
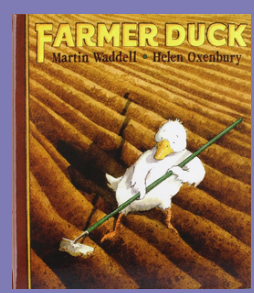

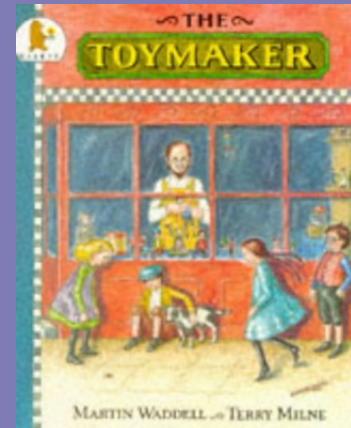
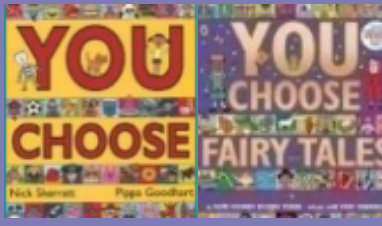
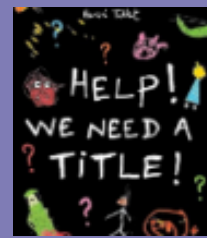
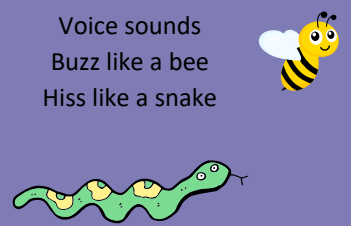
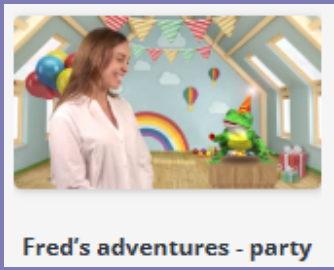


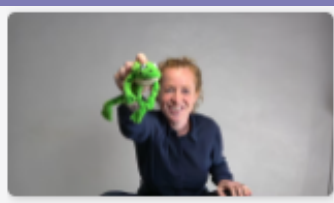
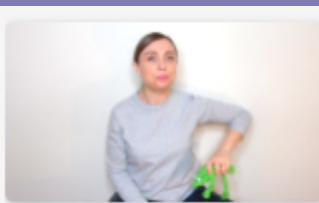

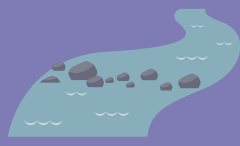


<p>Phase 1 Curriculum Plan Year B 2024 - 2025 Year B 2026 - 2027 Summer Term ELG Outcomes</p>	<p><b>Farm</b> What happens on a farm? <b>Life Cycle</b> How do chicks grow?</p>	<p><b>Planting and Growing</b></p>	<p><b>Toys</b> Toys in the past</p>	<p><b>Summer</b> How do the trees change? What do animals do in summer? Does the weather change? What events happen in Summer?</p>	<p> ELG Outcomes</p>
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<p><b>Writing</b></p>	<p><b>To Entertain Narrative</b></p>  <p>We will be sequencing the story and acting it out, taking on the roles of different characters.</p>	<p><b>Vocabulary</b></p> <p>Duck Farmer Farm Cow Sheep Feed Work Sleep Tired Quack</p>	<p><b>To Inform My Amazing Body Works</b></p>  <p>Children will write books about their bodies.</p>	<p><b>Vocabulary</b></p> <p>Head Eyes Ears Nose Mouth Hands Arms Legs Feet Tummy</p>	<p><b>To Inform Favourite Toys</b></p>  <p>This book will inspire us to find out all about toys. We will be writing in a non fiction style, creating fact files all about our favourite toys</p>	<p><b>Vocabulary</b></p> <p>Toy Favourite Play Share Happy New Old Big Little Soft</p>	<p><b>To Entertain My Very Own Storybook</b></p>   <p>Children write their own stories.</p>	<p><b>Vocabulary</b></p> <p>Kind Helpful Nice Friendly Brave Naughty Mean Unkind Greedy Bossy</p>	<p><b>Writing ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Comprehension ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading ELG</b> ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
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<p><b>Nursery Writing Progression</b></p>	<ul style="list-style-type: none"> <li>Children use a more controlled tripod or thumb-and-finger grip more often.</li> <li>They draw shapes and patterns that support future handwriting, such as zigzags, spirals, crosses and waves.</li> <li>They attempt to copy some letters from their name and create letter-like strings to represent writing.</li> <li>They begin linking sounds to letters through playful activities.</li> </ul>	<ul style="list-style-type: none"> <li>Children use mark-making for a purpose, such as making lists, labelling pictures or writing cards.</li> <li>Their name writing begins to emerge, with some recognisable letters, especially the initial letter.</li> <li>They show growing awareness of sounds in words and may attempt to match a sound to a letter.</li> <li>Their mark-making shows increased control and readiness for early letter formation in Reception.</li> </ul>
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<p><b>Reception Writing Progression</b></p>	<ul style="list-style-type: none"> <li>Write a simple sentence with support.</li> <li>Use Fred fingers to spell most decodable words.</li> <li>Use more Red Words (my, you, your, said).</li> <li>Begin writing more independently with adult guidance.</li> </ul>		<ul style="list-style-type: none"> <li>Write a short, simple sentence using known phonics that can be read by self and others.</li> <li>Use finger spaces independently.</li> <li>Spell most decodable words correctly using Fred fingers.</li> <li>Form most letters correctly and consistently.</li> <li>Teacher models can include a capital letter and full stop to demarcate the sentence.</li> <li>However, children are not expected to apply this in their writing until Y1.</li> </ul>
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<p><b>Nursery Phonics</b></p>	<p>Voice sounds Buzz like a bee Hiss like a snake</p>   <p>Fred's adventures - party</p>	<p>Fred Talk</p>  <p>change</p> 	 <p>Fred's kitchen</p>	 <p>Fred says - colours</p>	<p>I spy a c-a-t</p>  <p>Cross the River</p> 	<p><b>Word Reading ELG</b> ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
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<p><b>Reception Phonics We use Read Write Inc as our government approved SSP scheme.</b></p>	<p><b>Teaching</b></p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p>	<p><b>Expected Outcome</b></p> <p>Read Green storybooks. - Read some set 2 sounds.</p>	<p><b>Word Recognition</b></p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.</p>	<p><b>End of Summer Term Target</b></p> <p>Read Green or Purple storybooks. - Read some set 2 sounds</p>
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<p><b>Nursery Comprehension</b></p>	<p>I can say how a character might be feeling by looking at the pictures.</p>	<p>I can say something I liked about the story.</p>
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<p><b>Reception Comprehension</b></p>	<p>Simple, inference-based comprehension through verbal guided questioning.</p>	<p>Verbal, simple predictions. Recall simple definition for given vocabulary.</p>
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Consortium Develop - Create - Engage									Summer Term	ELG Outcomes
Nursery Mathematics	Lead on Repeats	Start to Puzzle	Making Patterns Together	Make games and actions	Show me Five	My own Pattern	Stop at 1,2,3,4,5	Match, sort, compare	<p><b>ELG: Number</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• 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>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
	<p>The Enormous Turnip</p>  <p>Explore patterns in Art</p> 	<p>Sorting and matching</p>  <p>Puzzles</p> 	<p>Repeating Pattern</p>  <p>Red Lorry, Yellow Lorry</p>  	<p>'I can clap three'</p>  <p>How many?</p>  <p>How many sounds did you hear?</p> 	<p>5 Little Monkeys 5 Currant Buns 5 Little Peas</p> 	<p>Sequencing</p>  	<p>Show me...</p>   <p>5 Little Elephants</p> 	 <p>Alien's love Underpants</p> 		
Vocabulary	<p>pattern</p> <p>repeat</p> <p>same</p> <p>different</p>	<p>match</p> <p>sort</p> <p>pair</p> <p>fit</p>	<p>copy</p> <p>repeat</p> <p>order</p> <p>next</p>	<p>count</p> <p>how many</p> <p>more</p> <p>less</p>	<p>one</p> <p>two</p> <p>three</p> <p>four</p> <p>five</p>	<p>make</p> <p>create</p> <p>pattern</p> <p>repeat</p>	<p>count</p> <p>number</p> <p>show</p> <p>more</p>	<p>match</p> <p>sort</p> <p>big</p> <p>small</p>		
Reception Mathematics	To 20 and Beyond 2 weeks	How many now? 1 week	Manipulate, compose and decompose 2 weeks	Sharing and grouping 2 Weeks	Visualise, Build and Map 3 Weeks	Make Connections 1 Week				
	<p><b>challenge</b> </p> <p>We will begin to explore numbers beyond 10. We will be verbally counting and building numbers up to 20. We will also be looking for and continuing patterns up to 20.</p>  	<p>We will learn all about taking away.</p>  <p>5 Currant Buns</p>  <p>5 Sausages Sizzling in the Pan</p>  <p>Mr Gumpy's Outing</p> 	<p>This unit is all about shapes! We will build upon what we already know by rotating familiar shapes and making shape pictures.</p>  <p>We will be talking about shape arrangements.</p> 	<p>We will be exploring how quantities can be distributed equally.</p>  <p>We will look at sharing objects in a real life context.</p>  <p>We will be exploring pattern rules and identifying units of repeat.</p>  	<p>Rosie's Walk</p>  <p>MARtha MAPS IT OUT</p>  <p>The Secret Path</p> 	<p>We will be exploring pattern rules and identifying units of repeat.</p> <p>We will be building and replicating scenes using construction resources.</p> <p>We will have fun exploring and creating maps.</p>	<p>Make Connections</p>			
Vocabulary	<p>Eleven</p> <p>Twelve</p> <p>Thirteen</p> <p>Fourteen</p> <p>Fifteen</p> <p>Sixteen</p> <p>Seventeen</p> <p>Eighteen</p> <p>Nineteen</p> <p>Twenty</p>	<p>add</p> <p>take away</p> <p>left</p> <p>more</p> <p>less</p> <p>how many</p> <p>first</p> <p>next</p>	<p>shape</p> <p>2D</p> <p>3D</p> <p>corner</p> <p>side</p> <p>face</p> <p>join</p> <p>rotate</p>	<p>share</p> <p>equal</p> <p>fair</p> <p>group</p> <p>more</p> <p>less</p> <p>same</p> <p>together</p>	<p>next to</p> <p>behind</p> <p>in front</p> <p>on top</p> <p>under</p> <p>between</p> <p>around</p> <p>position</p>	<p>pattern</p> <p>repeat</p> <p>unit</p> <p>odd</p> <p>even</p> <p>double</p> <p>same</p> <p>different</p>				

Phase 1  
Curriculum Plan

**Farm**  
What happens on a farm?  
**Life Cycle**  
How do chicks grow?

Planting and Growing

Toys  
Toys in the past

**Summer**  
How do the trees change?  
What do animals do in summer?  
Does the weather change?  
What events happen in Summer?

**ELG Outcomes**

Personal, Social and  
Emotional Development

We will be comparing different types of jobs



**Aspirations**



**challenge**



We will be challenge stereotypical assumptions about 'jobs for boys' and 'jobs for girls'



We will be talking about the feelings associated with change and how these might be comfortable or uncomfortable feelings




**Changes**



**change**



We will meet Kevin, a timid koala who is afraid of leaving his tree and trying new things

**ELG: Self-Regulation**  
Children at the expected level of development will:

- 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**  
Children at the expected level of development will:

- 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**  
Children at the expected level of development will:

- 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.

Expressive Arts and  
Design

**Healthy snacks, designing a sandwich**




We will be learning basic cooking technique's such as spreading, chopping and grating




**Camouflage: design a collagraph print on textiles**



**challenge**




David Attenborough needs us to design him a waterproof and camouflage jacket for his next expedition.

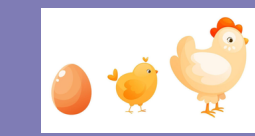


**ELG: Creating with Materials**  
Children at the expected level of development will:

- 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. 16
- Make use of props and materials when role playing characters in narratives and stories.


**ELG: Being Imaginative and Expressive**  
Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**change**

We will be experiencing life on the farm with a visit to a local farm



We will be painting our favourite toys from home and school

**cause & effect**




We will explore process art with toys



• 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.

Understanding the World

We will be finding out about people who live and work on a farm

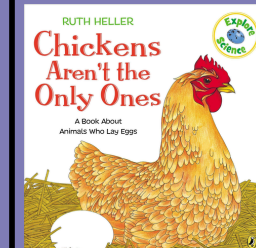
We will be finding out about the life cycle of a chicken and asking what else comes from an egg.



We will be finding out about people who live and work on a farm



culture & community



**Ball Skills**

- Children will be taught too:
- Move around safely and with control.
- Have an awareness of others and items in the teaching space.
- Take turns when instructed.
- To store equipment safely when not in use.



comparison

We will be thinking about food that grows in this country and food that is grown far away



We will be looking after our outdoor area and planting seasonal vegetables.



culture & community

chronology



We will be comparing modern toys with toys from the past.

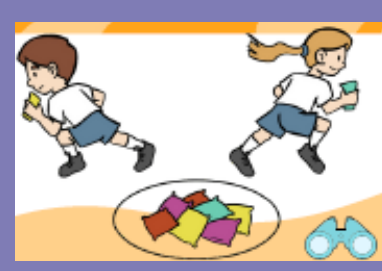


We will be looking at toys from around the world



**Games**

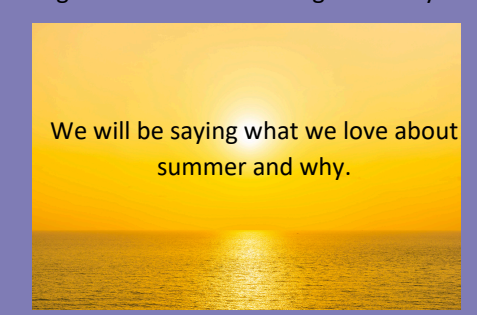
- Children must be taught too:
- Move around safely and with control.
- Have an awareness of others and items in the teaching space.
- Take turns when instructed.
- To store equipment safely when not in use.



change



We will be completing our learning about the seasons and thinking about all the changes we have seen throughout the year



We will be saying what we love about summer and why.

We will be wondering if the seasons look the same in every country..

comparison

- Vocabulary**
- aim
  - gallop
  - hit
  - hop
  - jump
  - lose
  - partner
  - run
  - safely
  - score
  - stop
  - tag
  - target
  - team
  - win

**ELG Outcomes**

- ELG: Past and Present**
- Children at the expected level of development will:
- Talk about the lives of the people around them and their roles in society.
  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
  - Understand the past through settings, characters and events encountered in books read in class and storytelling.

- ELG: People, Culture and Communities**
- Children at the expected level of development will:
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

- ELG: The Natural World**
- Children at the expected level of development will:
- 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.

- ELG: Gross Motor Skills**
- Children at the expected level of development will:
- 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**
- Children at the expected level of development will:
- 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.