choices may impact others Know I can take steps to resolve conflict eg: finding a compromise without adult support Know what I am good at and how to communicate this to others Know how to work and play co-operatively and take turns with others Know how to initiate play, offering cues to my friends to join me Explain the reason for rules, know right from wrong and try to behave accordingly Know how to start conversations and take account of what others say	Know and understand why adults should help to keep us safe Know what to do if worried and scared Know how to look after myself I can tell you how medicines can help a person. I can identify an adult who I can talk to, either at home or at school, if I need help. I know that an adult should be present when on the internet I know how to stay safe online	Know what makes a good friend Know how to think about the perspectives of others Form positive attachments to adults and friendships with peers Know how to say positive things about my friends Know it is important to remember my manners Know what it means to be respectful and to be treated with respect Know that my actions affect other people Know how to build constructive and respectful relationships Form positive attachments to adults and friendships with peers Know why its important to keep money safe Know ways to save money Know why we save money To identify the uses of money	Know what my body needs to keep healthy including oral hygiene. Know some healthy foods and know the importance of making healthy food choices Know how to look after myself Know ways to stay safe Know what is safe to go outside my body know the importance of regular exercise Know when and why we have bedtime & Know the importance of sleep Know how to show resilience and perseverance in the face of challenge Know my value as an individual Know what I am good at and how to communicate this to others Know how to hand wash Show resilience and perseverance in the face of challenge Give focused attention to what the teacher says, respond appropriately even when engaged in an activity and show an ability to follow several instructions involving several ideas or actions Know how to tolerate delay when my needs are not immediately met and understand they may not always be met Know how to wait for an adults attention if they are talking to another child Manage my own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices	Know and understand some important processes and changes in the natural world around them, including the seasons (science) Know how to talk about some of the things I have observed such as plants, animals, natural and found objects. (Science) Know and understand the key features of the life cycle of an animal. (Science) Know and start to develop an understanding of growth, decay and changes over time. (Science) Know how to look after the environment (science) Know where babies come from (science) Know and name body parts (science) Know that some things are private on our own body (science) Know the names of some body parts which are inside my body and some which are outside (science) Set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;



Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Fabulous Fairy Tales and and Starry Nights!	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor Weekly Next Level Sport Coach Session	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 .					
	I am working within 4-6 years of the pencil grip and control progression I can show a preference for a dominant hand. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. EG: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. I can cut a shape out using scissors I have developed the foundations of handwriting with most letters formed correctly I can do up my own zip I can take off and put on my own shoes I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures.I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and some capital letters correctly					
	BeeActive Introduction to PE Know how to: Know how to adjust speed or change direction to avoid obstacles when playing games with other children Know how to run in different directions Know how to jump up into the air and maintain balance Know how to follow adult-led instructions about moving safely and the reasons why Know how to move safely in a space Negotiate space and obstacles safely, with consideration for themselves and others. Know that our heart beats faster during exercise Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	BeeActive Dance Know how to: Know how to move to music Know how to copy basic actions and movements Know how to investigate different ways of moving Know how to have an awareness of space Know how to safely perform teacher led warm ups Know how to create movement in response to music.	BeeActive: Throwing and catching Know how to: Know how to throw, catch, kick, pass and strike a ball Know how to throw a ball with aim, demonstrating increasing control Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it	BeeActive:: Gymnastics Know how to: Know how to copy a simple sequence Know how to travel with confidence and skill around, under, over and through balancing and climbing equipment Know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance Know how to move fluently, in a variety of movements, with developing control and grace Know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Know how to combine different movements to make a simple sequence Demonstrate strength, balance and coordination when playing	BeeActive: Multiskills: Large ball skills Know how to: Know how to throw, catch, kick, pass and strike a ball Know how to throw a ball with aim, demonstrating increasing control Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it Know how to improve an action such as throwing, catching or striking Know how to listen and follow two simple instructions in a game Know how to take turns and share resources when playing games	BeeActive:: Athletics Know how to: Know how to adjust speed or change direction to avoid obstacles when playing games with other children Know how to run in different directions Negotiate space and obstacles safely, with consideration for themselves and others.
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options From Development Matters 20': 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, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Fantastic Festivals!	Fabulous Fairy Tales and Starry Nights!	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<u>Reading</u> We follow the Read Write Inc Phonics. Assessments are carried out half termly and children are matched to the appropriate book.	Set 1 I can hear, say and begin to write these graphemes in words: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, i, h, r, j and can read these sounds in words. I begin to blend and segment in order to read vc and cvc words e.g. as, at, in, is, it I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right I start to match spoken words to printed words (one to one correspondence) I know how to confirm this matching by pointing to some key words and known letters.	Set 1 I can hear, say and begin to write these graphemes in words: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, i, h, r, j, v, y, w, z, q, and x and can read these sounds in word I know all Set 1 graphemes and can read these sounds in words e.g. am, dad, an, man, mum, had, sat, has I know how to match spoken to printed word (one to one correspondence) across 2-3 lines of print I know how to blend some letters together, with meaning, to read the text, including CVC words I know how to handle books correctly, find the title, turn the pages properly and know that print goes from left to right I begin to match spoken words to printed words (one to one correspondence) and confirm this by pointing to some key words I can segment and blend words orally	Set 1 Review Set 1 Special Friends I know these Set 1 Special Friends graphemes in words ff, ll, ss, ck, sh, ch, th, ng, nk, qu and can read these sounds in words: e.g. him, get, up I know these Red words – I, the I know how to read each word as I point to it (one-to-one correspondence) across 2-3 lines of print. I continue to know how to read simple words more confidently by blending sounds together. I have some awareness of mismatches between reading attempts and texts I know these graphemes in words j v w x y z zz qu ch sh th ng nk I know these red words – she push he of we me be to into I know how to read simple words by blending phonemes from left to right and check for meaning – does it make sense and sound right I know how to consolidate secure control of one-to-one matching on a wide range of texts I begin to notice own errors I know how to start to read in a more phrased manner while maintaining track of the print	Set 1 Special Friends Review Set 2 I know these Set 2 graphemes in words ay (play) ee (see) igh (night) ow (snow) oo (zoo) oo (look) ar (car) or (fork) air (fair) ir (twirl) oi (spoil) ou (shout) oy (boy) and am blending in my head more words I know these red words automatically - I know how to make sure my reading makes sense I know how to re-read a sentence to make it sound like talking	Set 2 I know these Set 2 graphemes in words: ay (play) ee (see) igh (night) ow (snow) oo (zoo) oo (look) ar (car) or (fork) air (fair) ir (twirl) oi (spoil) ou (shout) oy (boy) and am blending in my head more words Set 3 I am beginning to know these graphemes in words ea - tea oi - spoil a-e - cake i-e - smile o-e - phone u-e - huge I know these red words automatically -	Set 2 I know these Set 2 graphemes in words: ay (play) ee (see) igh (night) ow (snow) oo (zoo) oo (look) ar (car) or (fork) air (fair) ir (twirl) oi (spoil) ou (shout) oy (boy) and am blending in my head more words Set 3 I am beginning to know these graphemes in words ea - tea oi - spoil a-e - cake i-e - smile o-e - phone u-e - huge I know these red words automatically -



A	B	C	D	E	F
Vehicle Texts					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose					
Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Narrative: A Star Theme Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
Explicitly teach the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
Grammar: Word					
Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences. *Words shown below need to be in line with phonics scheme being followed by your school.					
Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, hi like, some, come
Grammar: Sentence					
Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
Grammar: Text					
Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including: Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including: Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including: Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including: Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including: Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including: Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.
Grammar: Punctuation					
Focus on: Letter formation Separation of words and spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me!	Fantastic Festivals!	Fabulous Fairy Tales and Starry Nights!	Come Outside!	Amazing Animals!	Splish, splash, splosh!
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	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 to be afraid to make mistakes.					
	Number – number and place value Unit 1 Numbers to 5 1 Counting to 1, 2 and 3 2 Counting to 4 3 Counting to 5 Number –addition and subtraction Unit 2 Sorting 4 Sorting into 2 groups	Unit 3 Comparing groups within 5 5 Comparing quantities of identical objects 6 Comparing quantities of non- identical objects Unit 4 Change within 5 7 One more 8 One less Unit 5 Time 9 My day	Unit 6 Number bonds within 5 1 Introducing the part-whole model Unit 7 Numbers to 10 2 Counting to 6, 7 and 8 3 Counting to 9 and 10 Unit 8 Comparing numbers within 10 4 Comparing groups up to 10	Unit 9 Addition to 10 5 Combining two groups to find the whole Unit 10 Number bonds to 10 6 Using a ten frame Have a deep Unit 11 Shape and space 8 Spatial awareness 9 3D shapes 10 2D shapes	Unit 12 Exploring patterns 1 Making simple patterns Children recognise, create and describe patterns. 2 Exploring more complex patterns Unit 13 Counting on and back 3 Add by counting on 4 Taking away by counting back Unit 14 Numbers to 20 5 Counting to 20	Unit 15 Numerical patterns 6 Doubling Explore and represent patterns within numbers up to 10, including evens and Children solve problems, including doubling, halving and sharing. 7 Halving and Sharing Unit 16 Measure 9 Length, height and distance Children use everyday 10 Weight 11 Volume and capacity



Reception Curriculum Plan 2025-2026

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me!	Fantastic Festivals!	Fabulous Fairy Tales and Starry Nights!	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Understanding the world	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.					
Science links (Know and understand some important processes and changes in the natural world around them including the seasons: covered every term)	SCIENCE LINKS					
	Explore the natural world around them, making observations Draw pictures of of themselves and animals Know how to show care and concern for living things and the environment Know how to describe what I see, hear and feel whilst outside. Know and name body parts Know and understand some important processes and changes in the natural world around them, including the seasons: Autumn	Know and understand some important processes and changes in the natural world around them, including changing states of matter: Baking bread: Linked to Harvest and The Little Red Hen story Melting ice linked to Winter Know and understand some important processes and changes in the natural world around them, including the seasons: Winter	Know how to recognise some environments that are different to the one in which I live. Know how to explore different materials and talk about what they are made from Know and understand some important processes and changes in the natural world around them, including the seasons: Spring Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction	Know how to talk about some of the things I have observed such as plants, animals, natural and found objects. Know how to ask questions about aspects of my familiar world such as the place where I live or the natural world Know how to talk about why things happen and how things work Know how to explore the natural world around me (Ongoing) Know what a plant needs to grow (Grow our own plants linked to Jack and the Beanstalk) Draw pictures of plants Know and start to develop an understanding of growth, decay and changes over time. Know how to show care and concern for living things and the environment Know and understand the key features of the life cycle of an animal: ducks	Know how to show care and concern for living things and the environment Know and describe similarities and differences in relation to living things know and describe the habitat of familiar animals Know and understand the key features of the life cycle of a butterfly Explore the natural world around them, making observations and drawing pictures of animals and plants Know how to explore different materials and talk about what they are made from Bridges linked to Billy Goats Gruff)	Know how to talk about ways in which I can look after my environment Know and name body parts Know where babies come from know how human actions impact on the environment. 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 Know and understand some important processes and changes in the natural world around them, including the seasons: +Summer

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me!	Fantastic Festivals!	Fabulous Fairy Tales and Starry Nights!	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Understanding the world ONGOING: Know that seasons change and the differences between them e.g. cold in winter, warmer in summer (every season) Know why things occur in their immediate environment Know how to use everyday language to talk about position and distance Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	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.					
	HISTORY & GEOGRAPHY LINKS					
	know about and discuss past events in their own life and/or in the lives of family members know how they have changed since they were born know the names of people who are familiar to them and can describe their role Know about similarities and differences between themselves and others. Talk about the lives of the people around them and their roles in society. Know about places in and around school (home/school) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know that information can be drawn from a simple map Know that a simple map can give me information	know some facts about events or people from the past that they recall from stories they have read/heard Know how to compare and comment on images of familiar situations in the past, particularly in the books they have read Know about characters from stories, including figures from the past Know about the features of their own immediate environment at a simple level Know that we live in Arnold a part of Nottingham Know how familiar environments might vary from one another Know that we live in England London Landmarks Know and discuss their local environment know that Google Earth can be used to explore and have looked for familiar landmarks (London comparison)	Know about and discuss past events in their own life and/or in the lives of family members Know and talk about significant events, from their own experience with increased vocab Know when an image represents a familiar situation in the past. Know there are lots of countries in the world that are all different (link to Night Monkey, Day monkey, hot countries) 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 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 know that Google Earth/digimaps can be used to explore and have looked for familiar landmarks Know other countries might be different from each other. 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	Know that answers to simple questions can be found from photos and pictures and objects Understand the past through settings, characters and events encountered in books read in class and storytelling. Know and discuss their local environment (farm links) Know that a simple map can give me information Know how to use everyday language to talk about position and distance	Understand the past through settings, characters and events encountered in books read in class and storytelling. Know and discuss their local environment Know why things occur in their immediate environment 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. (Oli Frog, rainforest, hot and wet environment)	know how they have changed since they were born Know about some of the experiences they have had at different points in the school year Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Know there are lots of countries in the world that are all different Know that information can be drawn from a simple map Know that a simple map can give me information know that Google Earth can be used to explore and have looked for familiar landmarks learnt about through the year

Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Fantastic Festivals!	Fabulous Fairy Tales Starry Nights!	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
Expressive Arts and 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<u>Drawing (including colour, patter, texture, line, form, space and shape)</u> Know how to draw a picture of a person with definite, clear features and body parts (self-portrait) know how to hold a pencil using the tripod grip Know that I can use lines to enclose a space and then begin to use these shapes to represent objects (pet sketching) Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings Know how to draw to communicate and express ideas and feelings Know and securely demonstrate a range of gross motor movements which underpin the mechanics of drawing <u>DT</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Modelling using the loose parts resources	<u>Painting</u> Know how to produce a piece of artwork using an artists style as a stimulus – Georges Seurat Firework paintings Know how to select colour for a purpose (firework paintings) Begin to know how mixing colours can change a colour (fireworks/night sky colours) Know how to use a variety of tools when painting eg: brush, sponges, fingers, hands, sticks, rollers	<u>The work of artists/designers</u> Know how to produce a piece of artwork using an artists style as a stimulus (Van Gogh) To know about a famous artists and my likes and dislikes Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings <u>DT</u> Begin to know how a product moves (rolling, sliding etc) Know how to choose the right resources to carry out a task/plan	<u>Printing</u> Know how to experiment with print using paint and objects (natural objects) Know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing) Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<u>Sculpture/3D form</u> Know how to produce a piece of artwork using an artists style as a stimulus (Anna-Collette Hunt) Know how to effectively and safely use simple tools to change materials Know how to manipulate materials to create a desired outcome (clay minibeasts) Use simple tools and techniques competently and appropriately <u>DT</u> Know that some food is healthy and some is not Know how to follow simple hygiene rules Know the different techniques for joining materials, such as using tape, glue (making a minibeast with moving parts)	<u>Collage</u> Know how to can combine media to make a collage (sea Scene) Know how to select, cut, assemble, tear, stick and collage different materials <u>DT</u> Beginning to know how to build on my previous learning, refining ideas and developing my ability to represent them Know how to explore, use and refine a variety of different artistic effects to express my ideas and feelings Share their creations, explaining the process they have used;

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures,

Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Ongoing: Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings Know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces

Know how to join construction pieces together to build and balance

Know how to choose the right resources to carry out a task/plan

Know the different techniques for joining materials, such as using tape, glue

Know how to make use of props and materials when role playing characters in narratives and stories.

Reception Curriculum Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Fantastic Festivals!	Fabulous fairy Tales and Starry Nights!	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
Music <i>Singing happens daily and we use songs for everything!</i> <i>We regularly sing nursery rhymes and learn new songs links to our themes of learning</i> Sing a range of well-known nursery rhymes and songs	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. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	1,2,3,4,5 – Bees come buzzing from their hive! Know an increasing repertoire of familiar songs know how to sing in a group or on my own, increasingly matching the pitch and following the melody Know a variety of rhymes, poems and songs Knows how to express how a piece of music makes them feel Know how to move in time in response to music Know how to respond to what they have heard in different ways	Little Donkey Know how to engage in music making and dance, performing solo or in groups Know an increasing repertoire of familiar songs know how to sing in a group or on my own, increasingly matching the pitch and following the melody Know how to engage in music making Know how to play along to the steady beat of a song they are singing or music they are listening to	Know how to engage in music making and dance, performing solo or in groups Know how to play along to the steady beat of a song they are singing or music they are listening to Knows how to copy sounds Know how to make music in a range of ways and explore and learn how sounds can be changed Know how to tap out and repeat simple repeated rhythms (add session in here focusing on rhythm)	Perform songs, rhymes, poems and stories with others and when appropriate, try to move in time with music. Know how to move in time in response to music Know how to respond to what they have heard in different ways	Perform songs, rhymes, poems and stories with others Sing a well known range of nursery rhymes and songs Know how to play along to the steady beat of a song they are singing or music they are listening to Know an increasing repertoire of familiar songs	Know how to engage in music making and dance, performing solo or in groups Know how to engage in music making

Reception Curriculum Plan 2025-2026

Early Learning Goals - Holistic / best fit Judgement!

 Communication and Language	 Personal, social, emotional development	 Physical Development	 Literacy	 Maths	 Understanding the World	 Expressive arts and design
ELG: 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 ELG: 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.	ELG: 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. ELG: 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. ELG: 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.	ELG: 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. ELG: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: 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. ELG: 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. ELG: 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.	ELG: 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. ELG: 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.	ELG: 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. ELG: 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. ELG: 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.	ELG: 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. ELG: 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.