

## Aim:

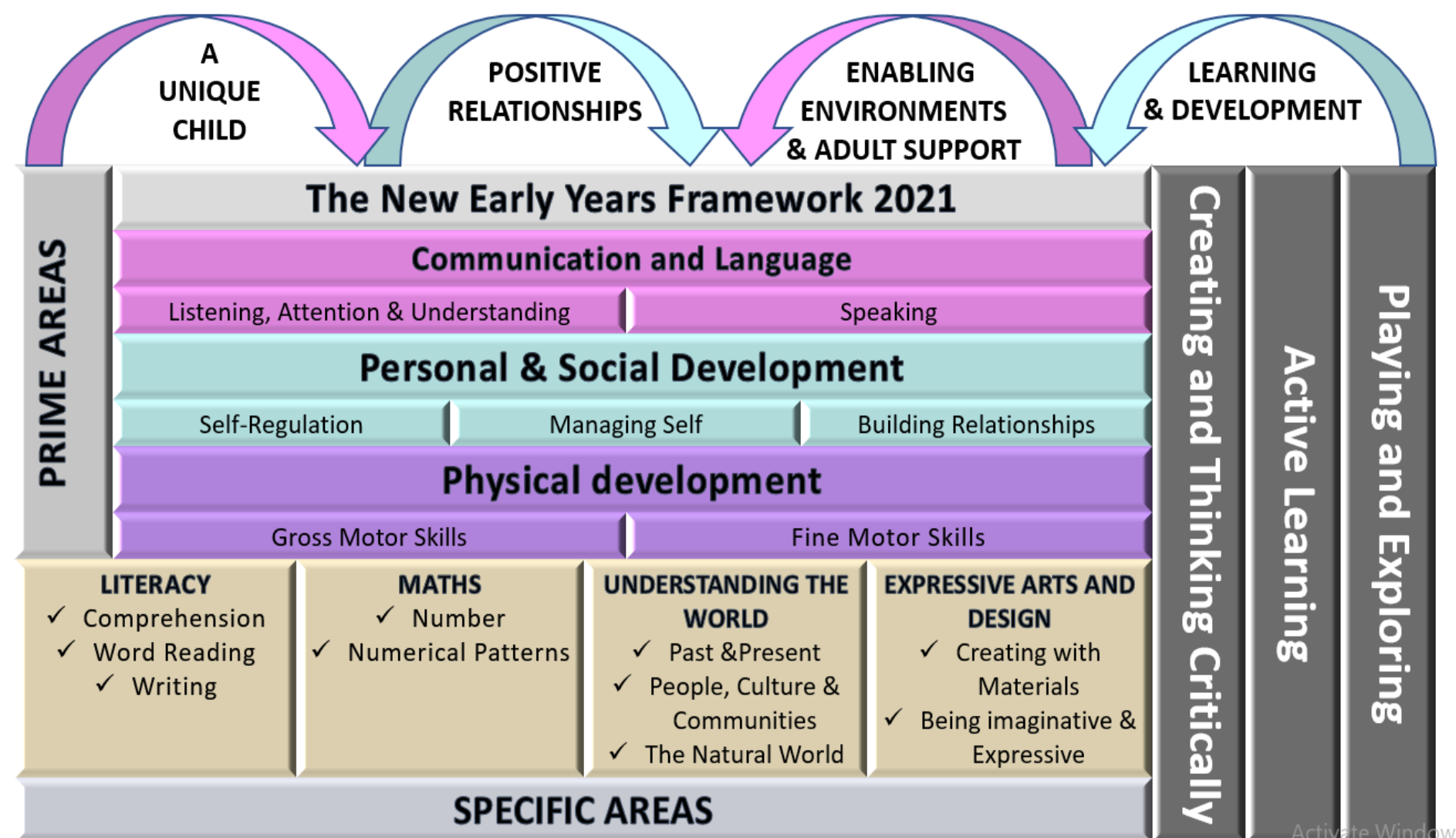
- To ensure that the percentage of children in FS2 who achieve a good level of development is in line with National Average.
- To ensure that there is clear evidence of differentiation, challenge, support and developmental marking in children's learning.
- To ensure that there is a broad and rich diet of English and Maths experiences for all children in FS2.
- To ensure that all children make rapid progress relative to their starting points and the gap continues to be narrowed.

We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Foundation Stage, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents.


Saxon Way Primary School EYFS team

*These statements are split, but all should apply on an ongoing basis throughout the year.*



FS1	<b>Term 1</b> 8 weeks (1.9-2.9 – SDD) 3 <sup>rd</sup> September-22 <sup>nd</sup> October	<b>Term 2</b> 7 weeks 2 <sup>nd</sup> November -17 <sup>th</sup> December	<b>Term 3</b> 6 weeks 4 <sup>th</sup> January-11 <sup>th</sup> February	<b>Term 4</b> 6 weeks 22 <sup>nd</sup> February - 1 <sup>st</sup> April	<b>Term 5</b> 6 weeks 19 <sup>th</sup> April – 27 <sup>th</sup> May	<b>Term 6</b> 7 weeks 6 <sup>th</sup> June- 22 <sup>nd</sup> July
<b>GENERAL TOPICS</b> <b>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</b> <b>WELL-BEING &amp; Behavior For Learning</b>	<b>I am. I can. I love.</b>	<b>Terrific Tales! Christmas</b>	<b>Ticket to ride</b>	<b>Come Outside</b>	<b>Amazing Animals</b>	<b>Fun at the Seaside! /GAF</b>
	School Values Baseline assessments Starting school / my new class / New Beginnings People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Harvest Autumn Christmas	Around the Town How do I get there? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong	Plants & Flowers Weather / seasons Does the moon shine? Reduce, Reuse & Recycle Fun Science / Materials	Life cycles Safari Down on the Farm Minibeasts Animal Arts and crafts Animal patterns David Attenborough	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
<b>Possible Texts</b>	Stick Man The Smartest Giant Zog Superworm The Smeds and the Smoos Only one you Different occupations texts Funny Bones We all belong Pete the Cat I like myself	Farmer Duck Three little pigs Goldilocks Gingerbread Man Cinderella Christmas Story / Nativity The Jolly Postman Stickman Dear Santa	The Emperor's Egg The Very Hungry Caterpillar Aghh Spider! What the ladybird heard Dear Zoo Aaaarrgghh Spider! Noisy Farm Mad about minibeasts	Let's go outside Jack and the Beanstalk A stroll through the seasons The Tiny seed	The Naughty Bus 100 decker bus The Train Ride Whatever next Catch the star Oi! Get off my train!	What the ladybird heard at the seaside Sharing a shell Paddington a day at the seaside Tiddler
<b>Celebrations and "WOW" moments</b>	Remembrance Day Nurse / Firefighter visit Birthdays Halloween What do I want to be when I grow up? Video for parents Diwali	Autumn Walk Harvest Time Library visits Guy Fawkes / Bonfire Night Hanukkah Stories by the Fireside Children in Need Anti- Bullying Week Christmas Time /Nativity Post a letters/cards	Library visits Chinese New Year Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day	Walk to the park Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Science Week Easter Egg Hunt	Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid Road Safety Trip to the Strand (Train ride)	Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Healthy Eating Week World Environment Day Pirate Day (Dockside visit – Ahoy Pirates)

FS2	<b>Term 1</b> 8 weeks (1.9-2.9 – SDD) 3 <sup>rd</sup> September-22 <sup>nd</sup> October	<b>Term 2</b> 7 weeks 2 <sup>nd</sup> November -17 <sup>th</sup> December	<b>Term 3</b> 6 weeks 4 <sup>th</sup> January-11 <sup>th</sup> February	<b>Term 4</b> 6 weeks 22 <sup>nd</sup> February - 1 <sup>st</sup> April	<b>Term 5</b> 6 weeks 19 <sup>th</sup> April – 27 <sup>th</sup> May	<b>Term 6</b> 7 weeks 6 <sup>th</sup> June- 22 <sup>nd</sup> July
<b>GENERAL TOPICS</b> <b>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</b> <b>WELL-BEING &amp; Behaviour For Learning</b>	<b>I am. I can. I love.</b>	<b>Terrific Tales! Christmas</b>	<b>Ticket to ride!</b>	<b>Come Outside!</b>	<b>Amazing Animals!</b>	<b>Fun at the Seaside! /GAF</b>
	School Values Baseline assessments Starting school / my new class / New Beginnings People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Autumn Traditional Tales Christmas	Around the Town How do I get there? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	Plants & Flowers Weather / seasons Does the moon shine? Reduce, Reuse & Recycle Fun Science / Materials	Life cycles Safari Down on the Farm MiniBeasts Animal Arts and crafts Animal patterns David Attenborough	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
<b>Possible Texts</b>	Once there were Giants Only one you The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families I like myself	We are going on a leaf hunt Three little pigs Goldilocks and 3 bears Gingerbread Man Cinderella Christmas Story / Nativity The Jolly Postman	The Snail and the Whale The Naughty Bus 100 decker bus The Train Ride Beegu Whatever next How to catch the star Oi! Get off my train!	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk	The Emperor's Egg The Very Hungry Caterpillar Aghh Spider! What the ladybird heard Tiger who came to tea Elephant and the Bad Baby	Lighthouse Keeper's Lunch P is for Passport The Journey Zoom World Atlases Tiddler
<b>Celebrations and "WOW" moments</b>	Remembrance Day Nurse / Firefighter visit Halloween What do I want to be when I grow up? Video for parents	Autumn Walk Library visits Guy Fawkes / Bonfire Night Children in Need Anti- Bullying Week Christmas Time /Nativity Post a letters/cards Polar express Day Christmas Concert	Food tasting – different cultures Map work - Find the Treasure Road Safety Trip to the Strand (Train ride) Chinese New Year Random Acts of Kindness Week Valentine's Day Internet Safety Day Ducklings Tadpoles	Walk to the park Planting seeds Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Science Week Easter	Animal Art week Let's go on Safari - An animal a day! Start of Ramadan Eid Creepy Crawlies Visit to Kent Life	Father's Day Healthy Eating Week World Environment Day Pirate Day (Dockside visit – Ahoy Pirates)

	<b>Term 1</b> 8 weeks (1.9-2.9 – SDD) 3 <sup>rd</sup> September-22 <sup>nd</sup> October	<b>Term 2</b> 7 weeks 2 <sup>nd</sup> November -17 <sup>th</sup> December	<b>Term 3</b> 6 weeks 4 <sup>th</sup> January-11 <sup>th</sup> February	<b>Term 4</b> 6 weeks 22 <sup>nd</sup> February - 1 <sup>st</sup> April	<b>Term 5</b> 6 weeks 19 <sup>th</sup> April – 27 <sup>th</sup> May	<b>Term 6</b> 7 weeks 6 <sup>th</sup> June- 22 <sup>nd</sup> July
GENERAL TOPICS	I am. I can. I love.	Terrific Tales! Christmas.	Ticket to ride.	Come outside!	Amazing Animals!	Fun at the seaside! /GAF.
CHARACTERISTICS OF EFFECTIVE LEARNING	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>					
OVERARCHING PRINCIPLES	 <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> 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.</p> <p><b>PLAY:</b> <i>At Foundation Stage, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p> <p style="text-align: center;">The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.</p>					



	<b>Term 1</b> 7 weeks 6 <sup>th</sup> September-21 <sup>st</sup> October	<b>Term 2</b> 7 weeks 31 <sup>st</sup> October -16 <sup>th</sup> December	<b>Term 3</b> 5 weeks 3 <sup>rd</sup> January-10 <sup>th</sup> February	<b>Term 4</b> 6 weeks 20 <sup>th</sup> February - 32 <sup>st</sup> March	<b>Term 5</b> 6 weeks 17 <sup>th</sup> April – 26 <sup>th</sup> May	<b>Term 6</b> 7 weeks 5 <sup>th</sup> June- 25 <sup>th</sup> July
<b>Our Values</b> We will 'dip in and out of each area' each term as and when we need to and will have a main focus during Term 1	Resilience Independence Relationships Excellence Responsibility Kindness	Resilience Independence Relationships Excellence Responsibility Kindness	Resilience Independence Relationships Excellence Responsibility Kindness	Resilience Independence Relationships Excellence Responsibility Kindness	Resilience Independence Relationships Excellence Responsibility Kindness	Resilience Independence Relationships Excellence Responsibility Kindness
<b>Assessment opportunities</b>	Analyse Nursery data/reports Baseline data on entry National Baseline data by end of term Start Target Tracker RWI assessments Set up Intervention and Maths groups	Ongoing assessments Baseline analysis RAM Parents evening info EYFS team meetings FS internal moderation End of Term Assessments Collegiate moderation RWI assessments Interventions Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data Parents evening info	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Assessments Transition work with Year 1 staff Target Tracker data
<b>Parental involvement</b>	Proud Moments Staggered Start Home visits Parents Evening Target Tracker Link	Proud Moments Christmas concert Phonics workshop Maths workshop Parents Evening Target Tracker Link	Proud Moments Writing workshop Come and Read afternoon Target Tracker Link	Proud Moments Share a story CoEL (metacognition)workshop Come and Read afternoon Target Tracker Link	Proud Moments Art workshop Come and Read afternoon Parents Evening Target Tracker Link	Proud Moments Share a story Parent's Picnic Come and Read afternoon Target Tracker Link

Communication and Language							
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year
<b>FS1</b>	<p>Begin to listen to longer stories.</p> <p>Retell familiar nursery rhymes.</p> <p>Can say how they are feeling, using words as well as actions.</p>	<p>Recall some key events from a story.</p> <p>Can engage in pretend play: "putting the baby to sleep", or "driving the car to the shops".</p>	<p>Begin to pay attention to more than one thing at a time.</p> <p>To be able to use longer sentences of four to six words.</p>	<p>Understand 2 step simple instructions.</p> <p>Take turns speaking and listening during a conversation.</p>	<p>Understand and answer why questions.</p> <p>To enjoy listening to longer stories and can remember most of what happens.</p>	<p>Respond appropriately during a conversation.</p> <p>Use talk to organise their play.</p>	<ul style="list-style-type: none"> <li>To know many rhymes.</li> <li>To be able to talk about familiar books and to tell a long story.</li> <li>To sing a large repertoire of songs.</li> <li>To use sentences joined up with words like "because", "or", "and". For example "I like ice cream because it makes my tongue tingle."</li> <li>To begin to use the past and future tense e.g. "I went to the shop" and "I am going to the park".</li> </ul>
<b>FS2</b>	<p>To be able to understand how to listen carefully and know why it is important.</p> <p>To be able to talk in front of small groups and their teacher offering their own ideas.</p>	<p>To begin to understand how and why questions.</p> <p>To be able to use new vocabulary throughout the day.</p>	<p>To be able to ask questions to find out more.</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To retell a story and follow a story without pictures or props.</p> <p>To engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>To be able to understand a question such as who, what, where, when, why and how.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>To be able to talk in sentences using a range of tenses.</p>	<p><b>ELG: Listening, Attention and Understanding</b></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><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, 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, whilst making use of conjunctions, with modelling and support from their teacher.</li> </ul>

PSED							
Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities</b> , to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year
FS1	To be able to follow a one-step instruction. To settle into some activities for a while. To select and use activities and resources with help when needed.	To talk about themselves. Start to understand feelings. (happy, sad and tired) Begin to follow rules. Play with one child extending and contributing during play. Play with one child extending and contributing during play.	To become more outgoing with unfamiliar people, in the safe context of the setting. Sometimes to manage to share or take turns with others, with adult guidance and understand "yours" and "mine".	Follow a 2 step instruction. To develop ways of being assertive. To seek an adult support with friendship issues. To be able to increasingly follow rules and to understand why they are important. To understand what being healthy is.	Share how they are feeling with a member of staff. Begin to understand how someone else might feel. To be able to assert their own ideas and preferences and to notice other people's responses.	To sit during circle time and join in a class session. E.g. mindfulness. To be able to choose resources to help them achieve.	<ul style="list-style-type: none"> <li>To be able to talk with others to solve conflicts.</li> <li>To use visual supports to follow the routine of the day.</li> <li>To be able to take part in pretend play and take on the roles of others.</li> <li>To show confidence in new social situations.</li> </ul>
FS2	<ul style="list-style-type: none"> <li>To be able to follow one step instructions, recognise different emotions and feelings.</li> <li>To consider others' needs.</li> <li>To invite others to play.</li> <li>To seek support from adults and gain confidence to speak to peers and adults.</li> <li>To begin to recognise the impact of their own actions.</li> </ul>	<ul style="list-style-type: none"> <li>To seek out companionship with adults and other children, sharing experiences and play ideas.</li> <li>To enjoy a sense of belonging through being involved in daily tasks.</li> <li>To assert their own ideas.</li> <li>To develop particular friendships with other children.</li> <li>To talk about why keeping healthy, both mentally and physically is important.</li> </ul>	<ul style="list-style-type: none"> <li>To be proactive in seeking an adult support to find compromises.</li> <li>To be increasingly flexible and co-operative.</li> <li>To express a wide range of feelings in their interactions.</li> <li>To adapt their behaviour to different situations.</li> <li>To show confidence in choosing resources and perseverance in carrying out a chosen activity.</li> <li>To explore how to keep my body healthy.</li> </ul>	<ul style="list-style-type: none"> <li>To be outgoing towards people and willing to try new things.</li> <li>To recognise that they belong to different communities and social groups and communicate freely about their own home and community.</li> <li>To have a clear idea about what they want to do in their own play.</li> <li>To be able to often manage their feelings and tolerate situations in which their wishes cannot be met.</li> <li>To learn and practise good dental hygiene and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>To understand their own and other people's feelings, offering empathy and comfort.</li> <li>To take steps to resolve conflicts with other children by finding a compromise sometimes with support.</li> <li>To say what they do well and what they are getting better at.</li> <li>To talk about their own and others' feelings, behaviours and consequence</li> <li>To make a healthy snack.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to show a 'can do' attitude</li> <li>To understand the importance of healthy food choices</li> <li>To be able to have confidence to communicate with adults around the school.</li> <li>To follow instructions of three steps or more.</li> </ul>	<b>ELG</b> <b>ELG: Self-Regulation</b> - 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. <b>ELG: Managing Self</b> - 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. <b>ELG: Building Relationships:</b> - 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.



## Physical Development

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, coordination 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**, coordination 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 coordination**, 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**.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year
<b>FS1</b>	To climb confidently. To run well, kick a ball and jump with both feet on the ground. To develop manipulation and control.	To use large muscle movements to wave ribbons or flags and paint. To participate in P.E lessons. To make music on the drums. To participate in Cosmic kids Yoga and Write Dance sessions. To use a paint brush to mix paint together.	To use playdough to create a body of a snake, with support. To dig a hole. To fill buckets with water and carefully pour into different containers. To show an increasing desire to be independent <i>e.g. do up my own zip and buttons</i> .	To use a one handed tool like scissors and make snips in paper. To confidently use the bikes in the Outdoor Area. To climb up the climbing frame one foot after another. To get involved with cooking using a rolling pin and cutters to make shapes.	To be able to increasingly remember patterns of movement when dancing. To walk up the stairs on the climbing frame using alternative feet. To use a comfortable grip to hold a pencil.	To become increasingly independent when getting dressed and using zips. To begin to show a preference To make healthy choices about food, drink, activity and tooth brushing.	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes, bikes) and ball skills</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>Start taking part in same group activities which they make up for themselves, or in teams</li> <li>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>Use one-handed tools and equipment, for example making snips in paper with scissors</li> <li>Use comfortable grip with good control when holding pens and pencils</li> <li>Start to eat independently and learning how to use a knife and fork</li> <li>Show a preference for a dominant hand</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats and doing up zips</li> </ul>
<b>FS2</b>	<b>Cooperation games i.e. parachute games</b>  To grasp and release with two hands. To begin to focus on balance and movement. To show a preference for a dominant hand. To create lines and circles pivoting from the shoulder and elbow.	<b>Ball skills</b>  To manipulate a range of tools and equipment in one hand. To develop spatial awareness. To maintain balance on stairs and while carrying objects. To begin to form recognisable letters independently.	To balance on one foot or in a squat momentarily, shifting body weight to improve stability. To climb stairs, steps and move across climbing equipment using alternate feet. To use simple tools to create changes to materials.	To manipulate a range of tools and equipment in one hand ( <i>tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves, or ribbons</i> ). To walk down steps or slopes whilst carrying a small object, maintaining balance and stability.	To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.  To handle tools, objects, construction and malleable materials safely and with increasing control and intention.	To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.  To handle tools, objects, construction and malleable materials safely and with increasing control and intention.	<b>ELG</b>  <b>ELG: Gross Motor Skills</b> - 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. <b>ELG: Fine Motor Skills</b> - Hold a pencil effectively in preparation for fluent writing. - Use 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.



Literacy							
It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year
FS1	To enjoy sharing books with an adult. To enjoy songs and rhymes, tuning in and paying attention. To engage in extended conversations about stories, learning new vocabulary.	To begin to play phonics games in small groups. To develop play around their favourite stories using props. To enjoy rhyming and rhythmic activities. To listen to and join in with stories and poems, one-to-one and also in small groups.	To develop phonological awareness, spot and suggest rhymes. To understand that print can have different purposes. To explore books independently. To engage in extended conversations about stories, learning new vocabulary.	To develop phonological awareness, count or clap the syllables in a word. To suggest how the story might end. To begin to form some letters. To sometimes give meaning to their drawings and paintings.	To develop phonological awareness, recognise words with the same initial sound, <i>such as money and mother</i> . To recognise familiar words and signs <i>such as own name and advertising logos</i> . To imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.	To use some of their print and letter knowledge in their early writing. To write some or all of my name. To write some letters accurately. To become aware of the way stories are structured.	<ul style="list-style-type: none"> <li>Understand the five key concepts about print: -print has meaning - the names of the different parts of a book - print can have different purposes-page sequencing-we read English text from left to right and from top to bottom</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Write some letters accurately.</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>Write some or all of my name.</li> </ul>
FS2	<b>Reading:</b> Initial sounds, oral blending, reciting known stories, listening to stories with attention and recall. To join in with rhymes and show an interest in stories with repeated refrains. To sequence familiar stories using pictures. To recognise initial sounds. To give meaning to marks whilst holding my pencil in a tripod grip. To write initial sounds	<b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. To write their name. To retell stories related to events through acting/role play and images/apps. To create story maps and retell stories. To sequence a story – using the following vocabulary: <i>beginning, middle and end</i> .	<b>Reading:</b> Rhyming strings, identifying characters and settings. To explain the main events of a story and give simple descriptions of characters. To begin to draw/write some of these down using initial sounds. To ask and answer questions about story book characters. To write and use some of the tricky words such as I and the. To write CVC words. To point out the features of a book.	<b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. To retell a story with actions and or picture prompts as part of a group. To use story language when acting out a narrative. To think of rhyming words. To draw pictures of characters/ events / settings in a story. To create their own story maps, writing captions and labels, using short simple sentences. To begin to write simple phrases inspired by stories.	<b>Reading:</b> Non-fiction texts, naming letters of the alphabet. Distinguishing capital letters and lower-case letters. To draw pictures of characters/ events / settings in a story which may include labels, sentences or captions. To listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions, and reactions. To write for a purpose using phonetically plausible attempts at words whilst beginning to use finger spaces. To begin to form lower-case and capital letters correctly. To write CVCC/CCVC words.	<b>Reading:</b> Non-fiction texts, naming letters of the alphabet. Distinguishing capital letters and lower-case letters. To write for a purpose using phonetically plausible attempts at words whilst beginning to use finger spaces. To begin to form lower-case and capital letters correctly. To write CVCC/CCVC words.	<p><b>ELG</b></p> <p><b>ELG: Word Reading:</b> 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.</p> <p><b>ELG: Comprehension:</b> 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 role-play and discussions about stories (<i>non-fiction, rhymes and poems</i>).</p> <p><b>ELG: writing:</b> 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.</p>

Phonics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	To listen to stories and rhymes with enjoyment.	To add actions to stories. To role play stories.	To be able to distinguish between different sounds in the environment.	To be able to use a wider range of vocabulary especially synonyms.	To begin to learn set 1 sounds - m, a, s, d, t. To use fred talk to orally blend.	To recap m, a, s, d, t. To learn i, n, p, g, o. To use fred talk to orally blend.
FS2	Learn the following Set 1 sounds: m/a/s/d/t/i/n/p/g/o/c /k/u/b/f/e/l/sh/h/r/j/ v/w/x/y Learn to orally blend using 'fred talk' and word time lessons.	Learn the following set 1 sounds: z/th/ch/qu/ng/nk Recap any Set 1 letter sound gaps. Continue to learn to blend using 'fred talk' and word time lessons.	Recap any Set 1 letter sound gaps. Recap special friends sh/th/ch/qu/ng/ng. Continue to blend using 'fred talk' and word time lessons.	Introduce Set 2 sounds to appropriate assessed groups. Recap any Set 1 letter sound gaps. Recap special friends sh/th/ch/qu/ng/nk. Read CVC words with increasing confidence. Read Red Books	Continue teaching Set 2 sounds to appropriate assessed groups. Recap any Set 1 letter sound gaps. Recap special friends sh/th/ch/qu/ng/nk. Recap CVC words. Read CVCC/CCVC words with increasing confidence.	Continue teaching Set 2 sounds to appropriate assessed groups. Recap any Set 1 letter sound gaps. Recap special friends sh/th/ch/qu/ng/nk Developing reading speed of CVC words. Developing reading speed of CVCC/CCVC words. Read Green Books

Maths							
Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year
FS1	To use some number names and number language accurately. To offer comments or ask questions about numbers, demonstrating curiosity. To show an awareness of numbers in the environment.	To say some number names in sequence. To recognise and continue simple repeating patterns <i>e.g. two colours</i> . To explore 2d shapes and begin to learn their names.	To represent numbers up to five, using fingers. To show awareness of one-to-one correspondence through practical everyday experiences. To describe a familiar route. To use some simple positional language ( <i>in front and behind</i> ).	To count forwards and backwards within the number sequence 1 to 5. To begin to make comparisons between quantities. To use some number language, <i>such as 'more' and 'a lot'</i> . To recognise some numbers of personal significance.	To recognise, say and identify numerals 1 to 5. To understand that numbers can identify how many objects are in a set. To count actions or sounds. To explore the properties of 2D and 3D shapes. To use two shapes to form a bigger one and name it.	To order numbers in the range 1 to 5. To count up to five objects by touching each object and saying one number name for each item. To know that the last number in the count gives the total. To recognise groups with one, two or three objects. To match groups with the same number of objects (one to three). To recall a sequence of everyday life.	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Knowing that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul>
FS2	To count forwards and backwards within the number sequence 1 to 10. To recognise, say and identify numerals 1 to 9. To count up to five objects by touching each object and saying one number name for each item. To represent numbers up to five, using fingers. To subitise to 3. To select and name 2d and 3d shapes.	To order numbers in the range 1 to 9. To say the number that comes after a given number within the number sequence. To count forwards and backwards within the number sequence 1 to 20. To use zero and the numeral to represent it. To recognise that a shape can have other shapes in it and explore this in construction. To compare lengths. To compare capacity.	To order numbers across the 10 boundaries ( <i>e.g. 8 to 11</i> ). To recognise, say and identify numerals 0 to 9 and beyond. To say the numbers that come before and after a given number within the number sequence 1 to 20. To recognise and continue patterns linked to numbers more independently. To begin to use the ordinal language of 'first', 'second' and 'third' in practical contexts. To confidently count any arrangement of up to ten objects. To make 5 in different ways using two groups of objects.	To instantly recognise, without counting, familiar patterns of up to six objects. To begin to estimate how many objects can be seen and check by counting (up to ten). To find one more or one less than a number from 1 to 10. To partition and recombine small groups of up to ten objects. To count forwards and backwards within the number sequence 1 to 20. To begin to explore doubles and halving to 10. To subitise to 5. To recognise the symbols for addition and subtraction.	To find the total number of objects in two groups by counting all of them and begin to write the number sentence. To recognise that the number of objects in a set does not change if they are moved around. To remove objects from a small group and count how many are left and write the total. To count forwards and backwards within the number sequence 0 to 30. To begin to use a number line to add simple number sentences. To act out, recall and write different ways to make 5 and then 10. To compare weights.	To have a deep understanding of numbers to 10, including the composition of each number. Count beyond 20 recognising the counting system. To explore and represent numbers in odds and evens to consolidate adding more, taking away.s	<p><b>ELG: Number:</b> 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.</p> <p><b>ELG: Numerical Patterns:</b> 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.</p>



## FS Knowledge Map/ Long Term plan

Understanding the World							
Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . 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							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year
FS1	<p>To be able to say who they are and who they live with.</p> <p>To talk about any pets they might have.</p> <p>To talk about some members of their family and comment on recent pictures of celebrations in their own life.</p> <p>“This is me celebrating Diwali...”</p> <p>To talk about and describe different types of houses, including where they live.</p>	<p>To talk about and point to what they see in their own environment (school/home).</p> <p>To understand that the weather changes and in different places you find different weather.</p> <p>To be able to identify suitable clothing for different weather.</p> <p>To know there are differences between what people believe.</p> <p>To know there are special places of worship.</p>	<p>To have a positive attitude about differences between people.</p> <p>To understand that there are some other countries/cities.</p> <p>To make comments on fictional characters in stories.</p>	<p>To have a developing respect and care for the environment – classroom/outdoors.</p> <p>To show an interest in different occupations.</p> <p>To enjoy exploring magnets and experimenting with them.</p>	<p>To sequence family members by size and name (<i>baby, child, adult</i>).</p> <p>To share similarities between characters, figures or objects.</p> <p>To understand the difference between plants and animals.</p> <p>To plant seeds and care for growing plants with support.</p> <p>To know the life cycle of a butterfly and frog.</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To explore collections of materials and identify similar and different properties.</p> <p>To explore and talk about forces (push and pull).</p> <p>To talk about what they see, using a wide range of vocabulary.</p> <p>To continue to develop positive attitudes about the differences between people.</p>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>
FS2	<p>To talk about members of my immediate family and community.</p> <p>To name and describe people who are familiar to me.</p> <p>To explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p> <p>To discuss family traditions and learn about others.</p>	<p>To understand that some places are special to members of my community.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To talk about a few significant people in history and ask questions.</p> <p>To know some similarities and differences between different religious and cultures and understands why others celebrate.</p> <p>To use aerial photographs/ simple maps to locate objects in 'real life'.</p> <p>To draw my own simple maps.</p>	<p>To explore the natural world around me.</p> <p>To describe what I see, hear and feel whilst outside.</p> <p>To comment on images of familiar situations in the past.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To explore and talk about changing states (freezing/ melting, floating/ sinking).</p> <p>To discuss when and how things grow.</p>	<p>To talk about the lives of the people around me and their roles in society.</p> <p>To understand the effect of changing seasons on the natural world around me.</p> <p>To explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>To know about significant individuals.</p>	<p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To make comparisons of settings and fictional settings.</p> <p>To identify emergency situations and know who to call.</p> <p>To explore non-contact forces (<i>gravity and magnetism</i>).</p>	<p>To know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read in class.</p>	<p><b>ELG: Past and Present:</b> 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 through storytelling.</p> <p><b>ELG: People, Culture and Communities:</b> Describe their immediate environment using knowledge from observations, discussions, 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.</p> <p><b>ELG: the natural world:</b> 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.</p>

Expressive Arts and Designs							
<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year
FS1	<p>To move and dance to music.</p> <p>To explore a range of sound-makers and instruments and play them in different ways.</p> <p>To start to make marks intentionally.</p> <p>To explore paint, using my fingers and other parts of my body as well as brushes and other tools.</p> <p>To enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>To explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>To explore colour and colour-mixing.</p> <p>To take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>To copy basic actions and am learning short dance routines.</p> <p>To watch dances and performances.</p>	<p>To develop my own ideas and then decide which materials to use to express them.</p> <p>To create my own songs or improvise a song around one I know.</p> <p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>To use my own experiences to develop storylines <i>e.g. going on a bus/car ride</i>.</p> <p>To be able to name a wide variety of instruments.</p>	<p>To use drawing to represent ideas like movement or loud noises.</p> <p>To remember and sing entire songs.</p> <p>To play instruments with increasing control to express my feelings and ideas.</p> <p>To create collages using mixed media.</p> <p>To safely use and explore a variety of materials, tools and techniques.</p> <p>To experiment with colour, design, texture, form, and function.</p>	<p>To draw with increasing complexity and detail, <i>such as representing a face with a circle and including details</i>.</p> <p>To make imaginative and complex 'small worlds' with blocks and construction kits, <i>such as a city with different buildings and a park</i>.</p> <p>To show different emotions in my drawings (happiness, sadness, fear etc.).</p> <p>To sing the pitch of a tone sung by another person.</p>	<p>To develop an understanding of using lines to enclose a space and am beginning to use drawing to represent actions and objects based on imagination, observation, and experience.</p> <p>To use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>To create my own piece of art and give meaning.</p> <p>To play a given instrument to a simple beat.</p> <p>To respond to what I have heard, expressing my thoughts and feelings.</p>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour- mixing.</li> </ul>
FS2	<p>To sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>To develop storylines in their pretend play.</p> <p>To sing a range of well-known nursery rhymes and songs.</p> <p>To begin to draw self-portraits, landscapes, and building/cityscapes.</p> <p>To build models which replicate those in real life, using a variety of resources.</p>	<p>To watch and talk about dance and performance art, expressing my feelings and responses.</p> <p>To sing a range of well-known nursery rhymes and songs.</p> <p>To join items in a variety of ways (sellotape, masking tape, string and split pins).</p> <p>To make music and move to music.</p> <p>To learn some dance routines and songs matching pace.</p> <p>To participate in the Reception Christmas show.</p>	<p>To explore and engage in music making and dance, performing solo or in groups.</p> <p>To invent, adapt and recount narratives and stories with peers and teacher.</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p> <p>To know how to improve models (scrunch, twist, fold, bend, roll).</p> <p>To know how to secure boxes, kitchen rolls, and decorate bottles.</p>	<p>To return to and build on my previous learning, refining ideas and developing their ability to represent them.</p> <p>To listen attentively, move to, and talk about music, expressing my feelings and responses.</p> <p>To independently select additional tools (stamps, rollers etc.) to improve their painting.</p> <p>To create patterns or meaningful pictures when printing.</p>	<p>To create collaboratively sharing ideas, resources and skills.</p> <p>To change the tempo and dynamics whilst playing music.</p> <p>To use improved vocab to describe (<i>e.g. flexible, rough, rigid</i>).</p>	<p>To know how to use a wide variety of instruments.</p> <p>To begin to understand emotion through music and can describe music in simple terms <i>e.g., 'happy', 'sad' or 'scary'</i>.</p> <p>To draw with details</p>	<p><b>ELG</b></p> <p><b>ELG: Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive:</b> 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.</p>