

UNCRC Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.

UNCRC Article 24: All children have the right to good quality health care, to clean water and good food

UNCRC Article 28: All children have the right to a primary education, which should be free.

UNCRC Article 29: All children have the right to be the best that they can be.

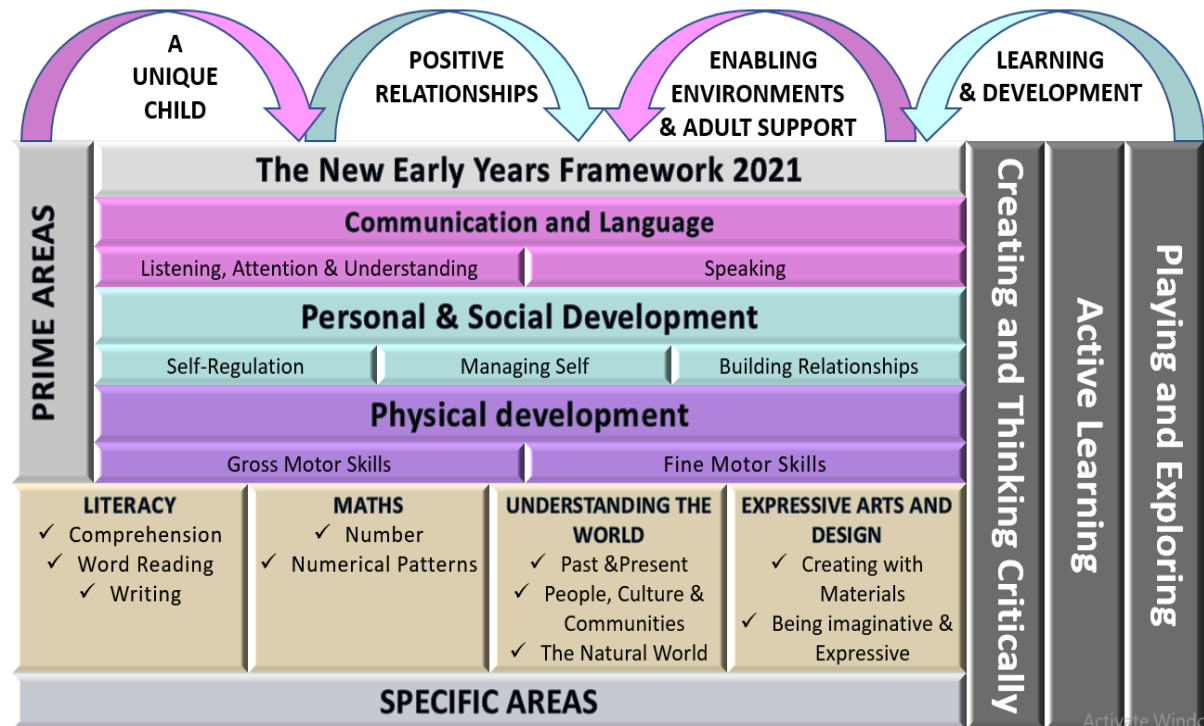
UNCRC Article 31: All children have a right to relax and play

UNCRC Article 36: Children should be protected from any activities that could harm their development.

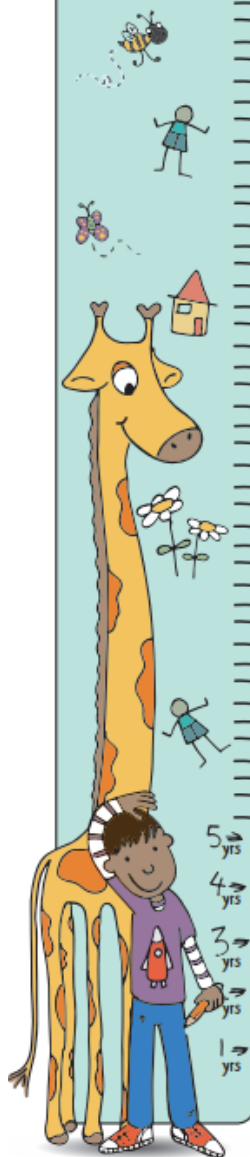


Reception Long Term Plan

“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children whatever 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.”



Seven Features of Effective Practice



1 The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time.

6 Self-regulation and executive function

- Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next.



- These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



7 Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



- It is important to encourage all parents to chat, play and read with their children.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Family Autumn Harvest	Autumn Halloween Bonfire Night Christmas / Nativity Diwali Hanukah Black History Month Remembrance Day Children in Need Anti- Bullying Week	Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day	Pancake Day Easter Spring Mother's Day Easter Egg Hunt Easter Bonnet Parade	GROWING Life cycles-/plants etc Local Area - contrasting location Planting/Gardeni ng Start of Ramadan Eid	GROWING AND MINI BEASTS Life cycles - Frogs/butterfly/plan ts etc Local Area Planting/Gardening Summer holidays (past and present) Hot places Rockpools Mermaids Father's Day
Communication and Language (Listening and attention, understanding and speaking)	To understand how to listen carefully and why listening is important. To engage in story times. To listen attentively and respond to what they hear with relevant questions, comments and actions when	To listen to and talk about stories to build familiarity and understanding. To learn new vocabulary. To use new vocabulary through the day To ask questions to find out more	To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of connectives. To engage in non-	To describe events in some detail To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. To offer explanations for why	To listen to and talk about stories to build familiarity and understanding. To engage in non-fiction books. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	To retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To use new vocabulary in different contexts. To express their ideas and feelings about their experiences using full sentences,

	<p>being read to and during whole class discussions and small group interactions</p> <p>To follow simple instructions e.g. tidy up your activity and then line up.</p> <p>To use full sentences in explaining what they have been doing in their work.</p> <p>To learn new vocabulary.</p> <p>To learn rhymes, poems and songs.</p>	<p>and to check they understand what has been said to them.</p> <p>To develop social phrases</p> <p>To engage in story times.</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>To learn rhymes, poems, and songs.</p> <p>To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>fiction books.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>To express their ideas and feelings about their experiences using full sentences, including</p>	<p>things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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			use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			
Personal, Social and Emotional Development	To build constructive and respectful relationships through initiating conversations and sharing resources. To see themselves as a valuable individual. To express their feelings and consider the feelings of others, regulate behaviour accordingly.	To build constructive and respectful relationships through initiating conversations and sharing resources. To see themselves as a valuable individual. To express their feelings and consider the feelings of others, regulate behaviour accordingly.	To show resilience and perseverance in the face of challenge. To identify and moderate their own feelings socially and emotionally. To be confident to try new activities To manage own basic hygiene and	To show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly To set and work towards simple goals To be confident to try new activities, To explain the reasons for rules To manage own basic	To think about the perspectives of others. To manage their own needs. To show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly To set and work towards simple goals To be confident to try new activities,	To show sensitivity to their own and to others' needs To be confident to try new activities and show independence, resilience and perseverance in the face of challenge To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions

	To tidy up their activities when they have finished. To enjoy eating and experiencing a variety of new foods and understanding the need for healthy eating (linked to starting lunch at school)	To tidy up their activities when they have finished.	personal needs.	hygiene and personal needs To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	To explain the reasons for rules To manage own basic hygiene and personal needs	involving several ideas or actions
Physical Development	To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	To develop overall body-strength, balance, co-ordination and agility. To revise and refine the fundamental	To further develop and refine a range of ball skills including: throwing, catching, kicking, passing,	To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical	To combine different movements with ease and fluency To develop the foundations of a handwriting style which is	To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To develop overall body-strength, balance,

	<p>To 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. To further develop the skills, they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To 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.</p>	<p>batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>fast, accurate and efficient</p>	<p>co-ordination and agility.</p>
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<p>Literacy</p>	<p>To read individual letters by saying the sounds for them. To read a few common exception words matched to the school's phonic programme. To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the</p>	<p>To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate (where appropriate) key events in stories. To use and understand recently introduced vocabulary during</p>	<p>To read some letter groups that each represent one sound and say sounds for them. To read a few common exception words matched to the school's phonic programme. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate</p>	<p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently</p>	<p>To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate (where appropriate) key events in stories. To use and understand recently</p>	<p>To write short sentences with words with known letter-sound correspondences using a capital letter and full stop. To re-read what they have written to check that it makes sense. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate (where appropriate) key events in stories. To use and understand recently introduced vocabulary during</p>
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	<p>sound with letter/s.</p>	<p>discussions about stories, non-fiction, rhymes and poems and during role play. To say a sound for each letter in the alphabet To read words consistent with their phonic knowledge by sound-blending. To write recognisable letters, most of which are correctly formed. To read a few common exception words matched to the school's phonic programme. To spell words by identifying the</p>	<p>(where appropriate) key events in stories. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound-blending. To read aloud</p>	<p>introduced vocabulary. To anticipate (where appropriate) key events in stories. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their</p>	<p>introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To read words consistent with their phonic knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To write simple phrases and sentences that</p>	<p>discussions about stories, non-fiction, rhymes and poems and during role play. To read words consistent with their phonic knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To write simple phrases and sentences that can be read by others.</p>
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		<p>sounds and then writing the sound with letter/s.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p>	<p>simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To write recognisable letters, most of which are correctly formed.</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>phonic knowledge by sound-blending.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To write recognisable letters, most of which are correctly formed.</p> <p>To spell words by identifying sounds in them and representing the sounds</p>	<p>can be read by others.</p>	
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				with a letter or letters.		
Mathematics	<p>To count objects, actions and sounds. To link the number symbol (numeral) with its cardinal number value. To subitise. To explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers. To recognise and describe shapes they see in a variety of environments. To continue, copy and create</p>	<p>To count objects, actions and sounds. To link the number symbol (numeral) with its cardinal number value. To subitise. To explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers. To recognise and describe shapes they see in a variety of environments. To select, rotate and manipulate shapes to develop</p>	<p>To count objects, actions and sounds. To link the number symbol (numeral) with its cardinal number value. To subitise. To explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers. Automatically recall number bonds for numbers 0-5</p>	<p>To count objects, actions and sounds. To subitise. To link the number symbol (numeral) with its cardinal number value. To count beyond ten. To compare numbers. To understand the 'one more than/one less than' relationship between consecutive numbers. To explore the composition of numbers to 10. To automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>To count objects, actions and sounds. To subitise. To link the number symbol (numeral) with its cardinal number value. To count beyond ten. To compare numbers. To understand the 'one more than/one less than' relationship between consecutive numbers. To explore the composition of numbers to 10. To automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>To count objects, actions and sounds. To subitise. To link the number symbol (numeral) with its cardinal number value. To count beyond ten. To compare numbers. To understand the 'one more than/one less than' relationship between consecutive numbers. To explore the composition of numbers to 10. To automatically recall number bonds for numbers 0-5 and some to 10. To select, rotate and manipulate shapes to develop</p>

	<p>repeating patterns. To compare length, weight and capacity.</p>	<p>spatial reasoning skills.</p>	<p>and some to 10. To compare numbers. To compare length, weight and capacity.</p>	<p>bonds for numbers 0-5 and some to 10. To continue, copy and create repeating patterns. To select, rotate and manipulate shapes to develop spatial reasoning skills. To compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>	<p>To select, rotate and manipulate shapes to develop spatial reasoning skills. To compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>	<p>spatial reasoning skills. To compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. To continue, copy and create repeating patterns.</p>
<p>Understanding the World</p>	<p>To share traditions and celebrations from home that they</p>	<p>To talk about members of their immediate</p>	<p>To draw information from a simple map.</p>	<p>To comment on images of familiar situations in the past.</p>	<p>To draw information from a simple map</p>	<p>To comment on images of familiar situations in the past.</p>

	<p>follow, with peers. To comment on images of familiar situations in the past. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To explore their local environments, discussing plants and animals that they see and how they need to be cared for. To understand the effect of changing</p>	<p>family and community. To comment on images of familiar situations in the past. To compare characters from stories, including figures from the past. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To explore the natural world around them. To describe what they see, hear and feel whilst outside.</p>	<p>To compare and contrast characters from stories, including figures from the past. To explore the natural world around them. To recognise some environments that are different to the one in which they live. To recognise that people have different beliefs and celebrate special times in</p>	<p>To draw information from a simple map. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To recognise some environments that are different from the one in which they live.</p>	<p>To understand that some places are special to members of their community To recognise that people have different beliefs and celebrate special times in different ways To recognise some similarities and differences between life in this country and life in other countries To recognise some environments that are different to the one in which they live.</p>	<p>To compare and contrast characters from stories, including figures from the past. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To recognise some environments that are different to the one in which they live. To describe what they see, hear and feel whilst outside. To recognise some environments that are different to the one in which they live.</p>
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	seasons on the natural world around them.	To understand the effect of changing seasons on the natural world around them.	different ways.			
Expressive Arts and Design	To explore using different media such as wood, crayons, paints, collage and junk modelling. To join in with imaginative role-play, creating their own story lines. To develop storylines in their pretend play. To listen attentively, move to and talk about music, expressing their feelings	To explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. To watch and talk about dance and performance art, expressing their feelings and responses. To sing in a group or on their own, increasingly matching the	To return to and build on their previous learning, refining ideas and developing their ability to represent them	To create collaboratively, sharing ideas, resources and skills.	To listen attentively, move to and talk about music, expressing their feelings and responses.	To watch and talk about dance and performance art, expressing their feelings and responses To create collaboratively, sharing ideas, resources and skills.

	and responses.	pitch and following the melody. To explore and engage in music making and dance, performing solo or in groups. To join in with imaginative role-play, creating their own story lines.				
Forest School	Bird Feeders Fairy Fires Winter's Web Dampers and Charcoals Charcoals pictures		Wooden Cookie Man Sistrum Making Earth Birthday cake Nest Building Scavenger Hunt		Blackberry Ink and Feather Quill Nature Watch Web of Life Contemporary Art Leaf Printing	

Early Learning Goals - for the end of the year - Holistic / best fit Judgement!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary</p>	<p>ELG: Number</p> <p>Have a deep understanding of number 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</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in</p>

<p>clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try</p>	<p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of</p>	<p>number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can</p>	<p>encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<p>narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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>
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<p>use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and</p>		<p>which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>be distributed equally.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting</p>	
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to others' needs.

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.

