




	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>General Themes</p> <p>NB: <i>These themes may be adapted at various points to allow for children's interests</i></p>	<p>Marvellous Me</p> <p>All About Myself My Family and Friends My Feelings My Body My Eyes My Ears My Mouth</p>	<p>Sparkle, Shimmer & Shine</p> <p>Guy Fawkes & Bonfire Night Diwali Remembrance Day Birthdays Light and Dark Hannukah Christmas</p>	<p>Down in the Woods</p> <p>Woodland exploration Little Red Riding Hood Goldilocks and the Three Bears Hansel and Gretel Other traditional tales</p> <p>Chinese New Year</p>	<p>My Community and Me</p> <p>My home Buildings in our community People Who Help Us Emergency Services</p> <p>Easter Mother's Day</p>	<p>Amazing Animals</p> <p>Growing / Life Cycles Pets / Caring for animals Minibeasts Animals in the Ocean Animals in the Desert / Safari Animals in the Arctic Animals in the Rainforest</p>	<p>Shoot into Space</p> <p>Our home / Earth Our Solar System Looking after Our World The Sun The Moon Rockets Astronauts / Neil Armstrong</p> <p>Father's Day</p>
<p>Special Events</p>	<p>Harvest</p>	<p>Bonfire Night – 5th November</p> <p>Remembrance Day – 11th November</p> <p>Diwali – 12th November</p> <p>Children in Need – 17th November</p> <p>Hannukah – 7th to 15th December</p> <p>Christmas/Nativity performance</p>	<p>Chinese New Year – 10th February</p>	<p>Mother's Day – 10th March</p> <p>Red Nose Day – 17th March</p> <p>Easter</p>	<p>Earth Day – 22nd April</p> <p>Maypole afternoon</p>	<p>Father's Day – 16th June</p>
<p>High Quality Text Drivers</p>	<p>'Who are You' by Smriti Halls</p>	<p>'Zim, Zam, Zoom Poetry' by James Carter</p>	<p>Little Red Riding Hood Goldilocks and the Three Bears</p>	<p>A Map of Tackley 'Me on the Map' by Joan Sweeney</p>	<p>Atlas / Maps 'The Hungry Caterpillar' by Eric Carle</p>	<p>Atlas / Maps 'Here We Are' by Oliver Jeffers</p>

	<p>'Families, Families, Families' by Suzanne Lang 'The Colour Monster' by Anna Llenas 'Funnybones' by Janet and Allan Ahlberg 'From Head to Toe' by Eric Carle 'Brown Bear, Brown Bear What Can You See?' by Bill Martin Jr. and Eric Carle 'Polar Bear, Polar Bear What Do You Hear?' by Bill Martin Jr. and Eric Carle A letter from the Tooth Fairy</p>	<p>The Story of Rama and Sita 'Kipper's Birthday' by Mick Inkpen 'Can't You Sleep Little Bear?' by Martin Waddell 'Hannukah Bear' by Eric Kimmel The Nativity Story</p>	<p>Hansel and Gretel Other traditional tales 'Stickman' by Julia Donaldson 'The Gruffalo' by Julia Donaldson 'Owl Babies' by Julia Donaldson</p>	<p>'A Superhero Like You' by Dr Ranj Busy People: firefighter, police officer, doctor, teacher 'Charlie the Firefighter' by Twinkl 'PC Ben' by Thames Valley Police The Easter Story</p>	<p>'Mad about Minibeasts!' by Giles Andreae 'Commotion in the Ocean' by Giles Andreae 'Rumble in the Jungle' by Giles Andreae 'Handa's Surprise' by Eileen Browne</p>	<p>'Meet the Planets' by Caryl Hart 'Whatever Next!' by Jill Murphy 'Zim, Zam, Zoom Poetry' by James Carter 'How to Catch a Star' by Oliver Jeffers 'Beegu' by Alexis Deacon A letter from Neil Armstrong</p>
Enrichment	<p>Creating our family tree Making fruit salad Harvest service performance</p>	<p>Making edible sparklers The Nativity performance Christmas pantomime</p>	<p>Chinese food tasting</p>	<p>World Book Day Visits from the Emergency Services Local Walk Easter Egg Hunt</p>	<p>May Day celebrations Visit from a Vet Trip to animal park</p>	<p>Rocket experiment EY Sports Day and picnic</p>
Assessment Opportunities	<p>Baseline data assessments Baseline RWI phonics assessments Baseline number assessments Nursery baseline assessments On going assessments EY team meetings</p>	<p>On going assessments RWI phonics assessments Pupil progress meetings EY team meetings</p>	<p>On going assessments RWI phonics assessments EY team meetings</p>	<p>On going assessments RWI phonics assessments EY team meetings</p>	<p>On going assessments RWI phonics assessments EY team meetings</p>	<p>On going assessments RWI phonics assessments EYFS profiles/reports EY team meetings</p>
Parental Involvement	<p>Tooth-brushing at home challenge Parents consultations Wow moments Phonics/Reading information evening EY information evening</p>	<p>Wow moments Open day The Nativity performance</p>	<p>Parents consultations Wow moments</p>	<p>Wow moments Open day Parent volunteers as 'people who help us'</p>	<p>Wow moments May Day celebrations</p>	<p>EYFS profiles/reports Wow moments EY Sports Day and picnic</p>

	Harvest Service					
Characteristics of Effective Learning 	Characteristics of Effective Learning and Teaching <p>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</p> <p>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.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>PLAY <i>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.</i></p>					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Personal, Social, Emotional Development	<p>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.</p>					
Communication & Language	<p>Communication and language is a key focus for the EYFS developed through sharing high quality texts, interactions, small group focused language groups, language interventions and sharing our own stories.</p>					

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.

<p>Physical Development</p>	<p>Nursery: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Reception: Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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,</p>	<p>Nursery: Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Reception: Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p>	<p>Nursery: 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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Reception: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance,</p>	<p>Nursery: 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.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Reception: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical</p>	<p>Nursery: Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Reception: Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision</p>	<p>Nursery: Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Reception: Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when</p>
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	<p>paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>disciplines including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>ELG: Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>ELG: Demonstrate strength, balance and coordination when playing;</p> <p>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>ELG: Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>ELG: Begin to show accuracy and care when drawing</p>
Literacy	<p>Nursery: getting to know you, routines and exploring resources</p> <p>Reception:</p>	<p>Nursery: Understand the five key concepts about print: • print has meaning • print can have different purposes • we read</p>	<p>Nursery: Develop their phonological awareness.</p> <p>Understand the five key concepts about print: •</p>	<p>Nursery: Develop their phonological awareness.</p>	<p>Nursery: Develop their phonological awareness: sound of the week</p>	<p>Nursery: Develop their phonological awareness: sound of the week</p>

	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Form lower-case and capital letters correctly.</p>	<p>English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p> <p>Reception: Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower-case and capital letters correctly.</p>	<p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Reception: Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their</p>	<p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Reception: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Write some or all of their name.</p> <p>Write some letters accurately</p> <p>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.</p> <p>Reception: Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write some or all of their name.</p> <p>Write some letters accurately</p> <p>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.</p> <p>Reception: ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>ELG: Anticipate – where appropriate – key events in stories</p> <p>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>ELG: Read words consistent with their</p>
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			<p>understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>		<p>phonic knowledge by sound-blending</p> <p>ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>ELG: Write recognisable letters, most of which are correctly formed</p> <p>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>ELG: Write simple phrases and sentences that can be read by others.</p>
<p>Mathematics</p>	<p>Nursery: getting to know you, routines and exploring resources</p> <p>Reception:</p> <p><u>Getting to know you</u> Maths games and counting Class routine/times of day Exploring resources – positional language</p> <p>Ten Town number focus 0-10.</p>	<p>Nursery: shape</p> <p>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’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p>	<p>Nursery: Counting and subitising</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p>	<p>Nursery: positional language</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects</p>	<p>Nursery: numerals</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p>Recite numbers past 5.</p>	<p>Nursery: patterns</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>

	<p>Number recognition and formation.</p> <p><u>Maths Mastery:</u> Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</p> <p><u>WRM:</u> Match, Sort and Compare</p> <p><u>WRM:</u> Talk about Measure and Patterns</p>	<p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Reception:</p> <p><u>Maths Mastery:</u> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p> <p><u>WRM:</u> Circles and Triangles</p> <p><u>WRM:</u> Shapes with sides</p>	<p>Show 'finger numbers' up to 5.</p> <p>Reception:</p> <p><u>Maths Mastery:</u> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p> <p><u>WRM:</u> Mass and Capacity</p> <p><u>WRM:</u> Length, Height and Time</p>	<p>relating to size, length, weight and capacity.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Reception:</p> <p><u>Maths Mastery:</u> Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers</p> <p><u>WRM:</u> Length, Height and Time</p> <p><u>WRM:</u> Explore 3D shapes</p>	<p>Reception:</p> <p><u>Maths Mastery:</u> Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games</p> <p><u>WRM:</u> Manipulate, Compose and Decompose</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Reception:</p> <p><u>Maths Mastery:</u> Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p> <p><u>WRM:</u> Visualise, build and map</p> <p><u>WRM:</u> Make connections</p> <p><u>Consolidation</u></p> <p>ELG: Have a deep understanding of number to 10, including the composition of each number</p> <p>ELG: Subitise (recognise quantities without counting) up to 5</p> <p>ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and</p>
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						<p>some number bonds to 10, including double facts.</p> <p>ELG: Verbally count beyond 20, recognising the pattern of the counting system</p> <p>ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the World</p>	<p>Nursery: Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Reception: Talk about members of their immediate family and community.</p>	<p>Nursery: Continue developing positive attitudes about the differences between people.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Reception: Understand that some places are special to members of their community.</p>	<p>Nursery: Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Reception: Explore the natural world around them.</p>	<p>Nursery: Show interest in different occupations.</p> <p>Reception: Draw information from a simple map.</p> <p>Talk about members of their immediate family and community.</p> <p>ELG: Talk about the lives of the people around them and their roles in society</p>	<p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Nursery: Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Reception: Compare and contrast characters from stories, including figures from the past.</p>

	<p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG: 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</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Reception: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: Know some similarities and differences between the natural world around them and contrasting</p>	<p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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					environments, drawing on their experiences and what has been read in class	
Expressive Arts & Design	<p>Nursery: Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Reception: Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Nursery: Join different materials and explore different textures.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Reception: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Nursery: Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Nursery: Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Reception: Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Reception: ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>ELG: Share their creations, explaining the process they have used</p> <p>ELG: Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>ELG: Sing a range of well-known nursery rhymes and songs</p> <p>ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>