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| North Walkden Primary School | **Autumn 1**  **All about me** | | | **Autumn 2**  **Lights, nights and Celebrations** | | **Spring 1**  **Wonderful Winter** | | **Spring 2**  **Ready steady grow!** | | **Summer 1**  **Amazing animals** | **Summer 2**  **Under the sea** | | |
| **Key**  **Texts** | The colour monster  The colour monster goes to school  Who’s in my family  Real superheroes  Big feelings  The five senses  A scarecrows wedding | | | Owl Babies  Christmas story/Nativity  Rama and Sita  We’re going on a Bear Hunt  We’re going on a leaf hunt  Brown bear, brown bear what do you see?  Celebrations – non fiction  The Jolly Postman | | The Great Race – the Chinese zodiac story  Lost and found  One snowy night  Jack Frost  A thing called snow  Polar bear, polar bear  Seasons – non fiction | | The very hungry caterpillar  The tiny seed  Titch  Tree, seasons come and seasons go  Oliver’s vegetables  Traditional tales  Traditional tales with a twist  Growing – non fiction | | The tiger who came to tea  Elmer  The Ugly Five  What the ladybird heard  What the ladybird heard on holiday  Animals – non fiction  Handa’s surprise | One plastic bag  Tiddler  The snail and the whale  Commotion in the ocean  Somebody swallowed Stanley  Under the sea – non fiction  Rainbow fish | | |
| **Nursery Rhymes** | Baa Baa black sheep  Row row row your boat  Pat-a-cake  1, 2, 3, 4, 5,  Once I Caught a Fish Alive  This Old Man  Five Little Ducks  Action songs  Twinkle twinkle  Name Song  Things For Fingers | | | Incy wincy  Old McDonald  Hickory Dickory Dock  I’m A Little Teapot  The Grand Old Duke Of York  Ring O’ Roses  Action songs  The Grand Old Duke of York  Not Too Difficult  The ABC Song | | Wind The Bobbin Up  Rock-a-bye Baby  Five Little Monkeys Jumping On The Bed  Twinkle Twinkle  Action songs  If You're Happy And You Know It  Head, Shoulders, Knees And Toes | | Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  Action songs  The Wheels On The Bus  The Hokey Cokey | | Three blind mice  10 in the bed  The animals went in two by two  The Farmer’s in his Den  Action songs  A sailor went to see  When I was one… | Frere Jacques  London Bridge  Sing a song of sixpence  10 green bottles  Action songs  The penguin song  Down in the jungle | | |
| **Themes**  *NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision* | Starting school  All about me  My family  Senses  My emotions  Autumn  What makes me special  Likes and dislikes  Diwali | | | Hibernation  Halloween  Remembrance Day  The dark/night time  Fire safety  Road safety  Bonfire night  Christmas  Continue with autumn | | Polar regions  Climates – cold places  Penguins  Freezing/melting  Ice and snow  Winter  Polar animals  Chinese new year | | Plants and flowers  Weather/seasons  The great outdoors  Planting seeds  Traditional tales  Animal life cycle  Growing – themselves, plants and animals  How have I changed?  Spring | | Safari  Animals from around the world  Climates – hot places  Animal arts and crafts  Animal patterns  Mini beasts  Habitats  Staying healthy – healthy food, body, teeth | Under the sea  Off on holiday / clothes  Where in the world shall we go? Send me a postcard!  Marine life  Compare: Now and then!  Seaside art  Looking after our planet  Summer | | |
| **Possible ‘WOW’ moments and enrichment events** | **Autumn walk**  Macmillan coffee morning  Black history month  Harvest festival  Diwali – Indian food tasting  Visiting zoo – conservation week  Meeting school staff  Walk round school | | Breakfast with Father Christmas  Nativity performance  Remembrance day  Visit from fire brigade  Toasting marshmallows  Children in need  Anti-bullying week  Road safety - Walk to post box to post letters to Santa | | | **Winter walk**  Chinese new year  Internet safety  History week  Random acts of kindness  Pancake day | | | **Spring walk**  Chick eggs  Butterflies  World book day  Planting seeds  Easter time  Weather experiments  Nature scavenger hunt  Mother’s day  Farm visit | Knowsley safari park  Sports day  Father’s day | | **Summer walk**  Teddy Bears Picnic | |
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| **Characteristics of effective learning** | **Playing and exploring**: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning  **Active learning:** - 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.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.  **Unique Child:** Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.  **Positive Relationships:** Children learn to be strong and independent through positive relationships.  **Enabling environments:** Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.  **Learning and Development:** Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)  **PLAY:** At North Walkden Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’  **We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.** | | | | | | | | | | | | |
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| **Parental involvement** | Staggered Start  McMillan coffee Morning  Home / School Agreement  Wow Moments  Phonics workshop  Parents Welcome Meeting | Wow Moments  Nativity Production  Parents Evening  Occupations Visitors  Autumn walk | | | | Wow Moments  Stay and Read morning  Parents Evening  Occupations Visitors  Maths workshop  Winter walk  Library Trips | Wow Moments  Writing workshop  Art workshop / Gallery  Occupations Visitors  Spring walk | | | Wow Moments  Look how far we have come!  Occupations Visitors  Class trip to Smithills farm | | | Wow Moments  Parents Book Look  Occupations Visitors  Sport’s Day  Summer walk |
| **Evidence Me** | We use ‘Evidence Me’ to begin to build a positive relationship with adults as soon as we can. Once the children begin school in September, we use ‘Evidence Me’ to share messages and photographs with parents, especially to build a supportive relationship as children settle into their new class. Each week the Reception Round-Up is posted which includes a message to parents regarding what children have learnt during the week and what is planned for the following week, this is accompanied by lots of photographs of the children from the week. | | | | | | | | | | | | |
|  | We recognise that parents are children’s first and most enduring educators and we value the contribution they make and their future role, in educating the children. We do this through:  • an effective and comprehensive transition period to support children and their families;  • ensuring all parents know that their child’s teacher and teaching assistant are their key workers;  • parent workshops to help parents understand how they can support their child’s learning;  • arranging a range of activities throughout the year that encourage collaboration between child, school and parents: home learning activities, school events, productions/assemblies, school visits;  • the use of ‘Evidence Me’ as an online journal to share children’s learning and achievements with parents;  • providing parents an opportunity to celebrate their child’s learning and development by completing “wow” moments and adding them to the online learning journal which inform planning and provision;  • Encouraging parents to talk to the child’s teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child’s progress together, a welcome meeting in September to introduce expectation for the year and a book look at the end of the year. Parents receive a report on their child’s attainment and progress each school year;  • providing each child with a reading log that goes home with them every day with comments on progress and next steps and parents are encouraged to make positive comments on their child’s reading at home. We also send Learning Logs home weekly with a mission to be completed linked to children’s learning that week so parents can be involved in understanding what their child is learning.  It is important for parents and early year’s settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. | | | | | | | | | | | | |

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| **Communication and Language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Poems, speech and language interventions, Jane Considine units, half termly show and tell, role-play areas, sharing weekend news, EYFS productions, assemblies and weekly interventions.  **Daily story time** | Settling in activities. Making friends. Children talking about experiences that are familiar to them. Rhyming and alliteration. Familiar Print. Sharing facts – All about me! Mood Monsters. Shared stories. Model talk routines through the day.  Learn rhymes, poems and songs | Develop vocabulary. Discovering Passions. Tell me a story - retelling stories. Story language. Listening and responding to stories. Following instructions. Taking part in discussion. Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Performing in Nativity  Learn rhymes, poems and songs | Using language well. Asks how and why questions… Discovering Passions. Retell a story with story language. Ask questions to find out more and to check they understand what has been said to them. Discuss events and characters in a story. Engage in non-fiction texts. Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs | Describe events in detail – time connectives. Discovering Passions. Understand how to listen carefully and why listening is important. Talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story. Engage in non-fiction texts.  Learn rhymes, poems and songs | Discovering Passions. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Offer explanations for what happened.  Learn rhymes, poems and songs | Discovering Passions. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Class Assembly.  Learn rhymes, poems & songs |

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| **Personal, social and emotional development** | Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies, including healthy eating,** 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 children can achieve at school and in later life | | | | | |
| **Self-regulation**  **&**  **Managing self**  **&**  **Building relationships** | Naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques.  What makes me special?  Know that some actions and words can hurt others feelings.  Hand washing  Teeth brushing  Class rules – behaviour expectations  Lining up and queuing – personal space  Turn taking  Eating with good manners | Celebrating difference  Celebrating cultural difference through celebrations - Diwali  Anti-bullying week  Children in need  Road safety | Internet safety day  Sensible amount of screen time  Keeping warm | Being kind to living creatures  Taking care of animals  Understanding life cycles  Good sleep routine | Importance of exercise  Importance of healthy eating | Caring relationships  What makes a good friend  Caring for our world  Transition into Year 1  Year 1 readiness |

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| **Physical development** | Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** 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 **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to early literacy. 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 proficiency, control and confidence**. | | | | | |
| **Fine motor**  Daily opportunities for fine motor activities | Threading, cutting, weaving, playdough, Funky Finger activities. Manipulate objects. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip developed. Show preference for dominant hand. Good posture. | Threading, cutting, weaving, playdough, Funky Finger activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Good posture. | Threading, cutting, weaving, playdough, Funky Finger activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors | Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Develop accuracy and safety using scissors to cut | Threading, cutting, weaving, playdough, Funky Finger activities. 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. | Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego |
| **Gross motor**  Through outdoor learning in the outdoor area and weekly PE lessons | Cooperation games Climbing – outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. | Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Use a range of small and large apparatus inside and outdoor. | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. | Balance- children moving with confidence. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture 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. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. | Races / team games involving gross motor movements dance related activities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Negotiating space safely. |
| PE – fundamental skills and gymnastics | | PE – dance, net and wall games | | PE – target games and athletics | |
| Our Outdoor Area - This provides ongoing opportunities for developing balance, hand eye coordination, spatial awareness, working collaboratively as a team with more space on a large scale. | | | | | |
| Handwriting- In Reception, children develop pre-handwriting skills and habits and access handwriting patterns. Children are taught the tripod grip to hold their pencil. The children are taught how to form the individual letters according to our phonics scheme RWI. | | | | | |

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| **Literacy**  **Comprehension**  **Word reading**  *Children will be working in different groups for Read Write Inc* | 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) | | | | | |
| Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. 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 Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play. Retelling stories using images / apps. Story Maps. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books | Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read | Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day.  Timeline of how plants grow.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events | Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Parents reading stories  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Role play area – book characters | Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories. |
| **Phonic Sounds:** RWI Set 1 whole class  **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.  Help children to read the sounds speedily. This will make sound-blending easier | **Phonic Sounds:** RWI  Differentiated groups  **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.  Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | **Phonic Sounds:** RWI  Differentiated groups / Ditties  **Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings.  Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | **Phonic Sounds:** RWI  Differentiated groups  **Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.  Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.  Children should not be required to use other strategies to work out words. | **Phonic Sounds:** RWI  Differentiated groups:  **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | **Phonic Sounds:** RWI  Differentiated groups  **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff |

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| **Writing**  Vehicle Texts used as stimulus across the year  Texts may due to children’s interests  Only ask children to write sentences when they have sufficient knowledge of letter sound correspondences. | Texts as a Stimulus  Dominant hand, tripod grip, mark making, giving meaning to marks Writing initial sounds and simple captions. Use initial sounds to label characters / images. Write name correctly Use some of their print and letter knowledge in their early writing Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs Use initial sounds VC Words Oral rehearsal | Texts as a Stimulus  Consolidate Autumn One Help children identify the sound that is tricky to spell. Sequence the story Write a caption Use correct letter formation Begin to reread what they have written Begin to spell CVC words correctly using GPC Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs Write labels Begin to write lists & captions, focusing on …label, caption, space | | Texts as a Stimulus  Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs …sentence, full stop, capital letter & word spacing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions | | | Texts as a Stimulus  Guided writing based around developing short sentences in a meaningful context. Form most lower-case and capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write captions/phrases and begin to write simple sentences using known GPCs …sentence, full stop, capital letter & word spacing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions | Texts as a Stimulus  Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others including: □ word spacing □ full stop □ capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions, Fact cards | | Texts as a Stimulus  Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Write simple phrases and sentences that can be read by others including: □ word spacing □ full stop □ capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: 2-3 part story, (e.g. using story map/planner) Instructions, Fact cards |
| **Jane Considine units** |  | | We’re Going on a Bear hunt (F) | | Penguins (NF)  Lost and Found (F)  On sudden Hill (F) | Jack & the Jelly Beanstalk (F)  Katie& the sunflowers (F)  Rosie’s Walk (F) | | I wanna Iguana (NF)  Handa’s Surprise (F)  What we’ll build (NF) | Rainbow Fish (F)  If sharks disappeared (NF)  The Snail and the Whale (NF) | |

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| **Maths** | Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities** for children to develop their **spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics,** look for **patterns and relationships**, spot **connections, ‘have a go’, talk to adults** and peers about what they notice and not be afraid to make mistakes. | | | | | |
| **White Rose Units** | Match, sort and compare  Talk about measure and patterns  It’s me 1,2,3  Circles and triangles  1,2,3,4,5  Shapes with 4 sides | | Alive in 5  Mass and capacity  Growing 6, 7, 8  Length, height and time  Building 9 and 10  Explore 3D shapes | | To 20 and beyond  How many now?  Manipulate, compose and decompose  Sharing and grouping  Visualise, build and map  Make connections | |

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| **Understanding the world**  Past and Present | Understanding the world involves guiding children to **make sense of their physical world and their community**. 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 | | | | | | | | |
| Talk about members of their immediate family and community. Begin to make sense of their own life-story and family’s history in terms of their family dynamics linked to All About Me. Grandparent, older, younger etc.  Begin to comment on images of familiar situations in the past, when mum was little…  Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.  Black History Week – read ‘My 2 grannies’ by Floella Benjamin – link to our work on families, naming and describing people who are familiar to them, then build on the author for a black history focus. | Children to comment on familiar situations linked to celebrations in the past – Bonfire Night / Christmas / Diwali. Can children talk about what they have done with their families during past celebrations?  Show photos of how Christmas used to be celebrated in the past. Begin to identify similarities and differences.  Family history – Christmas focus - what was life like for children’s parents / grandparents when they were 4/5 years old – what is the same / different – toys / celebrations / traditions  Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own past experiences with people who are familiar to them. | | Comment on images of familiar situations in the past Think about a time it snowed / was frosty – what did you do? What is the same / different about the experience now? How? Why? Parents to support.  Listening to stories and placing events in chronological order – linked to text focus for Literacy.  Celebrate British History Week by looking at the royal family, creating a Prince George timeline and identify how he has changed over time. As part of the dress up celebration day – children to dress as significant figures from History – discuss why they are significant and when they lived. | | Know some similarities and differences between things in the past and now, drawing on how they have grown and changed, what can they do now that they couldn’t in the past. Link to texts including - Once there were giants and the growing story.  Listening to stories and placing events in chronological order – linked to text focus for Literacy.  Traditional Tale Settings – use as a stimulus to discuss what life is like in the setting for the characters – then and now  Changes in living things - Think about life cycles and place in order events to show change over time. Additionally link to seasonal change over the year ‘now and then’ | Nursery Rhymes as a stimulus for discussing situations in the past. Look at now and then / past and present, old / new.  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.  Listening to stories and placing events in chronological order – linked to text focus for Literacy. | | Talk about the lives of the people around them and their roles in society – link to deep sea explorers such as Sylvia Earle  Look at how equipment to explore under the sea has changed over time and how this has helped to break records to go further and deeper.  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.  Class assembly – celebrate the learning journey over the year – what did we learn about Sept-July – parents to attend. |

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| **Understanding the world**  People, culture & communities | Understanding the world involves guiding children to **make sense of their physical world and their community**. 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 their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.  Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.  Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.  Stranger danger / Road Safety. Talking about occupations and how to identify strangers that can help them when they are in need. Link to Police Visit  Name and describe people who are familiar to them People in their local / school community… site manager, office manager, lollypop person, shop keeper Develop a knowledge and awareness of other festivals … Harvest, | Begin to understand that some places are special to members of their community  Talk about special places they go with their family… places of worship visited by children  Begin to recognise that people have different beliefs and celebrate special times  Develop a knowledge and awareness of other festivals … Bonfire Night, Christmas, Diwali  To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.  Introduce children to different occupations and how they do their jobs.  Talk about members of their immediate family and community Describe family members … grandparent, older, younger Understand that there are many different types of families. | | Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see  Talk about members of their immediate family and community  Name and describe people who are familiar to them  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year  Recognise some similarities and differences between life in this country and other countries  History Week – significant person - The Queen | | Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see  Talk about members of their immediate family and community  Name and describe people who are familiar to them  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways Easter  Recognise some similarities and differences between life in this country and other countries | 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 | | 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 |

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| **Understanding the world**  **The Natural World** | Understanding the world involves guiding children to **make sense of their physical world and their community**. 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 | | | | | | | | |
| Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Follow / create simple maps. Look at Aerial Photos.  Know about seasonal change Autumn – signs, stories. Collect natural objects to sort. Make observations verbally, taking photos etc.  Talk about what they do with their family and places they have been with their family. Can they draw similarities and make comparisons between other families?  Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. | Use the Jolly Postman / Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Create their own story maps to show the journey of the postman.  Road/Fire safety – link to Bonfire night – as follow up go on a walk around the school, following a map –create an Emotional mapping – what do I like and not like – take photos - take photos and plot photos to create own maps.  Nocturnal animals. Making sense of different environments and habitats. Look at them in the school grounds.  After close observation, draw pictures of the natural world, including animals and plants linked to seasonal change – Autumn. | | Use images, video clips, shared texts and other resources to bring the wider world into the classroom.  Know about seasonal change - Winter – stories, signs. Collect natural objects to sort. Make observations verbally, taking photos etc.  Bring the outside in if we get any snow or frost – go out and explore and also bring in watch it melt and explore/describe it. Freezing / melting experiments.  Know about the North and South Pole as a contrasting climate – what is the landscape like there – what lives there – animal focus? How? Discuss weather. Google Earth – how can we identify cold places – what colour might they be – why? Link to climate / weather. Aerial Photos.  Encourage discussion, describing and commenting on things they have seen whilst outside, including plants and animals. | | Change in living things – Changes in the leaves, weather, seasons. Life cycles – chicks / butterflies / frogs – link to habitats.  Know about seasonal change - Spring – stories, signs. Collect natural objects to sort. Make observations verbally, taking photos etc. Provide opportunities for children to note and record the weather.  Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.  Look for children incorporating their understanding of the seasons and weather in their play.  Plant plants and look at habitats in the natural world, baby animals and how they live and grow in nature.  Trip to Farm – look at a rural environment. Discuss the features. | Use Handa’s Surprise to explore a hot country - Africa. Identify on Google Earth / look at Aerial photos - Discuss the contrasting climate, the weather / landscape – animal focus – plot on world map display.  Look at the similarities / differences in this country and Africa. Encourage the children to make simple comparisons. Can children make comments on the weather, culture, clothing, housing.  Trip to Knowsley Safari Park - discuss what we will see on our journey – map work and features.  Use bee-bots on simple maps. Encourage the children to use navigational language.  Environments – Features of local environment. Maps of local area Comparing places on Google Earth – how are they similar/different?  Can children differentiate between land and water? | | Materials: Floating / Sinking – boat building Metallic / non-metallic objects. Experiment.  Share non-fiction texts that offer an insight into contrasting environments.  Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  Look at the environment of under the sea. Children share their experiences – visit Blue Planet Aquarium. Different waters i.e. cold seas, pacific ocean - what lives there – animal focus?  Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals – focus on sea pollution. Create opportunities to discuss how we care for the natural world around us. |
| **Field trip** | Autumn study | | | Winter study | | Spring study  Farm trip | Knowsley Safari park trip | | Summer study |

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| **Expressive Arts and Design**  **Creating with materials**  Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures  Lots of links to fine motor skills. Children to explain their work to others | The development of children’s artistic and cultural awareness supports **their imagination and creativity.** It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of **media and materials.** The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe | | | | | | | | |
| Beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.  Self-portraits, junk modelling, take pictures of children’s creations and record them explaining what they did.  Paint family portraits – display in home role-play area.  Provide opportunities to work together to develop and realise creative ideas.  Home Corner  Role Play – open to children’s interests | Celebration artwork - firework pictures / parent workshop firework art, Christmas decorations, Christmas cards, Diva lamps  Colour Mixing  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  Shadow Puppets  Home Corner  Pop Up Role Play fire station then Santa’s Workshop | | Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating penguins.  Making lanterns, Chinese writing, puppet making  Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.  Home Corner  Pop Up Antarctica Explorers Role Play  Provide a wide range of props for play which encourage imagination. | | Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats  Make different textures; make patterns using different colours  Children will explore ways to protect the growing of plants by designing scarecrows.  Symmetrical butterflies. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers  Mother’s Day crafts Easter crafts  Science Lab role play  Garden centre role play | Junk modelling, shelters/ homes for animals  Exploration of different animals - dressing up in costumes/masks.  Retelling familiar animal tale stories. Creating different animal pictures looking at print and pattern to create pictures  Provide children with a range of materials for children to construct with.  Home Corner  Role play – zoo/vets | | Sand pictures / Rainbow fish collages Paper plate jellyfish  Puppet shows: Provide a wide range of props for play which encourage imagination.  Colour mixing – underwater pictures.  Father’s Day Crafts  Home Corner Pop Up  Seaside Role Play |

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| **Expressive Arts and Design**  **Being imaginative and expressive**  Moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion  Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests and passions | The development of children’s artistic and cultural awareness supports **their imagination and creativity.** It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of **media and materials.** The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe | | | | | | | | |
| Charanga – Me!  Learn to sing nursery rhymes and action songs (see nursery rhyme progression above)  Musical learning focus: Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music  Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place | Charanga – My Stories  Learn to sing nursery rhymes and action songs (see nursery rhyme progression above)  Musical learning focus: Listening and responding to different styles of music  Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place | | Charanga – Everyone!  Learn to sing nursery rhymes and action songs (see nursery rhyme progression above)  Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place | | Charanga – Our World!  Learn to sing nursery rhymes and action songs (see nursery rhyme progression above)  Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place | Charanga – Big Bear Funk!  Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.  Musical learning focus: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place | | Charanga – Reflect, rewind, Replay  Consolidates the learning that has occurred during the year. Revisiting chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music.  Musical learning focus: Listen and Appraise Embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place |

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| **Early Learning Goals – for the end of the year - Holistic / best fit Judgement!** | | | | | | |
| **Communication and Language** | **Personal, social, emotional development** | **Physical**  **Development** | **Literacy** | **Maths** | **Understanding the World** | **Expressive arts and design** |
| **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    Hold conversation when engaged in back-and-forth exchanges with their teacher and peers  **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 introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  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. | **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. | **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**  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. | **ELG: Comprehension**  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: Word Reading**  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.  **ELG: Writing**  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. | **ELG: Number**  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.  **ELG: Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | **ELG: Past and Present**  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**  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**  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: 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 narratives and stories.  **ELG: Being Imaginative and Expressive**  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. |



