



Area of Learning: Communication and Language

ELGs:

ELG Listening, Attention and Understanding

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

ELG Speaking

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Listening, Attention and Understanding	- Listen to short instructions. - Show interest in stories. - Respond to their name.	- Follow simple one-step instructions. - Recognise key story parts. - Participate in small group listening.	- Follow two-step instructions. - Join in storytelling. - Respond to speakers.	- Make comments about what they hear. - Answer "why" and "how" questions. - Engage in conversations.	- Listen to longer stories. - Predict story outcomes. - Ask questions to clarify understanding.	- Follow complex instructions. - Summarise what they hear. - Contribute independently to discussions.



Skills Speaking	- Use simple words to communicate. - Join in rhymes. - Answer simple questions.	- Speak in short sentences. - Use new vocabulary. - Ask simple questions.	- Use descriptive words. - Retell familiar stories. - Express preferences.	- Use vocabulary from books. - Share ideas in sequences. - Begin linking ideas with conjunctions.	- Talk about personal experiences. - Offer explanations. - Speak confidently in discussions.	- Express thoughts clearly. - Use a wide vocabulary. - Engage in storytelling confidently.
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Area of Learning: Personal, Social and Emotional Development

ELGs:

ELG Self-Regulation

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

ELG Managing Self

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

ELG Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Skills Self-Regulation	<ul style="list-style-type: none"> - Recognise basic emotions. - Begin calming down with support. - Stay focused on short tasks. 	<ul style="list-style-type: none"> - Recognise others' emotions. - Start calming down independently. - Follow simple rules. 	<ul style="list-style-type: none"> - Describe feelings. - Manage setbacks with support. - Follow two-step instructions. 	<ul style="list-style-type: none"> - Talk about calming strategies. - Set simple goals. - Wait for turns. 	<ul style="list-style-type: none"> - Regulate emotions independently. - Focus on longer tasks. - Reflect on behaviour. 	<ul style="list-style-type: none"> - Consistently regulate emotions. - Take initiative. - Set and achieve goals independently.
Skills Managing Self	<ul style="list-style-type: none"> - Learn routines. - Start dressing and hygiene tasks. - Follow reminders for self-care. 	<ul style="list-style-type: none"> - Try new activities. - Recognise healthy choices. - Understand basic rules. 	<ul style="list-style-type: none"> - Persevere in challenges. - Explain rules. - Manage dressing tasks independently. 	<ul style="list-style-type: none"> - Show resilience. - Understand action consequences. - Make healthy choices. 	<ul style="list-style-type: none"> - Be independent in most tasks. - Make responsible choices. - Encourage others to follow rules. 	<ul style="list-style-type: none"> - Be fully independent in routines. - Model good behaviour. - Make confident, responsible choices.
Skills Building Relationships	<ul style="list-style-type: none"> - Greet adults and peers. - Take turns with support. - Begin parallel play. 	<ul style="list-style-type: none"> - Join small group activities. - Share with encouragement. - Form positive peer relationships. 	<ul style="list-style-type: none"> - Work with others in groups. - Show kindness. - Engage in meaningful conversations. 	<ul style="list-style-type: none"> - Take turns without prompts. - Show empathy. - Play collaboratively. 	<ul style="list-style-type: none"> - Work on group projects. - Support peers during activities. - Maintain positive relationships. 	<ul style="list-style-type: none"> - Resolve conflicts independently. - Actively include others in play. - Transition confidently to Year 1.

Area of Learning: Physical Development

ELGs:



ELG: Gross Motor Skills

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

ELG: Fine Motor Skills

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Gross Motor Skills	- Move safely in the environment. - Explore basic movements. - Practise balancing.	- Refine basic movements. - Practise hopping and jumping. - Navigate space confidently.	- Develop strength and coordination. - Improve multi-step activities. - Demonstrate control in direction changes.	- Balance on one foot. - Coordinate movements with equipment. - Move with control.	- Combine movements in sequence. - Show control in group games. - Move confidently with rhythm.	- Perform complex movements. - Demonstrate strength in tasks. - Move independently in all environments.
Skills Fine Motor Skills	- Hold tools with a whole hand grasp. - Strengthen hand muscles. - Begin manipulating objects.	- Transition to tripod grip. - Practise cutting with scissors. - Use small tools with precision.	- Draw simple shapes accurately. - Improve control with tools. - Write recognisable letters.	- Hold tools with consistent grip. - Cut along curves. - Write letters with more consistency.	- Create detailed drawings. - Form letters correctly. - Handle small items with precision.	- Write legibly. - Use tools confidently. - Demonstrate care and accuracy in creative tasks.



Area of Learning: Literacy

ELGs:

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

ELG: Word Reading

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

ELG: Writing

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Comprehension	- Listen to and enjoy stories, joining in with repeated phrases. - Begin to retell simple parts of familiar stories.	- Retell key events from stories using their own words. - Answer questions about stories they hear. - Predict what might happen next in a story.	- Begin discussing characters and settings in stories. - Explain what happened in the beginning, middle, and end of a story.	- Use vocabulary from non-fiction texts in discussions. - Talk about differences between stories and information books.	- Retell familiar stories in more detail, including key events. - Make links between different stories or information books.	- Retell stories or recounts independently. - Explain their understanding of what they have read or heard. - Use story language during



	- Talk about the pictures in a storybook.		- Use new vocabulary from stories in discussions.	- Begin retelling stories in their own words.	- Respond to "how" and "why" questions about books.	play and conversations.
Skills Word Reading	<ul style="list-style-type: none"> - Identify sounds (phonemes) in CVC (consonant-vowel-consonant) words. - Practise blending and segmenting orally. - Match sounds to their written form for single letters. <p>-Read decodable initial code texts based on sounds covered</p>	<ul style="list-style-type: none"> - Blend and segment CVC words with initial and final consonant blends (e.g., "step," "flag"). - Recognise and read high-frequency words taught so far. - Begin to build fluency with blending and segmenting. <p>-Read decodable initial code texts based on sounds covered</p>	<ul style="list-style-type: none"> - Read and spell short words containing taught sounds confidently. - Identify and manipulate individual sounds in words (phoneme manipulation). - Practise spelling CVC and CCVC words accurately. <p>-Read decodable initial code texts with suffix endings</p>	<ul style="list-style-type: none"> - Consolidate initial code knowledge by reading and spelling a wider variety of words. - Blend longer sequences of sounds fluently. - Increase fluency in reading decodable texts aligned with initial code knowledge. - Read decodable initial code texts with suffix endings 	<ul style="list-style-type: none"> - Use initial code knowledge confidently to read and spell simple sentences. - Read decodable texts fluently and with expression. - Begin transferring skills to unfamiliar words with similar patterns. <p>-Read decodable extended code texts .</p>	<ul style="list-style-type: none"> - Demonstrate mastery of the initial code by applying skills in reading and writing confidently. - Read and write short sentences with accuracy and fluency. - Begin recognising simple patterns in extended code. <p>-Read decodable extended code texts .</p>



<p>Skills Writing</p>	<ul style="list-style-type: none"> - Hold and control a pencil to make marks on paper. - Begin to draw shapes that resemble letters. - Copy their name with support. 	<ul style="list-style-type: none"> - Form recognisable letters for their name. - Begin writing some simple words with support. - Use pictures and marks to convey ideas or stories. 	<ul style="list-style-type: none"> - Write short phrases with support. - Begin forming sentences using phonics knowledge. - Use writing for different purposes, such as lists or labels. 	<ul style="list-style-type: none"> - Write phrases or sentences that others can read. - Use phonics knowledge to spell simple words. - Begin to use capital letters and full stops. 	<ul style="list-style-type: none"> - Write sentences independently using phonics. - Show control and accuracy when forming letters. - Start to write in simple sequences, such as recounts or stories. 	<ul style="list-style-type: none"> - Write sentences that are legible and make sense. - Use capital letters, full stops, and finger spaces consistently. - Write short narratives or recounts with minimal support.
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Area of Learning: Mathematics

ELGs:

ELG: Number

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

ELG: Numerical Patterns

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



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Number	<ul style="list-style-type: none"> - Count objects up to 5 accurately. - Recognise numerals 0-5. - Begin matching quantities to numerals. 	<ul style="list-style-type: none"> - Count to 10 confidently. - Recognise numbers 0-10. - Begin simple addition by combining two groups. 	<ul style="list-style-type: none"> - Count beyond 10 with confidence. - Understand number composition up to 5. - Begin subtraction by removing items from a set. 	<ul style="list-style-type: none"> - Solve simple addition and subtraction problems. - Recall number bonds to 5. - Use numbers in practical contexts, like counting out snacks. 	<ul style="list-style-type: none"> - Explore number bonds to 10. - Solve problems involving numbers to 10. - Use addition and subtraction confidently in play. 	<ul style="list-style-type: none"> - Demonstrate a deep understanding of numbers to 10. - Solve real-life problems involving numbers up to 10. - Use mathematical vocabulary confidently.
Skills Numerical Patterns	<ul style="list-style-type: none"> - Explore patterns using shapes or colours. - Begin recognising when sets are the same or different. - Compare two quantities visually. 	<ul style="list-style-type: none"> - Identify simple patterns, such as ABAB. - Begin understanding "more" and "fewer". - Explore splitting sets into equal groups. 	<ul style="list-style-type: none"> - Identify patterns in number sequences. - Understand doubles up to 10. - Explore odd and even numbers. 	<ul style="list-style-type: none"> - Recognise patterns in numbers to 10. - Group items into sets of 2, 5, or 10. - Compare numbers using "greater" and "less" 	<ul style="list-style-type: none"> - Identify more complex patterns in numbers. - Begin sharing quantities equally. - Explore the concept of halves and doubles. 	<ul style="list-style-type: none"> - Apply patterns in numbers to larger numbers. - Recognise and use odd and even numbers. - Explore sharing and grouping independently.

Area of Learning: Understanding the World

ELGs:



ELG: Past and Present

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

ELG: People, Culture and Communities

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

ELG: The Natural World

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

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Skills</u> Past and Present	- Show curiosity about the past through books or discussions. - Begin talking about their family or personal experiences.	- Identify differences between the past and now, such as daily life or objects. - Discuss events in their own lives.	- Identify differences between the past and now, such as daily life or objects. - Discuss events in their own lives.	- Begin to talk about why things were different in the past. - Understand how family roles or jobs have changed over time.	- Share their knowledge of the past during discussions or creative play. - Make connections between past	- Discuss the past with confidence and compare it to their present life. - Use knowledge from books or stories to explain the past.



	- Recognise basic routines in their own lives.	- Begin using story characters to explore the past.	- Begin using story characters to explore the past.	- Use books or pictures to compare past and present.	events and their own lives. - Recall and describe past events with more detail.	- Link personal experiences with historical events.
Skills People, Culture and Communities	- Explore their immediate environment and surroundings. - Begin to recognise different roles in their community, such as teachers or shopkeepers. - Talk about special events or celebrations they know.	- Identify features of their local area, such as parks, shops, or schools. - Recognise similarities and differences in how people live. - Begin to explore stories or pictures of other cultures.	- Use maps or pictures to talk about places in their community. - Recognise and discuss different cultural practices. - Begin to describe how life varies in other parts of the world.	- Talk about similarities and differences between cultures, such as food, clothes, or celebrations. - Use stories to understand different ways of life. - Begin to understand how places relate to each other, such as maps showing where countries are.	- Share knowledge of their own culture or community traditions. - Use observations and books to describe other countries or communities. - Talk about how people's lives are influenced by where they live.	- Confidently compare life in their community with life in other countries. - Use knowledge from books, maps, and experiences to discuss differences and similarities. - Reflect on how people's roles and environments shape their lives.
Skills The Natural World	- Explore natural objects, such as leaves or stones.	- Observe and discuss weather changes or seasonal patterns.	- Explore simple processes, like planting seeds and observing growth.	- Talk about changes in the natural world, such as melting or freezing.	- Make detailed observations of plants, animals, or the weather.	- Confidently describe natural processes, like the life cycle of a plant.



	<ul style="list-style-type: none"> - Begin to notice seasonal changes. - Talk about animals or plants they observe. 	<ul style="list-style-type: none"> - Talk about animals or plants in their local environment. - Begin to group objects based on their properties, such as hard or soft. 	<ul style="list-style-type: none"> - Recognise the features of different animals or plants. - Begin to understand habitats or environments. 	<ul style="list-style-type: none"> - Begin to compare environments, such as hot or cold places. - Use non-fiction books to explore natural processes. 	<ul style="list-style-type: none"> - Talk about how the natural world changes over time. - Recognise the impact of humans on the environment, such as recycling. 	<ul style="list-style-type: none"> - Compare and contrast environments, such as forests and deserts. - Talk about ways to care for the natural world.
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Area of Learning: Expressive arts and design

ELGs:

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used. 16
- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Creating with Materials	- Explore different materials and their textures.	- Combine materials to create simple models or art.	- Use a variety of techniques to create patterns or designs.	- Create models or art with increasing detail.	- Use props or materials to create narratives in role play.	- Confidently use a range of tools and techniques



‘A JOURNEY IN FAITH, ARRIVING WITH HOPE.’

	<ul style="list-style-type: none"> - Begin using tools like glue sticks or paintbrushes. - Experiment with colours and patterns. 	<ul style="list-style-type: none"> - Use tools more confidently, like scissors. - Explore different ways of joining materials. 	<ul style="list-style-type: none"> - Select appropriate materials for a specific purpose. - Talk about their creative process. 	<ul style="list-style-type: none"> - Begin combining different techniques in their work. - Share their creations and describe how they made them. 	<ul style="list-style-type: none"> - Explore how colours and textures can convey ideas or emotions. - Show accuracy and care in their designs. 	<ul style="list-style-type: none"> to create detailed work. - Explain the purpose behind their creations. - Adapt materials or techniques to improve their work.
<p>Skills Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> - Engage in role play or pretend play with familiar objects. - Join in with singing songs or rhymes. - Begin to explore sounds and rhythms. 	<ul style="list-style-type: none"> - Use props or costumes in pretend play. - Create simple storylines in their play. - Perform familiar songs or rhymes in front of others. 	<ul style="list-style-type: none"> - Invent new storylines or scenarios during role play. - Use different instruments to explore rhythms and sounds. - Begin to perform songs or poems with expression. 	<ul style="list-style-type: none"> - Combine different ideas to create imaginative play scenarios. - Develop more complex rhythms or tunes using instruments. - Perform simple plays or stories for others. 	<ul style="list-style-type: none"> - Use their imagination to create stories or performances. - Experiment with sounds and music to express ideas or emotions. - Confidently perform songs, rhymes, or poems for an audience. 	<ul style="list-style-type: none"> - Create and adapt narratives in role play with peers. - Combine movement, music, and speech in performances. - Reflect on their creative performances and suggest improvements.