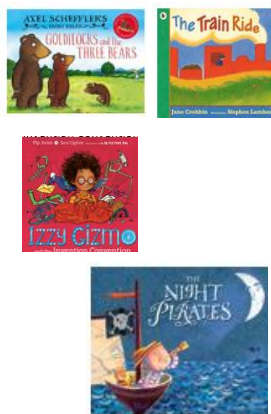
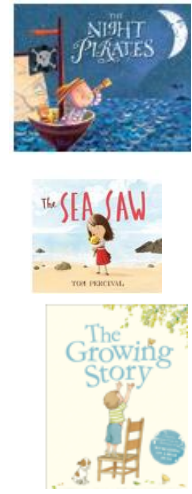


Reception Long Term Plan 2026 – 2027

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
Key Text	Who are you? All About Families The Leaf Thief Pumpkin Soup Clean Up Chappatti Moon 	How to hide a lion Supertato One Snowy Night 	Oi Frog Castles Extra Ordinary Gardener 	Jack & the Beanstalk The Very Hungry Caterpillar How does a butterfly grow? 	Goldilocks & the Three Bears The Train Ride Izzy Gizmo Night Pirates 	Night Pirates The See Saw The Growing Story 
Suggested Additional Texts	You Choose by Nick Sharratt and Pippa Goodhart This is Our House by Michael Rosen Leaf Man by Louis Ehler What Can You See... In Autumn	We're Going on a Lion Hunt by David Axtell People Who Help Us – Non-Fiction Texts (various publishers) A Walk in Winter by Ladybird Books	Animal Homes: A Lift the Flap Book by Libby Walden The Very Last Castle by Travis Jonker National Trust: Tilly Plants a Tree by William Petty	The Enormous Turnip – Traditional (various authors). Life Cycles: From Seed to Sunflower by Camila De La Bedoyere Pip & Egg by Alex Latimer	National Geographic: All About Bears (Level 1) The Runaway Train by Benedict Blathwayt Let's Build a House by Mick Manning	Ten Little Pirates by Mike Brownlow National Trust: Look What I Found at the Seaside by Moira Butterfield The Koala Who Could by Rachel Bright

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
	The Girl Who Planted Trees by Caryl Hart Let's Celebrate by Kate DePalma					
Enrichment/ trips/ visitors/ Wow moments	Autumn nature walks Harvest Time Getting to know the school grounds	Bonfire Night Diwali and Hanukkah Christmas Remembrance Day Children in Need Nativity Visit to the theatre	Chinese New Year Valentine's Day	Easter Time – Easter hunts Mother's Day Visit to the Farm	Visits from fire fighters, police, dentists, etc Fire engine on the playground Police car on the playground Trip to the local library	Trip to the local library
Parental involvement	Phonics presentation to parents Harvest festival Parent's Evening Staggered start	Nativity performance Phonics Workshops	Maths Workshops	Reading Afternoon Maths Workshops	Parents who have jobs within the public sector are invited in to speak to the children about their jobs	Sports Day Reports
Key nursery rhymes and poems	Welcome song (for beginning of the day routine) Everybody do this, do this, do this Head, Shoulders, Knees and Toes	The Hokey Cokey (positional Language) I'm a Firefighter Song Here we Go Round the Mulberry Bush	5 Little Speckled Frogs The Grand Old Duke of York I'm a Little Bean	Fi, Fi, Fo, Fum Daffodils Finger Action Rhyme Butterfly, Butterfly, Flutter Around.	When Goldilocks went to the House of the Bears. Down at the Station, Early in the Morning London Bridge is Falling Down	1, 2, 3, 4, 5, Once I Caught a Fish Alive Hokey Cokey

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
	Days of the week song Ten Green Bottles Five Currant Buns				When I was one... The Day I went to Sea	
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.					
Overarching Principles	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.					

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
	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. PLAY At Templars Academy we understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.					
Assessment opportunities	Nursery handover assessments Baseline assessments (National and In-house) Phonics catch-up sessions	Ongoing assessments Pupil progress meetings EYFS team meetings In house moderation Phonics catch-up sessions	GLD predictions Ongoing assessments External moderation EYFS team meetings Phonics catch-up sessions	Pupil progress meetings Parents evening information Phonics catch-up sessions	EYFS team meetings Phonics catch-up sessions	Pupil progress meeting EYFS team meetings End of year data Reports

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
Values	At Templars Academy, we inspire our children to reach for the stars, believe in their potential, and achieve excellence in all aspects of their lives through an inclusive, high-quality education and a nurturing school community. We are dedicated to fostering an environment where every child thrives, is encouraged to aspire to their highest academic, personal, and social capabilities, and is empowered to be the best they can be - reaching their full potential. Our REACH values help to guide us and are continuously taught, referred to and modelled by all staff members at our school: We also teach the children that they have three main rights at our school: - The Right to Learn - The Right to Respect - The Right to be Safe These form the basis of our school rules and behaviour expectations. British Values Throughout the year, we continually promote and teach British values alongside our school's values.					
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					



	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
 WellComm is a comprehensive, evidence-based speech and language toolkit designed to identify, assess, and support children's communication development. It features an easy-to-use screening tool and an activity handbook called <i>The Big Book of Ideas</i>, utilizing a simple red, amber, and green traffic light scoring system. Children are assessed during the Autumn 1 term. DAILY STORY TIME	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.					
	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them through the use of news from home. Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners. Use new vocabulary through the day.	Tell me why! Using language well. Encourage and model the use of how and why questions. Discovering Passions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events in detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Express a point of view	Talk it through! Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time. Sustained focus when listening to a story	What happened? Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events – making our learning sticky! Continue to extend sentences using conjunctions e.g. but, so, or, because Ask questions to find out more	Time to share! Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.

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		Carefully chosen stories to develop the children's vocabulary.				
PSED: United Curriculum 	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children 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. Throughout the year the children are supported to develop: • their self-regulation skills (feelings and emotions, perseverance and resilience and behaviour) • Managing self (personal care) • Building relationships (social skills)					
Physical Development: United Curriculum. 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.					
Fine Motor: Overview	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. Develop the foundations of a handwriting style which is fast, accurate and efficient					

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
Gross Motor: Overview	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 overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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.					
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension/Word Reading/Writing: Overview	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.					

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
	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.					
Word Reading: Little Wandle 	Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r Week 5 h b f l New Tricky words Is I the	Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu ch Words with s at the end (hats, mats) Week 4 Sh th ng nk Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) New Tricky words	Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words New Tricky words Was you they by my all are sure pure	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est New Tricky words said so have like some come love do were here little says there when what one out today	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
		put* pull* full* as and has his her go no to into she push* he of we me be		words with -es at end /z/ No new Tricky words Review all taught so far Secure spelling		No new Tricky words Review all taught so far Secure spelling
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Subitising Counting, ordinality and cardinality Composition Comparison	Counting, ordinality and cardinality Comparison Composition	Subitising Counting, ordinality and cardinality Composition	Counting, ordinality and cardinality Comparison Composition	Counting, ordinality and cardinality Subitising Composition Comparison	Review and assess
	Week 1: Subitising within 3 Week 2: Focus on counting skills.	Week 1: Focus on counting skills Focus on the 'five-ness of 5' using one	Week 1: Subitise within 5 focusing on die patterns Match	Week 1: Focus on the 'staircase' pattern and ordering numbers	Week 1: Counting – larger sets and things that cannot be seen.	Week 1: Subitise to 5 Introduce the rekenrek

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
	<u>Week 3:</u> Explore how all numbers are made of 1s Focus on composition of 3 and 4 <u>Week 4:</u> Subitise objects and sounds <u>Week 5:</u> Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	hand and the die pattern for 5 <u>Week 2:</u> Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number <u>Week 3:</u> Explore the concept of 'whole' and 'part' <u>Week 4:</u> Focus on the composition of 3, 4 and 5 <u>Week 5:</u> Verbal counting beyond 20	numerals to quantities within 5 <u>Week 2:</u> Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number <u>Week 3:</u> Focus on 5 <u>Week 4:</u> Focus on 6 and 7 as '5 and a bit' <u>Week 5:</u> Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	<u>Week 2:</u> Focus on ordering of numbers to 8 Use language of less than <u>Week 3:</u> Focus on 7. <u>Week 4:</u> Doubles – explore how some numbers can be made with 2 equal parts. <u>Week 1:</u> Focus on the 'staircase' pattern and ordering numbers <u>Week 2:</u> Focus on ordering of numbers to 8 Use language of less than <u>Week 3:</u> Focus on 7 <u>Week 4:</u> Doubles – explore how some numbers can be made with 2 equal parts <u>Week 5:</u> Sorting numbers according to	<u>Week 2:</u> Subitising – to 6, including in structured arrangements <u>Week 3:</u> Composition – '5 and a bit'. <u>Week 4:</u> Composition - of 10 <u>Week 5:</u> Comparison – linked to ordinality Play track games	<u>Week 2:</u> Automatic recall of bonds to 5 <u>Week 3:</u> Composition of numbers to 10. <u>Week 4:</u> Comparison <u>Week 5:</u> Number patterns <u>Week 6:</u> Counting

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				attributes - odd and even numbers.		
Understanding the World: United Curriculum 	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.					
Understanding the World: Overview 	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family/community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that places are special to people in their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.					
Expressive Arts and Design: United Curriculum 	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.					

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (7 Weeks)	Summer 2 (7 Weeks)
Expressive Arts and Design: Overview 	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.					

Early Learning Goals

End of Year Expectations – Holistic/ Best Fit Judgements

Prime Areas			Specific Areas			
COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
ELG: Listening, Attention and Understanding <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole</i>	ELG: Self-Regulation <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>Set and work towards simple goals, being able to</i>	ELG: Gross Motor Skills <i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>Demonstrate strength, balance and</i>	ELG: Comprehension <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i>	ELG: Number <i>Have a deep understanding of number to 10, including the composition of each number;</i>	ELG: Past and Present <i>Talk about the lives of the people around them and their roles in society.</i> <i>Know some similarities and differences between things in the past and now, drawing on their</i>	ELG: Creating with Materials <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>

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.	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	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.	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	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	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	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.
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<i>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.</i>	<i>importance of healthy food choices.</i> <i>ELG: Building Relationships</i> <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers;</i> <i>Show sensitivity to their own and to others' needs.</i>		<i>Write recognisable letters, most of which are correctly formed.</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> <i>Write simple phrases and sentences that can be read by others</i>	<i>can be distributed equally</i>	<i>in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i> <i>ELG: The Natural World</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> <i>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.</i> <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	
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