

# Cayley Primary Curriculum: Long Term Plan 2025-26

NURSERY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Concept</b>	All About Me	Communities & Celebrations	Transport & People Who Help Us	Our World and Universe	Planting & Growing	Creatures & Animals
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Have some favourite stories, rhymes, songs, poems or jingles.</li> <li>Repeat words or phrases from familiar stories.</li> <li>Distinguish between the different marks I make.</li> </ul> <p><b>Key Texts:</b> Owl Babies Spot Goes to School Goldilocks and the Three Bears Will You Be My Friend?</p>	<ul style="list-style-type: none"> <li>Enjoy rhyming and rhythmic activities.</li> <li>Listen to and join in with my favourite nursery rhymes, stories, songs and poems.</li> <li>Distinguish between the different marks I make.</li> <li>Fill in the missing words in known stories and rhymes.</li> </ul> <p><b>Key Texts:</b> Polar Bear Polar Bear Seasons Nativity Story The Gingerbread Man</p>	<ul style="list-style-type: none"> <li>Begin to understand the way stories are structured</li> <li>Make different marks with increasing control</li> <li>Start to learn the concepts of print</li> <li>Write some of the letters in my name</li> </ul> <p><b>Key Texts:</b> Naughty Bus Emergency! The Train Ride We're Going on a Bear Hunt</p>	<ul style="list-style-type: none"> <li>Begin to think of different ways stories might end</li> <li>Make different marks with increasing control</li> <li>Listen to stories with increasing attention and recall</li> </ul> <p><b>Key Texts:</b> Whatever Next My First Book of Planets Come to Tea on Planet Zum Zee</p>	<ul style="list-style-type: none"> <li>Read stories about planting and make links to my own personal experiences</li> <li>Write most of my name using the tripod grip</li> <li>With help, notice and investigate print in the environment</li> </ul> <p><b>Key Texts:</b> The Tiny Seed Jasper's Beanstalk Amara's Farm We're Going on a Picnic</p>	<ul style="list-style-type: none"> <li>Read stories about farms and the care of animals that promote our school values about respecting others and our community</li> <li>Use non-fiction texts to discover more about the chicks hatching in the nursery</li> <li>Ascribe meaning to marks that we make and see in the environment I know that information can be relayed in the form of print</li> <li>Follow basic concepts of print such as holding books the correct way up and turning pages carefully</li> <li>Re-tell a story of our own choice using props such as a story map</li> </ul> <p><b>Key Texts:</b> The Very Hungry Caterpillar Dear Zoo Farmyard Hullabaloo Giraffes Can't Dance</p>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Respond to questions about my likes and dislikes</li> <li>Listen to adults when they read stories</li> <li>Understand more complex sentences</li> <li>Copy familiar expressions</li> </ul> <p><b>Oracy:</b> Listen to the adults and respond using short phrases to express wants and needs</p>	<ul style="list-style-type: none"> <li>Show an interest in songs and rhymes</li> <li>Understand more complex sentences. Understand 'who', 'what', 'where' in simple questions</li> <li>Use language to help me make friends, share my feelings, experiences and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others one to one or in small groups</li> <li>Listening to stories</li> <li>Use a variety of questions such as 'who?', 'what?' and 'where?'</li> <li>Talk about my own experiences</li> </ul> <p><b>Oracy:</b> Use simple sentences (3-4 words) to</p>	<ul style="list-style-type: none"> <li>Listen to stories with increasing attention and recall, joining in with repeated parts</li> <li>Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action, e.g., putting soil 'in' the plant pot</li> <li>Use simple sentences and begin to use word</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct names for things and be able to construct a simple sentence (subject and verb) •use language related to farms and farm animals</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Understand 'how?' and 'why?' questions.</li> <li>Use 'how?' and 'why?' questions on occasions to find out more about topics of interest to us</li> <li>Build and use vocabulary that reflects the breadth of my experiences and interest</li> <li>Use speech to pretend that objects stand for something else in play</li> </ul>

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		<ul style="list-style-type: none"> <li>• Begin to ask simple questions</li> </ul> <p><b>Oracy:</b> Begin to take turns in simple back-and-forth conversations with adults</p>	<p>describe what they are doing</p>	<p>endings, e.g. 'I made a rocket'</p> <p><b>Oracy:</b> Speak in simple sentences to share ideas during play/discussions</p>	<ul style="list-style-type: none"> <li>• Use the language required to question what, when and how things happen</li> <li>• Respond to simple instructions</li> <li>• Use more complex sentences to link thoughts</li> <li>• Describe and retell events in order</li> </ul> <p><b>Oracy:</b> Retell simple event or part of a story using short phrases</p>	<p><b>Oracy:</b> Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Make comparisons between quantities and use some language of quantity such as 'more' and 'a lot'</li> <li>• Anticipate events in the school day and understand the visual timetable and language related to time</li> <li>• Say what is different and what is the same</li> </ul>	<ul style="list-style-type: none"> <li>• Sort objects according to properties such as size/colour.</li> <li>• Use the language of more and fewer to compare sets of objects.</li> <li>• Recite number names in sequence to 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise numerals in the environment and count up to 5</li> <li>• Use cardinal numbers to talk about first, second, third, etc.</li> <li>• Begin to use the language of size I show interest in shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Separate a group of 3 or 4 objects in different ways</li> <li>• Count to 10 and say there are '10 in this set'</li> <li>• Understand that the quantity changes when something is added or taken away</li> <li>• Talk about the shape of everyday objects, e.g., 'tall', 'round'</li> <li>• Experiment with capacity, e.g., more and less</li> </ul>	<ul style="list-style-type: none"> <li>• Match numerals to quantities from 1-5 and be introduced to quantities from 6-10</li> <li>• Make marks to represent numerals</li> <li>• Use 'small world' to count and label animals</li> <li>• Begin to have experience of early addition and subtraction through songs, games and</li> </ul>	<ul style="list-style-type: none"> <li>• Understand positional language</li> <li>• Use some positional language.</li> <li>• Accurately name some 2D shapes</li> <li>• Aware of similarities of shapes in my environment</li> <li>• Find the total number of items in two groups after some are added, by counting all of them</li> <li>• Find the total amount in a group after some are taken away, by counting all of them</li> </ul>

					practical activities	
<b>Understanding of the world</b>	<ul style="list-style-type: none"> <li>Copy everyday actions in pretend play, e.g. drinking tea.</li> <li>Explore how to operate new equipment and resources.</li> <li>Talk about my own immediate family and relations.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that I have similarities and differences that connect me to, and distinguish me from, others.</li> <li>Begin to have my own friends.</li> <li>Notice detailed features of objects in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Remember and talk about significant events</li> <li>Ask questions about aspects of my familiar world, e.g., where I live or the natural world</li> <li>Talk about some of the things I have observed</li> <li>Know how to operate simple equipment</li> </ul>	<ul style="list-style-type: none"> <li>Remember and talk about special times with my family, e.g., birthdays and family gatherings</li> <li>Show interest in different occupations and ways of life</li> <li>Can talk about how things happen and why things change, e.g., when observing the sky day/night</li> </ul>	<ul style="list-style-type: none"> <li>Learn about planting and how food grows and why it is important to look after our natural environment</li> <li>Learn about our own growth</li> <li>Show interest in different occupations and ways of life</li> </ul>	<ul style="list-style-type: none"> <li>Learn about baby and adult animals and observe how living chicks change as they grow</li> <li>Show care and concern for living things</li> <li>Notice similarities, differences, patterns and change</li> <li>Know that computers can be used to retrieve information</li> <li>With adult support, use computers to research topics that are of interest to us</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Show interested in others' play and I am starting to join in</li> <li>Start to form a special friendship with another child</li> <li>Separate from my main carer with support and encouragement</li> <li>Start to follow the rules and expectations of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome and value praise</li> <li>Enjoy the responsibility of carrying out small tasks</li> <li>Show understanding of boundaries. I can keep play going by responding to what others are saying or doing.</li> <li>Help or give comfort when others are distressed</li> <li>Select and use resources with help</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of my own feelings</li> <li>Know that some actions and words can hurt others' feelings</li> <li>More outgoing towards unfamiliar people and more confident in new social situations</li> <li>Keep play going by responding to what others are saying or doing</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that I need to share and take turns</li> <li>Begin to be more confident to talk to other children when playing and communicate freely about my home and family I keep play going by responding to what others are saying or doing</li> </ul>	<ul style="list-style-type: none"> <li>Talk about our home environment and family, e.g., who does what around the house?</li> <li>Understand why we must help our friends</li> <li>Wait to take turns.</li> <li>Know how to look after our things and care for living things</li> <li>Respond to what others are doing and learn how to initiate play with our friends</li> </ul>	<ul style="list-style-type: none"> <li>Adapt my behaviour to different events, social situations and changes in routine, e.g., transition to Reception</li> <li>Understand that our own actions affect other people</li> <li>Notice when another child is upset and try to comfort them</li> <li>Follow the school rules and expectations set for me at school</li> </ul>

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<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Climb confidently and pull myself up on nursery climbing equipment</li> <li>• Feed myself competently with a spoon</li> <li>• Clearly communicate my need for the toilet</li> <li>• Walk to school using my feet!</li> </ul>	<ul style="list-style-type: none"> <li>• Be independent in self-care, e.g., toileting.</li> <li>• Confidently use mark-making tools, hammers and jugs to pour.</li> <li>• Kick a large ball</li> <li>• Turn the pages in a book.</li> <li>• Put on some of my own clothes. I can recognise risks and seek adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Walk upstairs and downstairs confidently Learn to hold mark-making tools with a 'tripod grip'</li> <li>• Understand that equipment and tools have to be used safely</li> <li>• Know how to keep myself safe when crossing the road</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show a preference for a dominant hand</li> <li>• Move in different ways, e.g., crawling or shuffling</li> <li>• Know how to do my own zip and can help with putting my clothes on</li> <li>• Wash and dry my hands independently</li> </ul>	<ul style="list-style-type: none"> <li>• Kick and catch balls, balance on one foot and move actively and safely in different ways across our play equipment</li> <li>• Make marks of all sizes and use onehanded tools and equipment including scissors and other tools safely</li> <li>• Continue to keep myself and others safe by following high standards of hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil between our thumbs and two fingers</li> <li>• Use a tripod grip with good control</li> <li>• Know all of the letters in my name</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Make marks to represent myself and things that I like</li> <li>• Join in with singing my favourite songs. Make sounds by banging, shaking, tapping or blowing</li> <li>• Pretend that one object is another during play</li> </ul>	<ul style="list-style-type: none"> <li>• Singing and dancing to my favourite songs.</li> <li>• Begin to use representation to communicate, e.g., drawing a line and saying, 'That's me.'</li> <li>• Begin to move rhythmically and show an interest in musical instruments.</li> <li>• Make-believe by pretending</li> </ul>	<ul style="list-style-type: none"> <li>• Create movements in response to music, including tapping out a rhythm</li> <li>• Explore colours and textures to make different artwork</li> <li>• Explore environmental sounds linked to our topic</li> </ul>	<ul style="list-style-type: none"> <li>• Can use shapes to represent objects, e.g., drawing circular triangular rockets and circular windows</li> <li>• Show interest in and describe the texture of things such as stars and planets</li> <li>• Sing songs and make up rhythms Notice what adults do and imitate this during play</li> </ul>	<ul style="list-style-type: none"> <li>• Be guided, through stimulating home corners and props, to roleplay based on our own first hand experiences, noticing what adults do and imitating this during play</li> <li>• Sing songs and make up rhythms</li> <li>• Use shapes to represent</li> </ul>	<ul style="list-style-type: none"> <li>• Capture our experiences using a range of media</li> <li>• Use available resources to create props to support us in storytelling</li> </ul>

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					objects, e.g., drawing circular bodies and rectangular legs using a variety of media	
<b>Outdoor Learning / Visits</b>	Wow week BHM Mini trips to local area	Winter performance Mini trips to local venues	Mental Health week Mini trips to local venues	World Book Day Mini trips to local venues	British Science Week Mini trips to local venues Visit to local farm	Summer Recital Sports Day Mini trips to local venues
<b>Computing</b>	Explore and identify IT equipment	Understanding Technology	Online Safety	Digital Apps	Digital Media	Digital Publishing

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Concept</b>	All About Me	Communities & Celebrations	Fairy Tales and Storytelling	Our World & Universe	Planting & Growing	Minibeasts & Life Cycles

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<b>Literacy</b>	<ul style="list-style-type: none"> <li>Look and listen to books for pleasure and develop a love for stories</li> <li>Look at books independently and handle them with care</li> <li>Retell familiar stories</li> <li>Recognise and write my name</li> </ul> <p><b>Key Texts:</b>            All Are Welcome            Our Class is a Family            Feelings            We're Going on a Lion Hunt            Black History Month</p>	<ul style="list-style-type: none"> <li>Know information is relayed in print</li> <li>Read from left to right</li> <li>Hear, say and write initial sounds in words</li> <li>Read and write cvc words</li> <li>Talk about the marks I make</li> <li>Read daily</li> <li>Retell some of the stories we have learnt</li> <li>Accurately form Set 1 Sounds</li> </ul> <p><b>Key Texts:</b>            Rama and Sita            The Nativity Story            The Snowman            The Hannukah Story</p>	<ul style="list-style-type: none"> <li>Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>Begin to read words and simple sentences</li> <li>Write my own name and other things such as labels and captions</li> <li>Represent some sounds/cvc words correctly in my writing</li> <li>Begin to write a simple sentence</li> </ul> <p><b>Key Texts:</b>            The Three Little Pigs            The Three Billy Goats Gruff            The Ghanaian Goldilocks</p>	<ul style="list-style-type: none"> <li>Enjoy an increasing range of books</li> <li>Use my phonics to decode words and read them</li> <li>Begin to write a sentence in a meaningful context</li> </ul> <p><b>Key Text:</b>            Aliens Love Underpants            Look Up!            Here We Are</p>	<ul style="list-style-type: none"> <li>Write short meaningful sentences independently</li> <li>We will apply our phonic knowledge to write and read books linked to the sounds we have learnt</li> </ul> <p><b>Key Text:</b>            Jack and the Beanstalk            Oliver's Vegetables            Handa's Surprise</p>	<p><b>Literacy — Comprehension ELGs:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>anticipate, where appropriate, key events in stories;</li> <li>use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems, and during role-play.</li> </ul> <p>Literacy — Word Reading ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>read words consistent with their phonic knowledge by sound-blending;</li> <li>read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Literacy — Writing ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>write recognisable letters, most of which are correctly formed;</li> <li>spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Key Texts:</b>            Mad about Minibeasts            Bug Hotel            Aaaargh Spider!</p>
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<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Talk about ourselves</li> <li>Talk about our family</li> <li>Listen to stories with increasing attention and recall</li> <li>Begin to use how and why questions</li> </ul> <p><b>Oracy:</b> Explore discussion guidelines and understand the importance of listening. Contribute ideas to class oracy session</p>	<ul style="list-style-type: none"> <li>Answer how and why questions</li> <li>Question why things happen</li> <li>Speak in full sentences</li> <li>Use a range of tenses (e.g. played, play, will play, played)</li> </ul> <p><b>Oracy:</b> Speak in full sentences when responding to questions (modelled and scaffolded by adults)</p>	<ul style="list-style-type: none"> <li>Listen to stories with increasing attention and recall</li> <li>Use language to imagine and create roles in play situations</li> <li>Maintain attention and concentrate during tasks</li> <li>Take turn in conversation</li> </ul> <p><b>Oracy:</b> Use new vocabulary introduced in stories and topics in their talk - with support and independently</p> <p>Retell a familiar story in sequence using key vocabulary</p>	<ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify my thinking, ideas and feelings</li> <li>Introduce a storyline or narrative in my play</li> <li>Listen to and respond to ideas shared by other children</li> </ul> <p><b>Oracy:</b> Ask questions to find out more (Who? What? Where? Why?)</p> <p>Explain their ideas using simple reasoning (e.g., "I think... because...")</p>	<ul style="list-style-type: none"> <li>Use and develop language linked to the topic</li> <li>Use the facts learnt about planting and be able to discuss in group situations</li> </ul> <p><b>Oracy:</b> Participate in group discussions confidently, taking turns and building on others' ideas (e.g., "I agree with..." "I would like to add...")</p>	<p>Communication and Language — Listening, Attention and Understanding ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to, and during whole class discussions and small group interactions;</li> <li>make comments about what they have heard and ask questions to clarify their understanding;</li> <li>hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Communication and Language — Speaking ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate;</li> <li>express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Recognise numbers to 10 and count</li> </ul>	<ul style="list-style-type: none"> <li>Use marks to represent numbers</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the number of objects in a group without counting</li> </ul>	<ul style="list-style-type: none"> <li>Use marks, symbols and concrete objects to solve</li> </ul>	<ul style="list-style-type: none"> <li>Continue on our recognition of numbers to 20</li> </ul>	<p>Mathematics — Number ELGs:</p> <p>Children at the expected level of development will:</p>

	<p>forwards and backwards</p> <ul style="list-style-type: none"> <li>Use objects to demonstrate numbers Identify more and less within groups</li> <li>Represent numbers using marks</li> <li>Use positional language</li> </ul>	<ul style="list-style-type: none"> <li>Count forwards from 0 – 10 and backwards</li> <li>Compare numbers and find which group has more and which has less</li> <li>Write numbers to 10</li> <li>Count objects, remembering the last number we said is the total</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers and value</li> <li>Explore composition of numbers up to 10</li> <li>Recognise, create and describe patterns</li> <li>Use language to talk about weight, length and height</li> </ul>	<p>addition and subtraction problems</p> <ul style="list-style-type: none"> <li>Understand that numbers are made from smaller numbers</li> <li>Remember and recall double facts and number bonds up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Recognise + - = signs. Read and solve an addition and subtraction number sentence</li> <li>Use the appropriate language to describe length, weight and height</li> <li>To share objects equally</li> </ul>	<ul style="list-style-type: none"> <li>have a deep understanding of number to 10, including the composition of each number;</li> <li>subitise (recognise quantities without counting) up to 5;</li> <li>automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p>Mathematics — Numerical Patterns ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>verbally count beyond 20, recognising the pattern of the counting system;</li> <li>compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity;</li> <li>explore and represent patterns within numbers up to 10, including evens and odds, double facts, and how quantities can be distributed equally.</li> </ul>
<p><b>Understanding the world</b></p>	<ul style="list-style-type: none"> <li>Comment and ask questions about peoples and communities</li> <li>Show an interest in the world around me by asking questions</li> <li>Operate simple equipment</li> <li>Talk about special times and events</li> </ul> <p><b>Scientific enquiry:</b> Senses</p>	<ul style="list-style-type: none"> <li>Know some things that make me unique</li> <li>Talk about similarities and differences (e.g. myself and others, the natural world)</li> <li>Talk about some of the things I have observed, such as plants and seasons</li> </ul> <p><b>Scientific enquiry:</b> Freezing and Melting</p>	<ul style="list-style-type: none"> <li>Talk about past and present events in my life</li> <li>Know about similarities and differences in relation to places, people and the world around me</li> <li>Be aware that not everyone enjoys the same things as I do and be sensitive to this</li> </ul> <p><b>Scientific enquiry:</b> Cooking and experimenting</p>	<ul style="list-style-type: none"> <li>Make observations of plants</li> <li>Talk about the process of growth</li> <li>Know about the similarities and differences between myself and others</li> <li>Talk about my immediate environment and how it may differ to others</li> </ul> <p><b>Scientific enquiry:</b> Materials Floating and Sinking</p>	<ul style="list-style-type: none"> <li>Investigate and observe different minibeasts</li> <li>Observe minibeasts in our outdoor area to identify similarities and differences</li> <li>Observe change over a period of time</li> </ul> <p><b>Scientific enquiry:</b> Growing a plant</p>	<p>Understanding the World — Past and Present ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>talk about the lives of the people around them and their roles in society;</li> <li>know some similarities and differences between things in the past and now, drawing on their experiences and what has been learned in class;</li> <li>understand the past through settings, characters, and events encountered in books read in class and storytelling.</li> </ul>

						<p>Understanding the World — People, Culture and Communities ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</li> </ul> <p>Understanding the World — The Natural World ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>Scientific enquiry:</b></p> <p>Lifecycle of a bee</p>
<p><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>Follow the school rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>Follow school routines Play in a group, extending ideas</li> </ul>	<ul style="list-style-type: none"> <li>Show confidence to speak to others about my own needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>Take steps to resolve conflicts with other children</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to express and clarify what we</li> </ul>	<p>Personal, Social and Emotional Development — Self-Regulation ELGs:</p>

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	<ul style="list-style-type: none"> <li>• Share, take turns and play in a group</li> <li>• Select and use a range activities and resources</li> <li>• Share and express my feelings and talk about my experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate friendly behaviour</li> <li>• Select and use activities and resources</li> <li>• Know the school rules, 'ready, respectful and safe'</li> <li>• Know we are unique and special</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of expectations in school and make links to our school rules and values</li> <li>• Explain my own knowledge and understanding and ask appropriate questions</li> <li>• Ask for help and express how they feel with increasing independence</li> <li>• Wait my turn when requiring adults support</li> </ul>	<ul style="list-style-type: none"> <li>• Find a way to compromise</li> <li>• Describe myself in a positive way and talk about what I am good at</li> <li>• Express ourselves with confidence in speaking to others about our own needs, wants, interests and opinions in familiar group</li> </ul>	<p>are thinking, in group situations</p> <ul style="list-style-type: none"> <li>• Engage in role play as a group and introduce a storyline</li> <li>• Listen to each other and share ideas</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>Personal, Social and Emotional Development — Managing Self ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• be confident to try new activities and show independence, resilience, and perseverance in the face of challenge;</li> <li>• explain the reasons for rules, know right from wrong, and try to behave accordingly;</li> <li>• manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p>Personal, Social and Emotional Development — Building Relationships ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• work and play cooperatively, and take turns with others;</li> <li>• form positive attachments to adults and friendships with peers;</li> <li>• show sensitivity to their own and to others' needs.</li> </ul>
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<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Move with confidence in a range of ways</li> <li>Understand the importance of being healthy and washing hands regularly</li> <li>Show respect for equipment and store these away safely</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil/pen between my thumb and two fingers</li> <li>Copy most letters</li> <li>Experiment with different ways to move</li> <li>Negotiate space successfully</li> <li>Move in a range of ways</li> </ul>	<ul style="list-style-type: none"> <li>Travel with confidence and skill</li> <li>Handle tools and objects safely and with increasing control</li> <li>Understand the need for safety when tackling new challenges</li> <li>Be independent in managing coats, zips and shoes</li> </ul>	<ul style="list-style-type: none"> <li>Practice appropriate safety measures without support</li> <li>Use and hold a pencil effectively</li> <li>Form recognisable letters, most of which are formed correctly</li> <li>Talk about how exercise helps me to stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Know the importance of being healthy and what contributes to good health</li> <li>Develop control when using balls and other outdoor equipment</li> <li>Use one handed tools with care and control</li> </ul>	<p>Physical Development — Gross Motor Skills ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>demonstrate strength, balance, and coordination when playing;</li> <li>move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Physical Development — Fine Motor Skills ELGs:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>use a range of small tools, including scissors, paintbrushes and cutlery, and begin to show accuracy and care when drawing.</li> </ul>
<b>Outdoor Learning / Visits</b>	<p>Wow week</p> <p>BHM</p> <p>Mini trips to local venues</p>	<p>Winter performance</p> <p>Mini trips to local venues</p> <p>Church Visit</p>	<p>Mental Health week</p> <p>Mini trips</p> <p>Visit Idea Store with families</p>	<p>World Book Day</p> <p>Mini trips to local venues</p> <p>Visit Shahjalal Mosque for Ramadan</p>	<p>British Science Week</p> <p>Mini trips to local venues</p> <p>Visit to local farm</p>	<p>Summer Recital</p> <p>Sports Day</p> <p>Mini trips to local venues</p>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Use lines to enclose a space and use these shapes to represent objects</li> <li>Learn and sing a few familiar songs</li> <li>Engage in imaginative play</li> <li>Construct with a purpose in mind</li> </ul> <p><b>Roleplay:</b> Home/Autumn Cafe</p>	<ul style="list-style-type: none"> <li>Build stories around toys</li> <li>Use resources and props to use in role play</li> <li>Capture experiences through music, dance, paint and other materials</li> <li>Use different textures to create things, and describe them as we use them</li> </ul> <p><b>Roleplay:</b> Diwali/Christmas</p>	<ul style="list-style-type: none"> <li>Explore the different sounds of instruments</li> <li>Understand different medias can be combined to create new effects</li> <li>Explore and explain what happens when colours are mixed</li> <li>Use dance, music, singing to express my ideas and feelings</li> </ul> <p><b>Roleplay:</b> Fairytale Castle</p>	<ul style="list-style-type: none"> <li>Construct with a purpose in mind using a range of resources</li> <li>Use simple tools and techniques appropriately</li> <li>Select and use tools and techniques to assemble, shape and join materials I am using</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of media and techniques to create various minibeasts</li> <li>Look closely at the work of Matisse and create our own pieces of art using a range of colours</li> <li>Introduce a storyline/narrative through role play</li> </ul>	<p><b>Expressive Arts and Design ELGs — Being Imaginative and Expressive:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>invent, adapt, and recount narratives and stories with peers and their teacher;</li> <li>sing a range of well-known nursery rhymes and songs;</li> <li>perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</li> </ul>