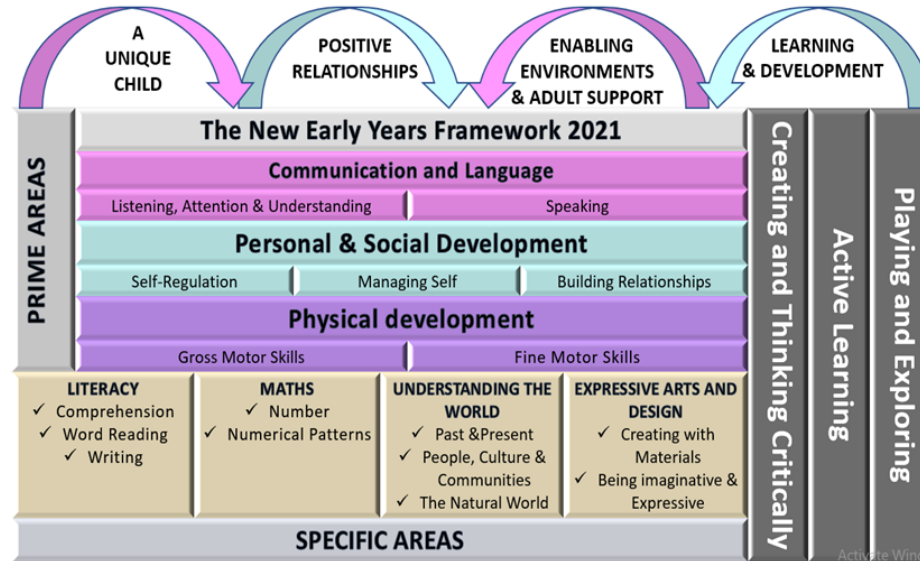




# Collierley Primary School

## Early Years Long Term Plan 2021-2022



Our children will learn predominantly through play. We ensure that learning is fun, engaging and challenging. It is tailored to the individual needs of each child, whatever their starting point may be. We will provide high quality interactions in order to develop children’s understanding and broaden their vocabulary and language skills. We will deliver the curriculum through adult-led and child-initiated activities based on the EYFS Framework 2021 and children’s own interests.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>COEL</b>	<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 experience 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>					
<b>Over Arching Principles</b>	<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 and 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. We must be aware of children who need greater support than others.</p> <p><b>Play:</b> We believe that children learn best through play. Children are actively engaged in their learning when it involves other children, adults, objects, ideas and events that involve them for sustained periods of time. We believe that Early Years education should be as practical and active as possible. Play allows children to explore the world around them, to build their confidence as they learn, to set their own goals and solve problems, and to develop relationships. Children lead their own learning with skilled interactions from the adults within the setting.</p>					

	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>Possible Texts</b>	Topsy and Tim at the Farm Farmyard Hullabaloo What the Ladybird Heard The Three Pigs The Gruffalo After the Storm Room on the Broom	Diwali (Let's Celebrate) One Snowy Night Stick Man The Nativity The Jolly Christmas Postman Dear Father Christmas Kipper's Christmas Eve	Dear Dragon The Dragon Festival Winnie's Midnight Dragon Zog Zog and the Flying Doctors Puff the Magic Dragon Chinese New Year (Let's Celebrate)	Jack and the Beanstalk Jasper's Beanstalk The Very Hungry Caterpillar Mad About Minibeasts Aaargh! Spider! Easter (Let's Celebrate)	We're Going on a Bear Hunt My Friend Bear This is the Bear Goldilocks and the Three Bears The Queen's Knickers	Peace At Last Whatever Next! A Quiet Night In Mr. Large in Charge Five Minutes' Peace A Piece of Cake All In One Piece
<b>Wow Moments and Enrichment Weeks</b>	Hall Hill Farm visit Harvest time Autumn Celebration Halloween Forest School week	Bonfire Night Fire Brigade visit Diwali Remembrance Day Visit to the village war memorial Children in Need Enterprise Week Christmas Nativity Christmas Party Visit to Post Office	Chinese New Year Valentine's Café Dentist visit Visit to Seven Stories or Sage Gateshead	Hall Hill Farm visit Forest School week Zoo Lab visit Healthy eating week Easter egg hunt	Queen's Platinum Jubilee Local area walk to Pontop Pike and the park	Visit to Gibside (NT) Teddy Bears' Picnic Whole school fun day Sports Day

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Communication and Language</b>	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 foundation 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 and language structures</b> .					
Daily Story Time C&L is developed throughout the year through high quality interactions, daily group discussions, stories, singing, speech and language interventions, PSED times and EYFS productions	Settling in activities Making friends Talking about experiences that are familiar to them What do you want to be when you grow up? Environmental sounds Model talk routines throughout the day	Developing vocabulary Retelling stories Story language Listening and responding to stories Following instructions Taking part in discussions Understanding how to listen carefully and why this is important Using new vocabulary throughout the day	Settling in activities Using language well Asking how and why questions Retell a story with story language Inventing stories Asking questions to find out more and to check they understand what has been said to them Describing events in some detail Listening to and talking about stories to build familiarity Learning rhymes, poems and songs	Describing events in detail – using time connectives Understanding how to listen carefully and why this is important Using pictures to talk about an object, e.g. what colour is it? Where did you find it? Sustained focus when listening to a story	Settling in activities Learning the language necessary to talk about what is happening in illustrations and relate it to their own lives Show & tell News	Learning the language necessary to talk about what is happening in illustrations and relate it to their own lives Show & tell News

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Personal, Social and Emotional Development</b>	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, to persist</b> 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> .					
	See themselves as valuable individuals Class rules and routines Supporting children to build good relationships Dreams and goals Introduce Dennis and Douglas	How to identify and deal with different emotions Self-confidence Building constructive and respectful relationships Explaining to others how they thought about a problem and how they dealt with it	Learning about qualities and differences Celebrating differences Identifying and moderating their own feelings socially and emotionally Encouraging them to think about their own feelings and those of others by giving explicit examples of how others might feeling in particular scenarios	What makes a good friend? Healthy lifestyles Giving children strategies for staying calm in the face of frustration Talking through why we take turns, wait politely, tidy up after ourselves, etc.	Looking after others Developing friendships Dreams and goals Showing resilience and perseverance in the face of challenges Discussing why we take turns, wait politely, tidy up after ourselves, etc.	Sports Day: winning and losing Look how far I've come! Modelling positive behaviour and highlighting exemplary behaviour in the class, narrating what was kind and considerate about the behaviour

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Physical Development</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<b>Fine Motor</b>	Threading Cutting Weaving Play dough Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil and paint brush beyond whole hand grasp Pencil grip development	Threading Cutting Weaving Play dough Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Teach and model correct letter formation	Threading Cutting Weaving Play dough Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely	Threading Cutting Weaving Play dough Hold pencil effectively with comfortable grip Form recognisable letters – most of which will be correctly formed	Threading Cutting Weaving Play dough Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line Draw a cross	Threading Cutting Weaving Play dough Form letters correctly Copy a square Begin to draw diagonal lines, e.g. triangle Colour inside the lines Draw recognisable pictures Build with smaller linking blocks
<b>Gross Motor</b>	Co-operation games, e.g. parachute Climbing – outdoor equipment Different ways of moving to be explored Developing good personal hygiene Forest School	Crates play – climbing and building Dance activities Wheeled toy play Ball skills Forest School	Changing for PE Finding a space Gymnastics Exploring different ways of moving with confidence	Ball skills – aiming, pushing, throwing, catching, patting, kicking Using pictures books and other resources to explain the importance of the different aspects of a healthy lifestyle	Obstacle activities Children moving over, under, through and around equipment Dancing and moving to music	Sports Day practise Races Team games Co-operation games Climbing Ball skills Dancing and moving to music

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Literacy</b>	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 <b>composition</b> (articulating ideas and structuring them in speech, before writing).					
<b>Reading</b>	Joining in with rhymes and showing an interest in stories with repeated refrains Environmental print Having a favourite rhyme or story Understanding the features of print Sequencing familiar stories using pictures Recognising initial sounds Recognising familiar print Learning new vocabulary Environmental Sounds Sounds Write Initial sounds Oral blending CVC words Listening to children read aloud, ensuring books are consistent with their developing phonic knowledge	Retelling stories through role play Christmas letters and lists Retelling stories using images Story maps Sequencing stories using beginning, middle and end Enjoying an increasing range of books Body Percussion Sounds Write Blending CVCs Knowing that print is read from left to right	Making up stories with themselves as the main character Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words Instrumental Sounds Sounds Write Rhyming strings Identifying characters and settings	Using non-fiction texts and internet to find information Read books to build up confidence in word reading, fluency and understanding World Book Day Using vocabulary and forms of speech that are increasingly influenced by their experiences of books Developing own narratives and explanations by connecting ideas or events Rhythm and Rhyme Sounds Write Story structure – beginning, middle and end	Retell a story with actions or picture prompts as part of a group Using story language when acting out a narrative Explaining the main events of a story Alliteration Sounds Write	Author study: Jill Murphy  Drawing pictures of characters, events and settings in stories Listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions and reactions Making predictions Beginning to understand that non-fiction is information Voice Sounds Sounds Write
<b>Writing</b>	Dominant hand Tripod grip Mark making	Name writing Labelling Initial sounds Story scribing	Writing some of the common exception words Writing CVC words	Creating own story maps Writing captions and labels	Writing recipes Writing lists Writing for a purpose	Story writing – beginning, middle and end

	Giving meaning to marks Labelling Shopping lists Writing initial sounds Writing captions Name writing Message centre Squiggle Whilst You Wiggle Super Writers	Retelling stories Instructions Letters to Santa Sequencing a story Writing a simple sentence Squiggle Whilst You Wiggle Super Writers	Labelling Developing short sentences in meaningful contexts Creating story boards Squiggle Whilst You Wiggle Super Writers	Writing simple sentences Lable life cycle Character descriptions Squiggle Whilst You Wiggle Super Writers	Finger spaces Forming capital letters and full stops correctly Squiggle Whilst You Wiggle Super Writers	Writing more complex sentences Using capital letters, full stops and finger spaces Squiggle Whilst You Wiggle Super Writers
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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Maths</b>	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 them</b> 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 ten 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 skills</b> 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 and peers</b> about what they notice and not be afraid to make mistakes.					
We use the White Rose Maths Scheme of Work as the basis for our Maths teaching in Early Years.	Counting rhymes and songs Classifying objects based on attributes Matching equal and unequal sets Comparing objects and sets Subitising Ordering 2D shapes Shape, space and measure vocabulary	Counting rhymes and songs Classifying objects based on attributes Matching equal and unequal sets Comparing objects and sets Subitising Ordering 2D shapes Shape, space and measure vocabulary	Counting rhymes and songs Classifying objects based on attributes Matching equal and unequal sets Comparing objects and sets Subitising Ordering 2D shapes Shape, space and measure vocabulary	Counting rhymes and songs Classifying objects based on attributes Matching equal and unequal sets Comparing objects and sets Subitising Ordering 2D shapes Shape, space and measure vocabulary	Counting rhymes and songs Classifying objects based on attributes Matching equal and unequal sets Comparing objects and sets Subitising Ordering 2D shapes Shape, space and measure vocabulary	Counting rhymes and songs Classifying objects based on attributes Matching equal and unequal sets Comparing objects and sets Subitising Ordering 2D shapes Shape, space and measure vocabulary
	<b>Just Like Me</b> Match and sort Compare amounts Comparing size, mass and capacity Exploring pattern	<b>It’s Me, 1, 2, 3!</b> Representing, comparing and composition of 1, 2 and 3 Circles and triangles Positional language	<b>Alive in 5!</b> Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity	<b>Building 9 &amp; 10</b> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern	<b>To 20 &amp; Beyond!</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate and manipulate	<b>Find My Pattern</b> Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build
		<b>Light &amp; Dark</b> Representing numbers to 5 One more, one less Shapes with 4 sides Time	<b>Growing 6, 7, 8</b> 6, 7 and 8 Making pairs Comparing 2 groups Length Height Time		<b>First, Then, Now</b> Adding more Taking away Spatial reasoning Compose and decompose	<b>On The Move</b> Deepening understanding Patterns and relationships Spatial reasoning Mapping

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Understanding the World</b>	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.					
	Identifying family members Talking about what they do with their families and places they have been with families Navigating around the classroom and outdoor areas Introducing children to different occupations Discussing experiences of birthdays and other celebrations Long ago – how things have changed  Harvest	Talking about what they have done during Christmas in the past Looking at how Christmas was celebrated in the past Looking at how Christmas is celebrated around the world Differentiating between fictional characters and real people in their lives Stranger danger  Halloween Bonfire Night Diwali Christmas	Taking care of animals and our environment Talking about different habitats and environments Looking at nocturnal animals and those that hibernate Discussing what they have seen and heard outdoors, including plants and animals Drawing pictures of the natural world, including animals and plants  Chinese New Year Shrove Tuesday/Ash Wednesday Holy books	Trip to the local farm Introducing recycling and caring for the natural world Identifying changes in living things, seasons, weather Building bug hotels Encouraging interactions outdoors to foster curiosity Bee Bots  Easter	Trip to the local park for a picnic Exploring a different country Discussing how children travel to school Use Bee Bots on simple maps Talking about their homes and what there is to do nearby Drawing comparisons between different types of houses Introducing significant figures based on children's interests  Baptism	Investigating floating and sinking Looking at non-fiction texts about the world around us and contrasting environments  Places of worship

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Expressive Arts and Design</b>	<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. 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>					
	Joining in with songs Beginning to mix colours Joining in with role play and use resources to make props Self portraits Junk modelling Explaining their own processes Exploring sounds and how they can be changed Tapping out simple rhythms Collaborating on creative tasks Axel Scheffler illustrations	Using different textures and materials to make models Listening to music and making their own dances Building models Firework pictures Christmas decorations Christmas cards Calendars Divas Nativity	Mixing colours and using them for a purpose Collage Selecting the tools and techniques they need to assemble materials Making Chinese lanterns and puppets for Chinese New Year Joining techniques Korky Paul illustrations	Using different textures Making patterns Designing before making Using different media Easter egg competition	Designing and making models based on interests Learning a traditional song and dance Encouraging creation of their own music Exploring other countries and cultures – looking at traditional dress Roger Hargreaves illustrations	Colour mixing Clay Junk modelling Developing drawing skills with more detail Collages using different textures Creating own dances Creating own music Singing familiar songs and rhymes

**EARLY LEARNING GOALS  
END OF RECEPTION ASSESSMENT**

<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<p><b>ELG: Listening, Attention and Understanding</b></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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p><b>ELG: Self-Regulation</b></p> <p>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</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and co-ordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p><b>ELG: Word Reading</b></p> <p>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</p>	<p><b>ELG: Number</b></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 number bonds to 10, including double facts</p> <p><b>ELG: Numerical Patterns</b></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</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class Understand the past through setting, characters and events encountered in books read in class and storytelling</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and</p>	<p><b>ELG: Creating with Materials</b></p> <p>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></p> <p>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</p>

<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play co-operatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p>		<p>consistent with their phonic knowledge, including some common exception words</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class</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><b>ELG: The Natural World</b></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 environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the</p>	<p>stories with others and – where appropriate – try to move in time with music</p>
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