

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding

ELG: Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently
- Express their ideas and feelings about their experiences using full sentences

ELG: Self-Regulation:

- 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.

Personal, Social and Emotional Development

ELG: Self-Regulation:

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

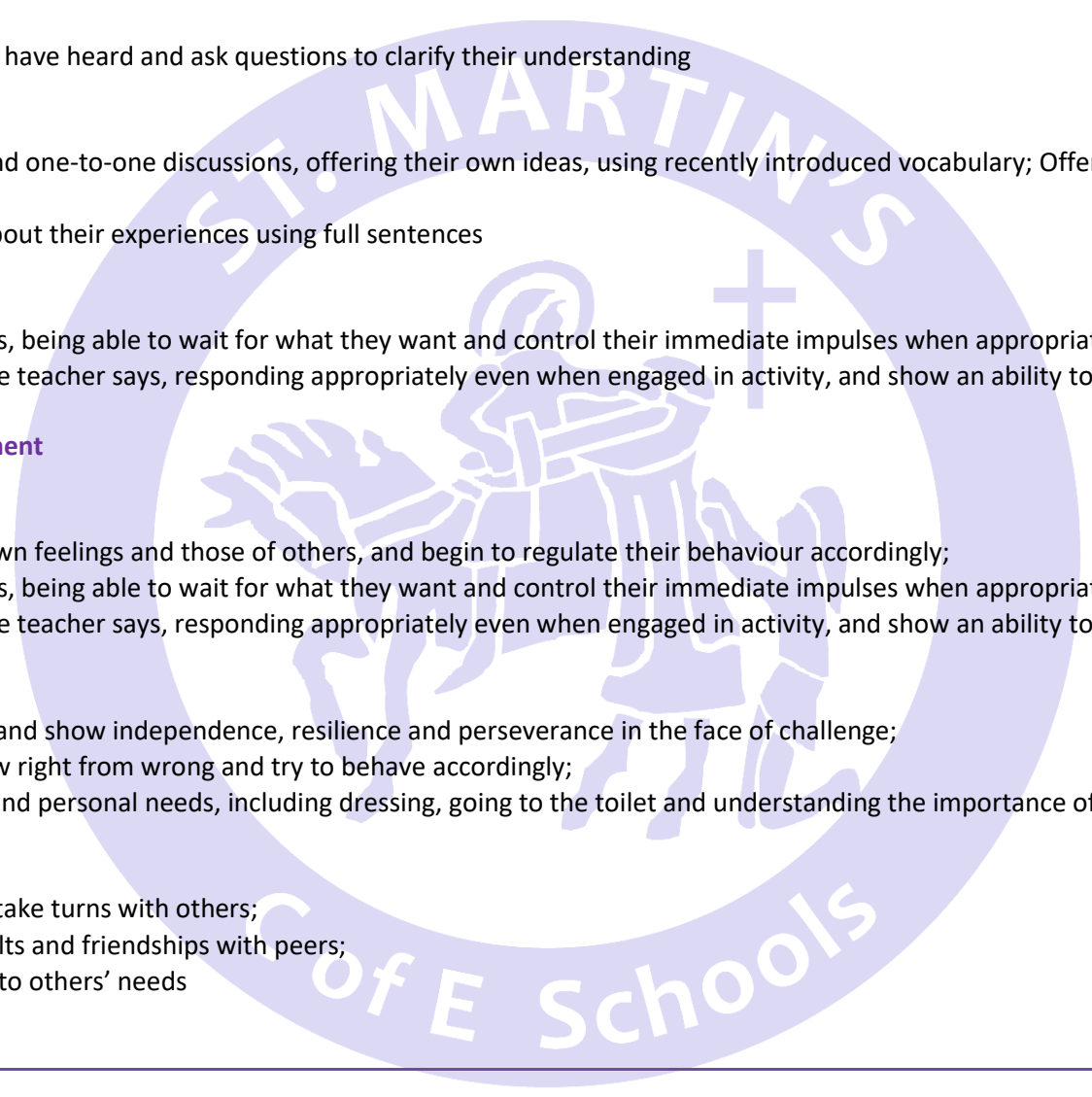
ELG: Managing Self

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

ELG: Building Relationships

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

Physical Development



ELG: Gross Motor Skills

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

ELG: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery

Understanding the World

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

ELG: The Natural World

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

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role-playing characters in narrative and stories.

ELG: Being Imaginative and Expressive

- 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.

Links to Key Stage 1 National Curriculum Expectations

Science:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- distinguish between an object and the material from which it is made

- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

English:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Maths:

Compare, describe and solve practical problems for:

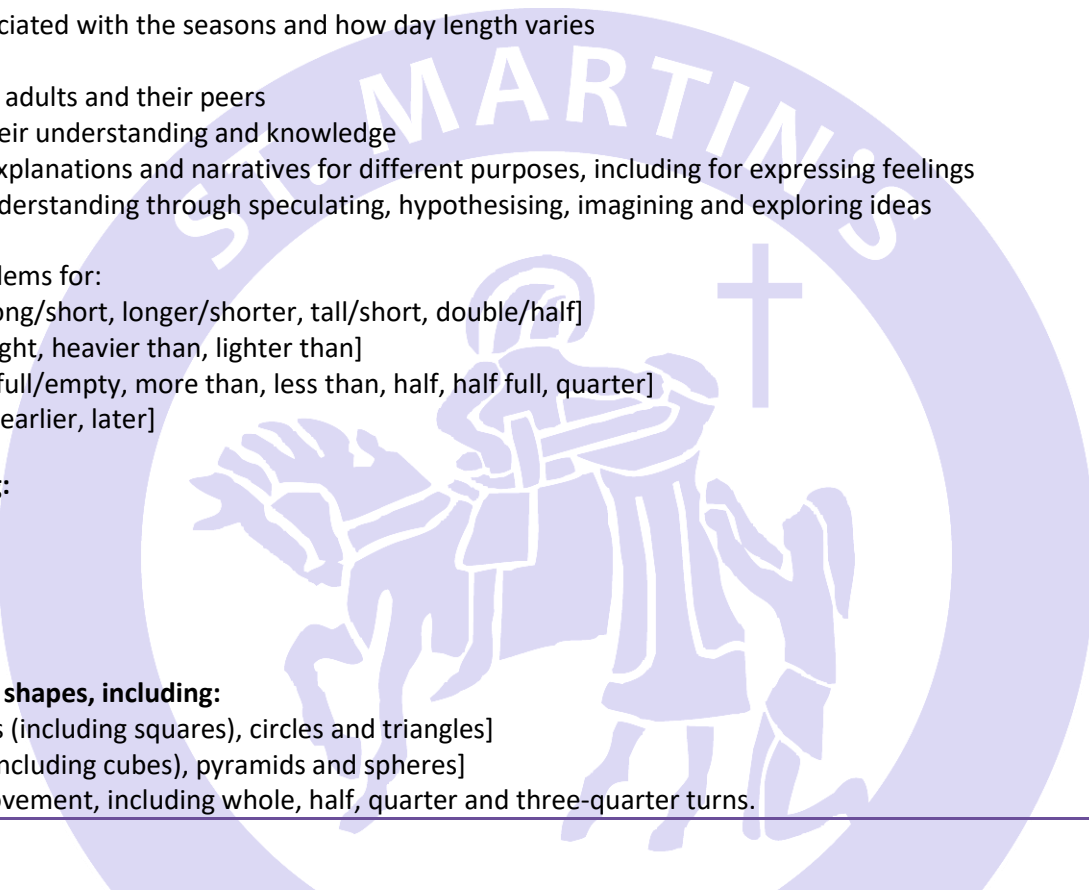
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]

Measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)

Recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.



	EARLY YEARS	YEAR 1
Vocabulary	Bowsaw, hand drill, sawhorse, Sieve, popcorn, marshmallow, hot chocolate, boiling, ingredients, water, baked, boiled, cooked, temperature, ashes, embers, fire pit, kindling, cotton wool, fire steel, smoke, Oak, Fir, Hazel, Elder, Hawthorn, Holly, stinging nettle.	Tulip, daffodil, snowdrop, bluebell, leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem, germinate, evergreen, deciduous, question, answer, observe, observing, equipment, identify, classify, sort, group, record, map, data, compare, contrast, describe, symmetrical, oxygen, spark, fuel.

Building, Problem Solving & Teamwork	<p>Work in a team. Play team games. Think about how to solve problems before asking a grown-up for help. Work with my team to create a shelter.</p>	<p>Communicate my ideas to adults and other children. Make and play woodland versions of common games (pick-up sticks, noughts and crosses for example). Work in a team during wide games and scavenger hunts. Build trust with my peers through playing games.</p>
Tool Work	<p>Use a spade safely to dig a hole Use a palm drill with adult support Use a hammer safely Safely use a bow saw with adult support</p>	<p>Whittle using age-appropriate tools (peeler). Use a palm drill independently. Use a palm drill. Make sparks with a fire steel.</p>
Science/Nature/Environment	<p>Name sounds that I hear. Name animals in the environment and group them. Work with a partner to look for minibeasts and recall what I have found.</p>	<p>Identify and name a variety of wild and garden plants. Identify and name a variety of common animals from amphibians – mammals. Understand the importance of worms within our ecosystem. Identify 3 minibeasts and begin to look at habitats.</p>
Art	<p>Use natural materials to create artwork that I can talk about. Make clay animals. Go on a nature walk and make a natural bookmark.</p>	<p>Sketch trees and plants. Choose shapes in nature and use them to inspire my artwork. Use the method Hapa Zome (a traditional Japanese printing method).</p>
Maths	<p>Identify simple shapes within the environment.</p>	<p>Make 2D and 3D shapes using natural materials Measure different objects</p>
Cooking	<p>Be safe around a campfire. Understand why it is important to be safe around a campfire. Collect the correct wood: tinder, kindling, bigger sticks, branches, logs. Know how to extinguish a fire. Toast a marshmallow on a stick with adult support. Cook on an open fire with appropriate supervision.</p>	<p>Toast a marshmallow independently under adult supervision. Be safe around a fire and explain the fire circle Name the 3 elements that keep a fire lit: oxygen, fuel, spark.</p>
Physical Development/Healthy Lifestyles	<p>Put on my coat/all in one suit independently. How to travel safely on rough ground. Carry sticks safely. Talk about how being outside makes me feel. Tie a knot on my own.</p>	<p>Describe my flexibility, strength, control and balance when participating in outdoor activities. Carry equipment around safely. Take part in outdoor activities and challenges on my own and in a team. Understand and can describe the benefits of being outside.</p>

Global
Citizenship/Understanding the World

Know why it is important to look after the environment.
Understand I have a responsibility to help take care of our local community and the wider world.
Discuss the seasons and changes.

Describe the benefits of being outside.
Know what I need to survive (food, water, air.)
Describe different ways to look after the environment.
Understand why I have a responsibility to help take care of our local community and the wider world.

