







EYFS Long Term Plan 2023-24

	Autumn 1 PSED focus	Autumn 2 Geography focus	Spring 1 Literacy focus	Spring 2 History focus	Summer 1 Science focus	Summer 2 Literacy focus
Theme	Superheroes! 	Off on a journey! 	We love Julia Donaldson! 	From the dinosaurs to me! 	We love being outdoors! 	Knights, Castles and Princesses! 
COEL	Playing and Exploring – Engagement Finding out and exploring, using what they know in their play, being willing 'to have a go'. Superhero Day considers what it takes to be a super learner.		Active Learning – Motivation Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.		Creating and thinking critically – Thinking Having their own ideas, making links, choosing ways to do things.	
Overview	Children will consider what makes them super and what makes others super too. They will practise talking about their feelings and those of others. They will learn how they can be super learners and will meet some real-life superheroes too.	Children will learn about different kinds of journeys, to school, on local transport and even into space. They will think about road safety. Children will think about the journeys people made in the Nativity story.	Children will retell Julia Donaldson stories using speech, music, drama and dance. They will compare her books that rhyme with those that do not and practise making up their own rhymes. Children will also conduct their own surveys of favourite books and compare the work of different illustrators.	Children will think about how the world has changed over time, comparing their life with that of people long ago. They will do research into different kinds of dinosaurs and think about how the Earth is different now. Children will also think about how schooling has changed over time.	Children will investigate the natural world in the school grounds. They will study plants, including trees, minibeasts and pondlife. Children will learn about what they can do to look after their world. They will also learn about farms.	Children will hear traditional tales, learn the refrains and then compare the stories with alternative versions. They will create their own stories about dragons, knights, fairies, princesses and giants and tell them to others. Children will also look at castles and build their own.

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British Values (See also separate document.)	Democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Fundamental British Values are taught throughout the year.					
Literacy: Overview	Two of the most important aspects of learning in school are reading, both the comprehension of language and word reading, and writing. Families are given information about how to support literacy learning before their child starts school. Foundation in Menston is a text-rich environment. Books provide the key to topic planning and are shared and enjoyed daily, along with songs, poems and rhymes. Children take home school library books every week and visit Menston Library each half term. Phonics lessons begin in the first full week of school. Children are taught to decode words using their phonic knowledge and to sight-read tricky words. Writing starts with oracy and language skills are developed through engaging provision and structured teaching. Provision also offers opportunities for developing fine motor skills and mark making, which lead into early writing. Transcriptional skills are taught in line with phonics teaching, and children are encouraged to compose their own sentences, orally at first and then on paper. Success in literacy is shared and celebrated.					
Literacy: Comprehension ELG 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, nonfiction, rhymes and poems and during role play.	Key texts: 1: Colour Monster goes to School 2: Super-Duper You! 3: Supertato 4: Super Daisy 5: Traction Man 6: Firefighters' Handbook 7. Non-fiction books about jobs Poetry Focus Big Book of Nursery Rhymes Key text types: Stories Rhymes I can answer questions about stories I have heard. Vocabulary of the week	Key texts: 1. Mr Gumpy's Outing 2: Hundred Decker Bus 3: Naughty Bus 4: Man on the Moon 5: Whatever Next! 6: The Jolly Christmas Postman 7: Nativity 8. Non-fiction books about transport Poetry Focus The Lion Book of Christmas Poems Key text types: Stories Non-fiction I can retell the Nativity story. Vocabulary of the week	Key texts: 1: The Gruffalo 2: Stick Man 3: The Gruffalo's Child 4: Room on the Broom 5: The Snail and the Whale 6: The Smartest Giant in Town Poetry Focus Julia Donaldson's Treasury of Songs Key text types: Poetry Stories I can predict what happens next in a story. Vocabulary of the week	Key texts: 1. What Did the Tree See? 2. Tyrannosaurus Drip 3: Harry and the Bucketful of Dinosaurs 4: How Tall was the T-Rex? 5: Dinosaurs and All That Rubbish 6. First Dinosaur Encyclopedia 7: Dave's Cave/Dave's Rock Poetry Focus: Dinosaur Poems Key text types: Stories Non-fiction I can tell my own stories. Vocabulary of the week	Key texts: 1: RSPB First Book of Birds 2. Usborne Book of Trees. 3. How Much Does a Ladybird Weigh? 4. Tidy 5. 10 Things I Can Do to Help My World 5. Farmer Duck Poetry Focus Poems Out Loud! Key text types: Stories Non-fiction Instructions I can talk about the vocabulary in a story. Vocabulary of the week	Key texts: 1. Little Red 2. Rapunzel 3: The Three Little Pigs 4: Billy Goat's Gruff 5: African versions by Rachel Isadora 6. There's No Dragon in This Story 7: Cinderella 8. Peep Inside the Castle Poetry Focus Puffin Book of Utterly Brilliant Poetry Key text types: Stories Poetry I can answer inference questions about stories. Vocabulary of the week

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<p>Literacy: Writing</p> <p>ELG Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>I can copy my name.</p> <p>I can give meanings to marks I make.</p> <p>I can copy taught letters.</p> <p>I can write initial sounds.</p> <p>I can begin to write CVC words using taught sounds.</p>	<p>I can write my name.</p> <p>I can use the correct formation of taught letters.</p> <p>I can write words and labels using taught sounds.</p> <p>I can begin to write captions using taught sounds.</p>	<p>I can form lowercase letters correctly.</p> <p>I can begin to write sentences using finger spaces.</p> <p>I can understand that sentences start with a capital letter and end with a full stop.</p> <p>I can spell words using taught sounds.</p> <p>I can spell some taught tricky words correctly.</p>	<p>I can form lowercase letters correctly and begin to form capital letters.</p> <p>I can write sentences using finger spaces and full stops.</p> <p>I can spell words using taught sounds.</p> <p>I can spell some taught tricky words correctly.</p>	<p>I can form lowercase and capital letters correctly.</p> <p>I can begin to write longer words which are spelt phonetically.</p> <p>I can begin to use capital letters at the start of a sentence.</p> <p>I can use finger spaces using a capital letter, finger spaces and a full stop.</p> <p>I can spell some taught tricky words correctly.</p> <p>I can read back my work back.</p>	<p>I can form lowercase and capital letters correctly.</p> <p>I can begin to write longer words and compound words which are spelt phonetically.</p> <p>I can write sentences using a capital letter, finger spaces and a full stop.</p> <p>I can spell some taught tricky words correctly.</p> <p>I can read back my work and check it makes sense.</p>
<p>Literacy: Word Reading (Phonics)</p> <p>ELG Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Phonemes: <i>/s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, /c/, /k/, /ck/, /e/, /u/, /r/, /ss/, /h/, /b/, /f/, /ff/, /l/</i></p> <p>Tricky words: l, the, no, put, of, is, to, go, into, pull, as, his.</p>	<p>Phonemes: <i>/j/, /v/, /w/, /x/, /y/, /z/, /zz/, /qu/, /ch/, /sh/, /th/, /ng/, /nk/, /ai/, /ee/, /igh/, /oa/, -es endings.</i></p> <p>Tricky words: he, she, buses, we, me, be, push, was, her, my, you.</p>	<p>Phonemes: <i>/oo/, /ar/, /ur/, /or/, /ow/, /oi/, /ear/, /air/, /ure/, /er/, /oa/.</i></p> <p>Tricky words: they, all, are, ball, tall, when, what.</p>	<p>Phonemes: Review of prior learning</p> <p>Tricky words: said, so, have, were, out, like, some, come, there, little, one, do, children, love.</p>	<p>Word reading: CVCC words, CCVC words, CCVCC words, CCCVC words, CCCVCC words.</p> <p>Word endings: -ed /ed/, -ed /t/, -ed /d/, -er, -est.</p>	<p>Phonemes: <i>/ai/ <ay>, /ow/ <ou>, /igh/ <ie>, /ee/ <ea>, /oi/ <oy>, /ur/ <ir>, /i(y)oo/ <ue>, /or/ <aw>, /w/ <wh>, /f/ <ph>, /i(yoo)/ <ew>, /oa/ <oe>, /or/ <au>, /ee/ <ey>, /ai/ <a-e>, /ee/ <e-e>, /igh/ <i-e>, /oa/ <o-e>, /i(y)oo/ <u-e>, /s/ <c>.</i></p> <p>Word endings: -le</p> <p>Tricky words: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p>

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<p>Maths: Overview</p>	<p>Maths learning in Foundation provides children with key counting skills and a good understanding of numbers to 10. These lie at the heart of all future mathematical learning. Planning is based on the NCTEM's Mastering Maths Programme but also draws on White Rose Maths and Numberblocks material, in addition to outdoor maths from Creative Star and bespoke planning aligned to children's interests and needs. Children learn through a combination of direct teaching, group work and self-led learning. Children have opportunities to practise their mathematics using a wide range of manipulatives, Hungarian number frames and tens frames. While shape, space and measure are not in the Framework, children's spatial reasoning skills are developed as these are a key part of maths learning moving forward. Mathematical language is modelled and maths learning is also supported through songs, books, stories and the number-rich environment.</p>					
<p>Maths: Number & Number Patterns</p> <p>ELG Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5.</p> <p>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.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>I can talk about where things belong.</p> <p>I can use positional language.</p> <p>I can continue a pattern.</p> <p>I can talk about key times of day and routines.</p> <p>I can represent 1, 2, 3.</p> <p>I can make 1, 2, 3.</p> <p>I can talk about circles and triangles.</p> <p>I can represent numbers to 5.</p> <p>I know what 1 more and 1 less means.</p> <p>I can talk about shapes with 4 sides.</p> <p>I can talk about time.</p> <p>I can add by counting all.</p> <p>I can subitise to 5.</p> <p>I can count 1:1 to 5.</p> <p>I can talk about 4.</p>	<p>I can talk about 5.</p> <p>I can compare sets.</p> <p>I know what a whole and a part are.</p> <p>I can compose 3, 4 and 5.</p> <p>I can compare numbers to 5.</p> <p>I can use a part-part-whole model.</p> <p>I can compare capacity and mass.</p> <p>I can compare 2 amounts and make pairs.</p> <p>I can talk about length and height.</p> <p>I can count to 20.</p>	<p>I can talk about 2D shapes.</p> <p>I can talk about 3D shapes.</p> <p>I know what a stopping number is.</p> <p>I can talk about 6.</p> <p>I can talk about 7.</p> <p>I know that 6 is 5 and 1 more.</p> <p>I know that 7 is 5 and 2 more.</p> <p>I can count 1:1 to 10.</p> <p>I know what ordinal position is.</p> <p>I can make a simple pattern.</p> <p>I can talk about capacity.</p>	<p>I can talk about 8.</p> <p>I can order to 10.</p> <p>I can compose and decompose numbers to 7.</p> <p>I can use 'equal' and 'not equal' when comparing sets.</p> <p>I can sort objects according to different criteria.</p> <p>I can show a double.</p> <p>I can count beyond 20.</p> <p>I can talk about spatial awareness.</p> <p>I can make a complex pattern.</p> <p>I can measure length.</p> <p>I can collect data and tally.</p> <p>I can sort odd and even numbers.</p>	<p>I can talk about 9 and 10.</p> <p>I can match, rotate and manipulate shape.</p> <p>I can add by counting on.</p> <p>I can talk about numbers 11-15.</p> <p>I can represent numbers to 10.</p> <p>I know when to subitise and when to count.</p> <p>I can count 1:1 over 10.</p> <p>I can subtract by taking away.</p> <p>I know number bonds to 5.</p> <p>I can weigh.</p>	<p>I can visualise and build.</p> <p>I can talk about patterns and relationships.</p> <p>I can map.</p> <p>I can talk about numbers 16-20.</p> <p>I can count large sets.</p> <p>I can subtract by counting back.</p> <p>I know some number bonds to 10.</p> <p>I can halve.</p> <p>I can share and group.</p> <p>I can build numbers beyond 10.</p> <p>I can count 1:1 to 20.</p>

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Understanding the World: Overview	Topic planning weaves in Understanding the World throughout the year and children's interests are often linked to this area of learning (e.g. places they have visited or animals they have seen). Books provide a wonderful way in to geography, history, RE and science learning, setting the foundation for Year 1. Visits, visitors and themed days are particularly valuable ways of further developing children's understanding of the world beyond their doorsteps.					
UtW: Past & Present ELG 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.	I can talk about my family. Foundation learning timeline I can talk about different jobs in society (firefighter, doctor, police officer, school crossing patrol person).	I can talk about how journeys have changed over time. I can talk about how life today is different to Mary and Joseph's time. Foundation learning timeline I can talk about different jobs in society (dentist).	Foundation learning timeline	I can talk about how my life is different to that of prehistoric man. I can talk about how schools have changed over time. I can make my own timeline. Foundation learning timeline I can talk about different jobs in society (vicar, dancer, librarian).	I can talk about how farming has changed over time. Foundation learning timeline I can talk about different jobs in society (farmer).	I can talk about how the past has changed through storytelling. Foundation learning timeline
RE ELG 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.	Where do we live & who lives there? What is special to me? <i>Christianity/Islam</i>	How do people celebrate in autumn and winter? <i>Christianity, Judaism, Hinduism, Sikhism</i> Remembrance Sunday I can retell the Christmas story. Visit to St John's for Christmas	What makes a good helper? <i>Christianity/Islam</i> Visit from Homeless Hampers	How do people celebrate in the spring? <i>Christianity, Islam, Judaism, Hinduism, Sikhism</i> Visit to St John's for Easter. I can talk about customs surrounding Easter. I can talk about Fairtrade.	Which places are special and why? <i>Christianity, Islam</i>	What does it mean to belong to a church or a mosque? <i>Christianity/Islam</i> Visit to a mosque

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<p>UtW: People, Culture & Communities</p> <p>ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>I can talk about my house and my family.</p> <p>I can talk about my house.</p>	<p>I can talk about my school.</p> <p>I can talk about customs surrounding Bonfire Night.</p> <p>I can talk about what you might see in London.</p>	<p>I can explore traditions related to the Lunar New Year.</p> <p>I can use a map to navigate the school grounds.</p> <p>I can explore music from around the world.</p>	<p>I can explore maps of the UK and compare them with the time of the dinosaurs.</p>	<p>I can talk about how the countryside is different to towns.</p>	<p>I can talk about places that are special to me.</p> <p>I can explore difference and similarity between the UK and South Africa.</p>
<p>UtW: The Natural World</p> <p>ELG Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>I can recognise an oak tree and talk about its parts.</p> <p>I can talk about animals I can see in the school grounds.</p> <p>Gardening</p>	<p>I can spot signs of autumn.</p> <p>Gardening</p>	<p>I can spot signs of winter</p> <p>I can look for birds (RSPB Schools' Birdwatch).</p> <p>Gardening</p>	<p>I can spot signs of spring.</p> <p>I can investigate changing states of matter (melting/freezing).</p> <p>Gardening</p>	<p>I can explore minibeasts.</p> <p>I can investigate plants.</p> <p>I can talk about seeds.</p> <p>I can investigate trees.</p> <p>I can draw plants.</p> <p>I can explore pond life.</p> <p>I can make observations about what I find.</p> <p>I know how to look after our planet.</p> <p>Gardening</p>	<p>I can spot signs of summer.</p> <p>Gardening.</p>
<p>Expressive Arts and Design: Overview</p>	<p>Art is taught following the Kapow scheme, which has clear skills progression. Children also have daily access to a range of materials for working on their own art or junk model creations. Many children choose to create with resources such as Lego or blocks. This area of learning is carried through outside with materials such as paint and chalk, and crates. Continuous provision is enhanced with props to support topic learning or children's interests. Plan, do, review structures enable children to talk about what they have done and evaluate their success. Storytelling is supported through puppets and children often choose to make their own puppets. Planned music lessons give children exposure to a wide range of musical genres and a chance to move to music, which is further on offer in provision.</p>					
<p>EAD: Creating with Materials</p>	<p><u>Craft and design (art)</u></p>	<p><u>Structures: Junk modelling (DT)</u></p>	<p><u>Marvelous marks (art)</u></p>	<p><u>Food tech: Soup (DT)</u></p>	<p><u>Paint my World (art)</u></p>	<p><u>Textiles: Bookmarks (DT)</u></p>

Please note this is a working document and is subject to change.

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<p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>I can use scissors safely.</p> <p>I can thread.</p> <p>I can join materials.</p>	<p>I can explore different materials.</p> <p>I can develop my scissor skills.</p> <p>I can plan and problem solve when modelling.</p>	<p>I can draw patterns with felt tips and chalk.</p> <p>I can do an observational drawing of a flower.</p> <p>I can draw my self-portrait.</p> <p>I can paint a Julia Donaldson book cover.</p>	<p>I can design a soup recipe.</p> <p>I can talk about the taste of different vegetables.</p> <p>I can cut carefully.</p> <p>I can prepare a soup.</p>	<p>I can apply paint in different ways (fingers, splatter, natural materials, paintbrush).</p> <p>I can use different form of 'paint' such as mud.</p> <p>I can use mixed media to make my own piece of art.</p>	<p>I can use binka and a needle.</p> <p>I can design a bookmark.</p> <p>I can follow my design.</p> <p>I can make a bookmark.</p>
<p>EAD: Being Imaginative & Expressive</p> <p>ELG Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>I can sing nursery rhymes.</p> <p>Music: My favourite music</p>	<p>I can sing Christmas songs.</p> <p>Music: Christmas music (classical and contemporary)</p> <p>I can perform songs in front of an audience.</p>	<p>I can perform songs by Julia Donaldson.</p> <p>Music: World music (Scottish, Northern Ireland, England, Wales, Africa, China, South America, Spain, Germany, France).</p> <p>I can perform songs in front of an audience.</p>	<p>I can move in time to music.</p> <p>Music: Music for dancing (e.g. ballet, ballroom).</p>	<p>I can make up songs.</p> <p>Music: Classical music</p>	<p>I can tell stories.</p> <p>Music: Classical music</p> <p>I can perform songs in front of an audience.</p>
<p>Physical Development: Overview</p>	<p>Gross and fine motor skill development are fundamental to writing. Gross motor skills are developed through weekly PE lessons, activities in outdoor provision (e.g. balancing and obstacle races) and using the Daily Mile tracks. Children also enjoy Cosmic Yoga sessions. Children have daily access to provision that supports fine motor skills development, such as tweezer challenges, jigsaws and craft resources.</p>					

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<p>Physical Development: Gross Motor Skills</p> <p>ELG Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Multi Skills Jumping/Travelling</p> <p>I can run and stop with some control.</p> <p>I can explore galloping, skipping as a travelling action.</p> <p>I can explore travelling in different patterns.</p> <p>I can jump and hop with bent knees.</p> <p>I can change direction at a slow pace.</p> <p>I can explore moving different body parts.</p>	<p>Multi Skills: Agility, balance and co-ordination</p> <p>I can hold different body parts still.</p> <p>I can move different body parts in isolation.</p> <p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p> <p>I can catch equipment using two hands.</p> <p>I can move a ball in different ways, including bouncing and kicking.</p> <p>I can move safely around the space and equipment.</p>	<p>Gymnastics</p> <p>I can create a short sequence of movements.</p> <p>I can roll in different ways with control.</p> <p>I can travel and stretch in different ways.</p> <p>I can jump in a range of ways from one space to another with control.</p> <p>I can begin to balance with control.</p> <p>I can move around, under, over, and through different objects and equipment.</p> <p>I can control my body when performing a sequence of movements.</p>	<p>Multi Skills Bat and Ball</p> <p>I can hit a ball with a bat or a racquet.</p> <p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p> <p>I can catch equipment using two hands.</p> <p>I can move a ball in different ways, including bouncing and kicking.</p> <p>I can use equipment to control a ball.</p> <p>I can kick an object at a target.</p> <p>I can move safely around the space and equipment.</p> <p>I can travel in different ways, including sideways and backwards.</p> <p>I can control my body when performing a sequence of movements.</p>	<p>Multi Skills: Sending and Receiving</p> <p>I can hit a ball with a bat or racquet.</p> <p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p> <p>I can catch equipment using two hands.</p> <p>I can use equipment to control a ball.</p> <p>I can kick an object at a target.</p> <p>I can move safely around the space and equipment.</p> <p>I can follow simple rules.</p> <p>I can control my body when performing a sequence of movements.</p> <p>I can participate in simple games.</p>	<p>Athletics</p> <p>I can run in different ways for a variety of purposes.</p> <p>I can jump in a range of ways, landing safely.</p> <p>I can jump in a range of ways, landing safely.</p> <p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p> <p>I can control my body when performing a sequence of movements.</p> <p>I can participate in simple games.</p>
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<p>Physical Development: Fine Motor Skills</p> <p>ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>I can use scissors safely.</p> <p>I can mark make.</p> <p>I can follow lines with a pencil.</p> <p>I can take part in Doh Disco.</p> <p>I can copy some letters.</p>	<p>I can begin to use a pencil with control.</p> <p>I know what a 'crocodile' (tripod) grip is.</p> <p>I can take part in Doh Disco.</p> <p>I can copy shapes.</p> <p>I can write my name.</p> <p>I can draw my body.</p>	<p>I can hold a paintbrush correctly.</p> <p>I can follow step-by-step drawing.</p> <p>I can draw my face.</p> <p>I am developing a tripod grip.</p> <p>I am working on cursive formation.</p>	<p>I can usually hold a pencil correctly using a tripod grip.</p> <p>I can use cutlery correctly.</p> <p>I can form lowercase letters correctly and begin to form capital letters.</p> <p>I am developing a tripod grip.</p> <p>I am working on cursive formation.</p>	<p>I can show accuracy and care when drawing.</p> <p>I am working on tripod grip.</p> <p>I can form lowercase and capital letters correctly.</p> <p>I am working on cursive formation.</p>	<p>I consistently hold a pencil correctly using a tripod grip.</p> <p>I can form lowercase and capital letters correctly.</p> <p>I can draw with care and accuracy.</p> <p>I am working on cursive formation.</p>
<p>Personal, Social & Emotional Development: Overview</p>	<p>Developing personal, social and emotional skills are fundamental to success in life. These skills are the key focus in children's early weeks at school, but teaching continues throughout the year. Learning is supported by taught lessons, storytelling and books. Children practise their skills during free-flow.</p>					
<p>PSED: Self-Regulation</p> <p>ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>	<p>I can talk about my feelings and those of someone else.</p> <p>I can think about another's perspectives.</p> <p>I can follow the rules in my class to keep safe.</p> <p>I can follow instructions, even when I am doing something else.</p> <p>I can take turns and wait for what I need.</p> <p>I can listen and respond appropriately.</p> <p>I can identify and moderate my own feelings socially and emotionally.</p>					
<p>PSED: Managing Self</p> <p>ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>					

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<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>						
<p>PSED: Building Relationships</p> <p>ELG: Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>I can build constructive and respectful relationships with adults and peers I can work and play cooperatively and take turns with others. I am sensitive to my own needs and those of others.</p>					
<p>PSED: Coram</p>	Me and my relationships	Keeping myself safe	Valuing difference	Rights and responsibilities	Growing and changing	Being my best
<p>Communication & Language: Overview</p>	<p>The ability to communicate effectively is vitally important in school. In Foundation the children are given opportunities daily to practise their listening and attention skills in many different scenarios. Questioning is encouraged and helps to develop children's understanding. Correct English is modelled by staff. Target vocabulary is shared with parents and taught every week, linked to the texts or other learning (e.g. maths). All children are encouraged to discuss their ideas with others.</p>					
<p>C&L: Listening, Attention and Understanding</p> <p>ELG: 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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>I know why listening is important.</p> <p>I can listen attentively in different scenarios.</p> <p>I can join in with whole class singing and rhymes.</p> <p>I can comment on something I have been told.</p> <p>I can demonstrate my understanding by following short instructions.</p> <p>I can answer questions 1:1.</p> <p>I can talk to one person about my life and ideas.</p> <p>I can use full sentences when speaking.</p> <p>I can learn and use new vocabulary.</p>	<p>I can ask questions to clarify my understanding.</p> <p>I can demonstrate my understanding by following longer instructions.</p> <p>I can answer questions when asked in a group.</p> <p>I can describe events in some detail.</p> <p>I can tell stories.</p> <p>I can talk to a small group about my ideas.</p> <p>I can make predictions.</p> <p>I can talk about my learning.</p> <p>I can learn and use new vocabulary.</p>	<p>I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.</p> <p>I can answer questions when asked in a class.</p> <p>I can talk to the class about my ideas.</p> <p>I can use past, present and future tenses and conjunctions.</p> <p>I can learn and use new vocabulary.</p> <p>I can express my opinions and justify them.</p> <p>I can use talk to work out my problems, explain how things work and what might happen.</p>			

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<p>C&L: Speaking</p> <p>ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>						
<p>Technology</p>	<p>What is technology? Technology hunt around school.</p>	<p>Playing games on the interactive whiteboard</p>	<p>E-safety</p>	<p>Searching for information on the internet.</p>	<p>Using iPads to draw and photograph.</p>	<p>Using Bee-Bots.</p>
<p>Trips, visitors and special days <i>(See also separate document.)</i></p>	<p>Jobs people do visitors Staff crossing patrol visitor Superhero Day (linked to CofEL)</p>	<p>Church visit for Christmas Library visit Road safety learning Life Education visit</p>	<p>Library visit Julia Donaldson Outdoor Day</p>	<p>Church visit for Easter Library visit Science Week World Book Day Easter parent craft afternoon</p>	<p>Farm visit Library visit National Numeracy Day Bird walk</p>	<p>Library visit Traditional tales Outdoor Day Cinderella Ball Mosque visit End of year celebration of learning</p>
<p>Parental engagement</p>	<p>Curriculum Information evening Parents evening</p>	<p>Nativity performance for parents</p>	<p>Parents evening Julia Donaldson assembly for parents</p>	<p>Easter craft afternoon with parents</p>	<p>Parents evening</p>	<p>Sports Day End of year assembly for parents</p>