



Sacred Heart  
Catholic Academy



# EYFS Intent Document

### Communication and Language

Intent - Communication and language involves igniting enthusiastic communicators. Genuine interactions encouraging children to express themselves as confident speakers and listeners. Building a rich vocabulary to draw from as children grow. Developing understanding through hearing and focus.

### Listening, Attention and Understanding

ELG: 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 interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teacher and peers.

### Nursery F1 3- 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>• To enjoy listening to longer stories and can remember much of what happens.</li><li>• To know how to pay attention to more than one thing at a time, which can be difficult.</li></ul>	<ul style="list-style-type: none"><li>• To understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li><li>• To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li></ul>	<ul style="list-style-type: none"><li>• To know how to sing a large repertoire of songs.</li><li>• To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li></ul>
Reception F2 4 and 5 year olds		
Advent	Lent	Pentecost

<ul style="list-style-type: none"> <li>• To know how to turn to listen to my friends or my teacher.</li> <li>• To know how to listen carefully and why listening is important.</li> <li>• To know how to be able to listen to and then follow an instruction.</li> <li>• To know how to be able to remember and join in with rhymes and stories I like.</li> <li>• To know how to be able to follow instructions using prepositions.</li> <li>• To know how to be able to respond to a string of requests one after another (not quickly).</li> <li>• To know how to be able to ask and respond to 'why' questions.</li> <li>• To know how to engage in story times.</li> <li>• To know how to follow a story with props and pictures.</li> <li>• To know how to show interest in the lives of other people or events.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to listen to a whole story and comment on what is happening.</li> <li>• To know how to ask questions about my favourite books.</li> <li>• To know how to ask questions to find out more and check understanding.</li> <li>• To know how to choose a book or game that might be different from my friends and tell you why.</li> <li>• To know how to play and listen to my friends at the same time.</li> <li>• To know how to listen to and talk about stories to build familiarity and understanding.</li> <li>• To know how to listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• To know how to learn rhymes, poems and songs.</li> </ul>	<p><b>ELG -Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• To know how to 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>• To know how to make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• To know how to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• To know how to listen to a longer story</li> </ul>
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<ul style="list-style-type: none"> <li>• To Know how to see some similarities and differences between people.</li> <li>• To Know how to operate a digital device and show understanding of the remote controls.</li> <li>• To Know how to be able to show interest in other technological items.</li> <li>• To Know how to engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• To know how to be able to respond quickly to a series of instructions.</li> <li>• To know to laugh at funny rhymes and jokes.</li> <li>• To know how to be able to remember key points from a story told without props or pictures.</li> <li>• To know how to be able to have a conversation and be able to respond to other children's opinions.</li> <li>• To know how to be able to talk about family routines and special occasions.</li> <li>• To know how to understand and complete a simple program on a computer.</li> </ul>	
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## Communication and Language

Communication and language involves igniting enthusiastic communicators. Genuine interactions encouraging children to express themselves as confident speakers and listeners. Building a rich vocabulary to draw from as children grow. Developing understanding through hearing and focus.

### Speaking

ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate, express their ideas and feeling 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.

### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to start a conversation with an adult or a friend and continue it for many turns.</li> <li>• To know how to use a wider range of vocabulary.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>• To develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• To develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>• To know how to use longer sentences of four to six words.</li> </ul>
Reception		
Advent	Lent	Pentecost

<ul style="list-style-type: none"> <li>• To know how to start to link simple sentences, using connectives.</li> <li>• To know how to explain using simple sentences, including ordering, stating what happened and what might happen.</li> <li>• To know how to use tense, intonation and rhythm to enhance meaning.</li> <li>• To know how to use vocabulary to express imaginary events in play.</li> <li>• To know how to engage in imaginary role play, sometimes building stories around toys and objects.</li> <li>• To know and learn new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to explore new vocabulary, sounds and intonation.</li> <li>• To Know how to use language to create imaginary events, storylines and themes,</li> <li>• To know how to sustain imaginary play situations, expressing themselves to friends and adults.</li> <li>• To Know how to play alongside other children engaged in the same type of imaginary play.</li> <li>• To Know how to use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')</li> <li>• To know and use new vocabulary through the day.</li> </ul>	<p><b>ELG -Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• To know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• To know how 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.</li> </ul>
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|  | <ul style="list-style-type: none"><li>• To Know and ask questions to find out more and to check they understand what has been said to them.</li><li>• To know how to articulate their ideas, thoughts and opinions in well-formed sentences.</li><li>• To know how to describe events in some detail.</li><li>• To know how to use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li><li>• To know how to develop social phrases.</li><li>• To know how to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>• To know how to use new vocabulary in different contexts.</li><li>• To know how to use a range of connectives to link ideas.</li></ul> |  |
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### Personal, Social and Emotional Development

Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners.

#### Managing Self

ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain 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

#### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	• Show more confidence in new social situations • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.	• Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

#### Reception

Advent	Lent	Pentecost
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<ul style="list-style-type: none"> <li>• To know how to select and use activities and resources with help.</li> <li>• To know how to enjoy the responsibility of carrying out small tasks.</li> <li>• To know how to be confident to talk to other children when playing, and communicate freely about home and community.</li> <li>• To know how to be outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• To know how to show confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to welcome and value praise for what they have done.</li> <li>• To know how to willingly participate in a wide range of activities.</li> <li>• To know how to show enthusiasm and excitement when anticipating and engaging in certain activities</li> <li>• To know how to be confident to speak to others about own needs, wants, interests and opinions.</li> <li>• To know how to be confident in speaking in front of a small group.</li> <li>• To know how to describe themselves in positive terms and talk about own abilities.</li> <li>• To know how to be a valuable individual.</li> <li>• To know how to be resilient and persevere in the face of challenge.</li> <li>• To know how to manage their own needs.</li> </ul>	<p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• To know how to be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• To know how to explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• To know how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
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## Personal, Social and Emotional Development

Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners.

### Building Relationships

ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.

### Nursery 3 and 4 year olds

Nursery 3 and 4 year olds		
Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Understand gradually how others might be feeling.</li> </ul>
Reception		
Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to initiate play, offering cues to their friends to join them.</li> <li>• To know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with friends and familiar adults.</li> <li>• To know how to build constructive and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to start conversations, attend to and take account of what others say.</li> <li>• To know how to explain their own knowledge and understanding, and ask appropriate questions of others.</li> <li>• To know how to take steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• To know how to think about the perspectives of others.</li> <li>• To know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> </ul>	<p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• To know how to work and play cooperatively and take turns with others;</li> <li>• To know how to form positive attachments to adults and friendships with peers;</li> <li>• To know how to show sensitivity to their own and to others' needs.</li> </ul>

### Personal, Social and Emotional Development

Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners.

#### Self-Regulation

ELG: Shows 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 focussed 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.

#### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
• Understand gradually how others might be feeling.	• Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

#### Reception

Advent	Lent	Pentecost
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<ul style="list-style-type: none"> <li>• To know how to be aware of their own feelings, and know that some actions and words can hurt others' feelings.</li> <li>• To know how to accept the needs of others and how to take turns and share resources, sometimes with support from others.</li> <li>• To know how to tolerate delay when my needs are not immediately met, and understand that their wishes may not always be met.</li> <li>• To know how to express their own feelings.</li> <li>• To know there are boundaries set and be aware of behavioural expectations in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to usually adapt behaviour to different events, social situations and changes in routine.</li> <li>• To know that their own actions affect other people, for example, become upset or try to comfort another child when they realise they have upset them.</li> <li>• To know how to start to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>• To know how to express their feelings and consider the feelings of others.</li> <li>• To know how to identify and moderate their own feelings socially and emotionally.</li> </ul>	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• To know how to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• To know how to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• To know how to 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</li> </ul>
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### Physical Development

Physical development involves being active which allows children to develop an understanding of the importance of exercise and healthy choices. Ensuring good brain development as a pathway to learning and emotional wellbeing. The development of agility, balance and co-ordination as a fundamental life skill.

### Gross Motor Skills

ELG: 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.

### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>• Continue to develop their movement, balancing, riding (scooters, trikes and 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></ul>	<ul style="list-style-type: none"><li>• Start taking part in some 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></ul>	<ul style="list-style-type: none"><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></ul>
Reception		
Advent	Lent	Pentecost

<ul style="list-style-type: none"> <li>• To know how to stand momentarily on one foot when shown.</li> <li>• To know how to catch a large ball.</li> <li>• To know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• To know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it. <ul style="list-style-type: none"> <li>- Know the skills they need to manage the school day successfully:</li> <li>- Lining up and queuing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know how to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• To know how to travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• To Know how to revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing</li> <li>• To Know how to progress towards a more fluent style of moving, with developing control and grace.</li> <li>• To Know how to develop their overall body strength, co-ordination, balance and agility</li> </ul>	<p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• To know how to demonstrate strength, balance and coordination when playing.</li> <li>• To know how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
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<ul style="list-style-type: none"> <li>- Mealtimes</li> <li>- Personal hygiene</li> </ul>	<p>needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>• To Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• To know how to combine different movements with ease and fluency.</li> <li>• To know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• To know how to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• To know how to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	
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### Fine Motor Skills

ELG: 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, paintbrushes, and cutlery, begin to show accuracy and care when drawing.

#### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> </ul>

#### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to use a pincer grasp.</li> <li>• To know how to show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to use a tripod grasp.</li> <li>• To know how 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.</li> <li>• To know how to develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to hold a pencil effectively in preparation for fluent writing -using the tripod grip in almost all cases.</li> <li>• To know how to use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• To know how to show accuracy and care when drawing (beginning).</li> </ul>

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Writing

**ELG:** Children will 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.

### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <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; writing 'm' for mummy</li> </ul>	<ul style="list-style-type: none"> <li>• Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to form recognisable letters, some of them correctly.</li> <li>• To know how to spell words by identifying the sounds on a phonic sound mat.</li> <li>• To know how to rehearse what I write orally before writing.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to form lower-case and capital letters correctly.</li> <li>• To know how to spell words by identifying all the sounds and then writing the sound with letter/s.</li> <li>• To know how to read back own writing.</li> <li>• To know how to write simple phrases and captions.</li> </ul>	<p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>• To know how to write recognisable letters, most of which are correctly formed.</li> <li>• To know how to spell words by identifying sounds in them and representing the sounds with a letter/letters.</li> <li>• To know how to write simple phrases and sentences that can be read by others.</li> </ul>

### Comprehension and Word Reading

**ELG:** 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.

**ELG:** 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.

#### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li></ul>	<ul style="list-style-type: none"><li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li></ul>	<ul style="list-style-type: none"><li>• Engage in extended conversations about stories, learning new vocabulary</li></ul>

#### Reception

Advent	Lent	Pentecost
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<ul style="list-style-type: none"> <li>• To know how to talk about events and characters in books.</li> <li>• To know how to tell a story to friends.</li> <li>• To know how to talk about my favourite book.</li> <li>• To know how to read individual letters by saying the sounds for them (first 13 letters of school's phonic programme).</li> <li>• To know how to segment and blend simple words demonstrating my knowledge of sounds independently.</li> <li>• To know how to read the first 6 common exception words matched to the school's phonic programme for phase 2 (the, to I, go, no &amp; into).</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to use vocabulary and events from stories in my play.</li> <li>• To know how to make suggestions about what might happen next in a story.</li> <li>• To know how to say a sound for each letter in the alphabet.</li> <li>• To know how to blend sounds into words, so that I can read short words made up of known letter-sound correspondences.</li> <li>• To know how to read the next 12 common exception words matched to the school's phonic programme for phase 3 (we, me, be, she, he, or, are, you, my, was, her and they).</li> </ul>	<p><b>ELG: Comprehension and Reading</b></p> <ul style="list-style-type: none"> <li>• To know how to demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.</li> <li>• To know how to anticipate (where appropriate) key events in stories.</li> <li>• To know how to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> <li>• To know how to say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• To know how to read words consistent with my phonic knowledge by sound-blending.</li> <li>• To know how to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</li> </ul>
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## Mathematics

Mathematics involves developing good number sense to solve problems in practical situations and everyday life. Practising visualisation to support understanding and problem solving. The opportunity to explore and experience shapes, space and measures in everyday context. The aim for each learner is to become a confident mathematician.

### Number

**ELG:** Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts

### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> </ul>	<ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> </ul>	<ul style="list-style-type: none"> <li>Know 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>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>To know some numerals of personal significance.</li> <li>To know addition facts up to 5 using all combinations. Then 6, 7, 8, 9, 10.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to approach addition and find the total number of items in two groups by counting all of them and starting to use 'counting on'.</li> <li>To know and begin to use the vocabulary involved in adding and subtracting including counting on and back.</li> <li>To know the composition of numbers to 10.</li> <li>To know number bonds for numbers 0-10 by automatic recall.</li> <li>To know how to show some understanding of doubling and halving in familiar contexts.</li> <li>To know how to subitise to 4.</li> </ul>	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>To know numbers to 10 and have a deep understanding, including the composition of each number;</li> <li>To know how to Subitise (recognise quantities without counting) up to 5;</li> <li>To know number bonds up to 5 by automatic recall (without reference to rhymes, counting or other aids), including subtraction facts and some number bonds to 10, including double facts.</li> </ul>

## Numerical Patterns

Verbally count beyond 20, recognising the patterns 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.

### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
• Experiment with their own symbols and marks as well as numerals.	• Solve real world mathematical problems with numbers up to 5.	• Compare quantities using language: 'more than', 'fewer than'.

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to count up to three or four objects by saying one number name for each item.</li> <li>• To know how to count objects to 10 and begin to count beyond 10.</li> <li>• To know how to count out up to six objects from a larger group.</li> <li>• To know how to select the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to represent numerals for 1 to 5, then 1 to 10 objects. Then 1-20</li> <li>• To know how to begin to use 'teens' to count beyond 10.</li> <li>• To know how to count an irregular arrangement of up to ten objects.</li> <li>• To know how to find one more or one less from a group of up to five objects, then ten objects.</li> <li>• To know how to estimate how many objects and check by counting all of them.</li> <li>• To know how to use the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• To know all manipulations of the numbers 5, 6, 7 etc.</li> <li>• To know how to count objects, actions and sounds.</li> <li>• To know how to link the number symbol (numeral) with its cardinal number value.</li> <li>• To know how to count beyond ten.</li> <li>• To know how to compare numbers.</li> </ul>	<p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> <li>• To know how to verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• To know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• To know patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To know 'one more than/one less than' and the relationship between consecutive numbers.</li><li>• To know how to continue, copy and create repeating patterns.</li></ul> |  |
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Shape, Space and Measure		
Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity. Provide experiences of size changes.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones - an arch, a bigger triangle, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>• Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
Reception		
Advent	Lent	Pentecost

<ul style="list-style-type: none"> <li>• To know how to talk about the routine of the day and use language like before, after.</li> <li>• To know how to use comparative language like taller, shorter, the same.</li> <li>• To know how to start to identify shapes in the environment.</li> <li>• To know how to start to find appropriate shapes for certain tasks.</li> <li>• To know how to start to make more meaningful pictures, patterns and arrangements with shapes.</li> <li>• To know how to recall names for 2D shapes and to use some of the terms to describe their properties.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to experiment with length, height, capacity and use my findings to order and group items.</li> <li>• To know how to identify money and to be able to start to use money in my play.</li> <li>• To know how to recall routines and start to relate them to the time on the clock.</li> <li>• To know how to ask questions about their observations of differences and similarities.</li> <li>• To know how to recall names for 3D shapes and to use some of the terms to describe their properties.</li> <li>• To know how to order and sort according to simple properties.</li> <li>• To know similarities, differences, patterns and changes.</li> <li>• To know how to use the language of direction when programming toys.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to compare length, weight and capacity.</li> <li>• To know how to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• To know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>
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## Understanding the World

Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God's world. Exploring and observing the world through people, places and technology.

### Understanding the World: Past and Present

ELG: Talk about the lives 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 they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

### Nursery 3 and 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>To Know how to talk about significant events in own experience.</li></ul>	<ul style="list-style-type: none"><li>Begin to make sense of their own life-story and family's history.</li></ul>	<ul style="list-style-type: none"><li>Continue to make sense of their own life-story and family's history.</li></ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>To Know how to talk and remember about significant events in own experience.</li><li>To know that some places are special to members of their community.</li><li>To know how to compare and contrast characters from stories, including figures from the past.</li><li>To know how to comment on images of familiar situations in the past.</li></ul>	<ul style="list-style-type: none"><li>To Know how to recognises and describe special times or events for family or friends.</li></ul>	<b>ELG Past and Present</b> <ul style="list-style-type: none"><li>To know how to talk about the lives of the people around them and their roles in society</li><li>To Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>To know how to understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

### Understanding the world: People, Culture, and communities

Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communicates in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate ) maps.

#### Nursery

Advent	Lent	Pentecost
<ul style="list-style-type: none"><li>• To know how to show interest in the lives of people who are familiar to them.</li><li>• To know how to talk about members of their immediate family and community.</li><li>• To Know how to name and describe people who are familiar to them</li></ul>	<ul style="list-style-type: none"><li>• Continue developing positive attitudes about the differences between people.</li></ul>	<ul style="list-style-type: none"><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>

#### Reception

Advent	Lent	Pentecost
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<ul style="list-style-type: none"> <li>• To know how to show interest in the lives of people who are familiar to them.</li> <li>• To know how to talk about members of their immediate family and community.</li> <li>• To Know how to name and describe people who are familiar to them</li> <li>• To know how to show an interest in different occupations and ways of life. (starting to)</li> <li>• To know how to draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• To know how to recognise some similarities and differences between life in this country and life in other countries.</li> <li>• To know how to show an interest in different occupations and ways of life.</li> </ul>	<p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• To know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• To 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;</li> <li>• To know how to 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.</li> </ul>
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## Understanding the world: The natural world

Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings 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.

### Nursery

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore how things work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> </ul> <p>Explore and talk about different forces they can feel.</p> <ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice.</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• To know how to talk about some of the things I have observed such as plants, animals, natural and found objects.</li> <li>• To know about growth, decay and changes over time (developing understanding).</li> <li>• To Know how to show care and concern for living things and the environment</li> <li>• To know how to explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to talk about why things happen and how things work.</li> <li>• To Know how to describe what they see, hear and feel whilst outside.</li> <li>• To know how to recognise some environments that are different to the one in which they live.</li> <li>• To Know and understand the effect of changing seasons on the natural world around them.</li> <li>• To Know how to explore the natural world around them, making observations</li> </ul>	<p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>• To know how to explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• To 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;</li> <li>• To know how to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

## Expressive Arts and Design

Expressive Arts and Design involves an individual expression of creativity through a variety of media. Innovation and process are highly valued as children exercise freedom of choice and develop critical thinking. Creative expression promotes the articulation of feelings and thoughts in an enjoyable and physically active manner.

### Expressive arts and design: Creating with materials

ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.

#### Nursery

##### Advent

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details.

##### Lent

- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

##### Pentecost

- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

#### Reception

##### Advent

##### Lent

##### Pentecost

<ul style="list-style-type: none"> <li>• To know how to enjoy joining in with dancing and ring games.</li> <li>• To know how to sing a few familiar songs.</li> <li>• To know how to begin to move rhythmically.</li> <li>• To know how to imitate movement in response to music.</li> <li>• To know how to tap out simple repeated rhythms.</li> <li>• To know how to explore and learn how sounds can be changed.</li> <li>• To know how to show interest in and describe the texture of things.</li> <li>• To know how to explore colour and how colours can be changed.</li> <li>• To know how to use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• To know how to use various construction materials.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• To know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• To know how to create collaboratively sharing ideas, resources and skills.</li> <li>• To know how to listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• To know how to sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• To know how to play pitch-matching games, humming or singing short</li> </ul>	<p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• To know how to share their creations, explaining the process they have used;</li> <li>• To know how to make use of props and materials when role playing characters in narratives and stories.</li> </ul>
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<ul style="list-style-type: none"><li>• To know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li><li>• To know how to join construction pieces together to build and balance.</li></ul>		
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## Expressive arts and design: Being imaginative and expressive

ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.

### Nursery

Advent	Lent	Pentecost
<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>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to sing to themselves and make up simple songs.</li> <li>• To Know how to engage in imaginative role-play based on own first-hand experiences.</li> <li>• To know how to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• To know how to develop storylines in their pretend play.</li> <li>• To know how to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• To know how to use available resources to create props to support role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to develop preferences for forms of expression.</li> <li>• To know how to use movement to express feelings.</li> <li>• To know how to create movement in response to music.</li> <li>• To know how to watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• To know how to explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• To know how to Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• To know how to sing a range of well-known nursery rhymes and songs;</li> <li>• To know how to perform songs, rhymes, poems and stories with others, and -when appropriate -try to move in time with music.</li> </ul>