

EYFS Long Term Overview

EYFS Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes. <i>These themes may be adapted at various points to allow for children's interests to flow through the provisions.</i>	Here I am! Starting school / my new class / New Beginnings People who help us / Careers Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind, staying safe.		Once Upon a Time		Our Wonderful World.	
Quality Texts	All are welcome The Colour Monster Harry & the dinosaurs go to school Owl Babies Funny Bones Ruby's Worry Starting School The dragon who went to school Pumpkin Soup Rosies Walk The big book of families Nativity Brown bear, brown bear Pig in the pond Walking through the jungle Farmyard hullabaloo Farm information The Scarecrows hat Shark in the park		Jack and the beanstalk Hansel & Gretel The Three Billy Goats Gruff Goldilocks & the three bears The Little Red Hen The Enormous Turnip The Jolly Postman Goldilocks Farmer duck The Ugly duckling The emperor's egg Oi dog Shh Goodnight moon Why should I brush my teeth? Tree, seasons come and seasons go A stroll through the seasons Whatever Next Aliens Love Underpants Smeds and the Smoos How to catch a star The way back home		The very hungry caterpillar Aghh spider The tiny seed Oliver's vegetables Handa's Surprise Jack and the beanstalk Jasper's beanstalk The way back home Train ride Mr Gumpy's outing Tiger who came to tea Superworm Dear zoo What the ladybird heard Supertato	
WOW Moments	Autumn Trail Harvest Time What do I want to be when I grow up? World Nursery rhyme week Food tasting: Samosa's Pumpkin Soup	Remembrance Day. Bonfire Night Christmas Time/Nativity Diwali World Nursery Rhyme week. Children in need. Food tasting: Mince Pies Gingerbread Men Grandparent visit to link with UTW.	Pancake day Valentines Day Chinese New Year (February 17 th) World Number day (February 6 th) Food tasting: Pancakes Chinese Food People who help us: Visitor	Easter Mothers Day St Patricks day St. Davids Day Food tasting: Irish stew Welsh cakes	Eid Food Tasting	Father's Day Food tasting
Communication and Language	Welcome to EYFS! Settling in activities Making & reconnecting with friends. Children talking about experiences that are familiar to them. Rhyming and alliteration . Familiar Print. Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities. Develop vocabulary. Discovering Passions Tell me a story - retelling stories. Story language Word hunts Listening and responding to stories Following instructions. Take part in class discussions. Understand how to listen carefully and why listening is important. Learn rhymes, poems and songs. Choose books that will develop their vocabulary.	Tell me why! Using language well Asking how and why questions. Understand how to listen carefully and why listening is important Discovering Passions Retell a story with story language. Story invention!! Ask questions to find out more and to check understanding. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Continue to build new vocabulary.	Talk it through! Describe events in detail – time connectives. Discovering Passions. Understand how to listen carefully and why listening is important. Using picture cue cards to talk about an object: 'What colour is it?, Where would you find this?' Sustained focus when listening to a story. Use talk to organise and solve problems. Make connections between ideas. Begin to listen and understand non-fiction books.	What happened? 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. Use non-fiction to develop vocabulary. Re-tell own stories, using story language. Listen attentively to others and respond appropriately. Share in group and 1:1 situations. Express own ideas and feelings using a range of tenses and conjunctions.	Time to share! Class news, child to present what they have done from pictures parents have sent in via Dojo. Read aloud books to children that will extend their knowledge of the world. Hold back-and-forth conversations with adults and their peers. Give explanations as to why things have happened.

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Personal, Social and Emotional Development. Managing Self. <i>Links to ‘SCARF’ curriculum.</i>	New beginnings See themselves as a valuable individual. Being me in my world Classroom rules Supporting children to build relationships Recognising why their family is special. Supporting children to build relationships How to deal with anger: Emotions and Self-Confidence. Build constructive and respectful relationships.		Good to be me and My Feelings Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel scenarios. Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on			Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Taking part in sports day - Winning and losing. Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.	
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						
Fine Motor <i>Continuously checking the process of children’s handwriting (pencil grip and letter formation) Provide extra support and guidance when required.</i>	Threading, cutting, weaving, playdough.	Threading, cutting, weaving, playdough.	Threading, cutting, weaving, playdough.	Threading, cutting, weaving, playdough.	Threading, cutting, weaving, playdough.	Threading, cutting, weaving, playdough.	
	Fine motor activities: funky fingers.	Fine Motor activities: funky fingers.	Fine Motor activities: funky fingers.	Fine Motor activities: funky fingers.	Fine Motor activities: funky fingers.	Fine Motor activities: funky fingers.	
	Manipulate objects with good fine motor skills.	Develop muscle tone to put pencil pressure on paper.	Begin to form letters correctly.	Hold pencil effectively with comfortable grip.	Develop pencil grip and letter formation continually.	Form letters correctly and develops own handwriting style.	
	Draw lines and circles using gross motor movements.	Use tools to effect changes to materials.	Handle tools, objects, construction and malleable materials with increasing control.	Use one hand consistently for fine motor tasks.	Use one hand consistently for fine motor tasks.	Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego	
	Hold pencil/paint brush beyond whole hand grips.	Show preference for dominant hand.	Encourage children to draw freely.	Forms recognisable letters most correctly formed.	Cut along a straight line with scissors.	Pen disco Finger Fit	
	Teach and model correct letter formation.	Engage children in structured activities: guide them in what to draw, write or copy.	Holding Small Items / Button Clothing.	Dough disco Pen disco Finger Fit	Cut along a pattern with scissors.		
Dough disco mornings.	Teach and model correct letter formation.	Cutting with Scissors properly		Dough disco Pen disco Finger Fit			
Gross Motor	Use of outdoor equipment and co-operation games.		Provide a wide range of activities to support a broad range of abilities.			Obstacle activities children moving over, under, through and around equipment.	
	Different ways of moving to be explored with children.		Revise and refine fundamental movement skills, moving towards a fluent style of moving.			Dance / moving to music.	
	Help children develop good personal hygiene: provide regular reminders about handwashing and toileting, acknowledge and praise their efforts.		Develop body strength, balance, coordination and agility.			Races / team games involving gross motor movements. dance related activities.	
	Ball skills – throwing and catching.		Combine different movements.			Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.	
	Crate play – climbing. Skipping ropes to be provided in outside area. Morning dance and afternoon yoga.		Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.			Further develop ball skills, catching throwing, striking, hitting, kicking.	
	Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards and wheelbarrows.		Morning dance and afternoon yoga.			Exploring tactics.	
2 x P.E. sessions a week.		Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards and wheelbarrows.			Sports day.		
Autumn 1: Me and Myself, Working with others.		2 x P.E. sessions a week.			Morning dance and afternoon yoga.		
		Spring 1: Fundamental movement, Dance.			Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards and wheelbarrows.		
		Spring 2: Gymnastics,			2 x P.E. sessions a week.		

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	Autumn 2: Movement development and Ball Skills.				Summer 1:	
					Summer 2:	
Literacy	Name writing	Name writing	Name writing.	Name writing.	Name writing.	Name writing.
<i>Writing</i>	Text as a stimulus: <i>Nursery rhymes, Julia Donaldson books, The Little Red Hen.</i> Dominant hand, Tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and CVC words. Use initial sounds to label characters / images. Names. Labels. Messages	Text as a stimulus: <i>Nursery rhymes, Julia Donaldson books, Christmas lists.</i> List writing using initial sounds. Caption writing. Retelling stories in writing area. Help children identify sounds that are tricky to spell. Write a Christmas list/Christmas card.	Text as a stimulus: <i>Kes Gray books, Traditional tales.</i> Dominant hand, Tripod grip, mark making, giving meaning to marks. Guided writing based around developing short sentences in a meaningful context. Understand sentences start with a capital letter and end in a full stop.	Text as a stimulus: <i>Kes Gray books, Traditional tales.</i> Dominant hand, Tripod grip, mark making, giving meaning to marks. Creating own story maps. Writing simple sentences to accompany story maps. Write a dictated sentence. Beginning to use finger spaces. Beginning to form lower-case and capital letters correctly.	Text as a stimulus: <i>David McKee books,</i> Consistent dominant hand use, comfortable tripod grip. Using phonetically plausible attempts at words. Letter formations are correct. Beginning start with a capital letter and in a full stop. Finger spaces are being remembered.	Text as a stimulus: <i>David McKee books,</i> Consistent dominant hand use, comfortable tripod grip. Using phonetically plausible attempts at words. Letter formations are correct. Sentences start with a capital letter and in a full stop. Finger spaces are being remembered.
<i>Comprehension</i>	Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Sequencing familiar stories using pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary. Retell stories related to events through role-play area. Retelling stories using story maps. Enjoying an increasing range of books. Make books available to share at home.		Making up stories themselves. Encouraging children to record stories through drawingg/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondence. Make books available to share at school and at home.	Re-read books to build up confidence in their word reading, fluency and understanding. WORLD BOOK DAY. Uses vocabulary increasingly influenced by their experiences of books. Begin to develop their own narratives and explanations by connecting ideas or events.	Stories from other cultures and traditions. Retell a story with actions and picture prompts as part of a group. Rhyming words. Can explain the main events of a story. Can draw pictures of characters, events, setting in a story: could include labels, sentences or captions. Can point to front cover, back cover, spine, blurb, Author and title.	Can draw pictures of characters, events, story settings in a story. Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, question and reactions. Begin to understand that a non-fiction is a non-story and they give information.
<i>Word Reading.</i>	Phonic Sounds: Monster Phonics introduce characters, oral blending activities, rhyme and begin learning term 1 sounds. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the initial sounds speedily. Listen to children read books aloud, ensuring books are consistent with their developing phonic knowledge. Picture books being readily available for storytelling. Children know print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each word.		Phonic Sounds: Monster Phonics Term 2: continuing to learn sounds. Reading: Oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the initial sounds speedily. Listen to children read books aloud, ensuring books are consistent with their developing phonic knowledge. Help children become familiar with letter groups.	Phonic Sounds: Monster Phonics Term 2: continuing to learn sounds. Reading: Oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the initial sounds speedily. Listen to children read books aloud, ensuring books are consistent with their developing phonic knowledge. Help children become familiar with letter groups.	Phonic Sounds: Monster Phonics Term 3: continuing to learn sounds. Reading: Non-fiction texts, internal blending. Distinguishing capital letters and low-case letters. Reading with adults at home and regularly reading in school.	Phonic Sounds: Monster Phonics Term 3: continuing to learn sounds. Reading: Reading with adults at home and regularly reading in school. Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments. Transition work with Year 1 teacher.

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		Provide opportunities for children to read words containing familiar diagraphs e.g. ‘Shop’, ‘That’, ‘feet’.	Provide opportunities for children to read words containing familiar diagraphs e.g. ‘Shop’, ‘That’, ‘feet’.			
FOCUS AUTHORS	Julia Donaldson		Kes Gray		David McKee	
Maths	INITIAL: Teacher Assessment and Baseline. White Rose curriculum: - Getting to know you (2 weeks) - Match, sort and compare (2 weeks) - Talk about measure and patterns (2 weeks)	White Rose curriculum: - It’s me 1, 2, 3 (2 weeks) - Circles and triangles (1 week) - 1, 2, 3, 4, 5 (2 weeks) - Shapes with 4 sides (1 week)	White Rose curriculum: - Alive in 5 (2 weeks) - Mass and capacity (1 week) - Growing 6, 7, 8 (2 weeks) - Length, height, time (2 weeks)	White Rose curriculum: - Length height time (continued) - Building 9 & 10 (3 weeks) - Explore 3D shapes.	White Rose curriculum: - To 20 and beyond (2 weeks) - How many now? (1 week) - Manipulate, compose and decompose (2 weeks) - Sharing and grouping (2 weeks)	White Rose curriculum: - Sharing and grouping (continued) - Visualise, build and map (3 weeks) - Make connections (1 week) - Consolidate
Understanding the world.	R.E.: Harvest time, Where do we belong? Why is Christmas important to Christians? • 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. • Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. • Can children talk about their homes and what there is to do near their homes? • Look out for children drawing/painting or constructing their homes. • Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. • Nocturnal Animals Making sense of different environments and habitats • Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. • Long ago – How time has changed. Can talk about what they have done with their families during Christmas’ in the past. • Show photos of how Christmas used to be celebrated in the past. • Compare animals from a jungle to those on a farm and in other countries. Daily weather. Notable holidays: <i>Diwali</i> <i>Halloween.</i> <i>Christmas</i>		R.E.: Which stories are special and why? Why is easter important to Christians? • Introduce children to different occupations and how they use transport to help them in their jobs. • Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. • Share different cultures versions of famous fairy tales. • 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. • Listening to stories and placing events in chronological order. • 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 • Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. • Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Summer. 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. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Look for children incorporating their understanding of the seasons and weather in their play. • Use the BeeBots on simple maps. Encourage the children to use navigational language. • A dentist into visit and talk about maintaining healthy teeth. Daily Weather. Notable holidays: <i>Valentines Day</i>		R.E.: Which places are special and why? Why is the word ‘God’ so important to Christians? • Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. • Use world maps to show children where some stories are based. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • After close observation, draw pictures of the natural world, including animals and plants. • Building a ‘Bug Hotel’ • Use Handa’s Surprise to explore a different country. • Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. • Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. • Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? • Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. • Can children differentiate between land and water. • Take children to places of worship and places of local importance to the community. • 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. Create opportunities to discuss how we care for the natural world around us. • Spend time exploring change 4life to keep our bodies healthy. Daily Weather. Notable holidays:	

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	Cooking: Pumpkin soup Samosa making Gingerbread man decorating Mince Pie making	<i>Pancake Day</i> <i>St. Davids Day</i> <i>Mothers Day</i> <i>Holi</i> <i>St. Patricks Day</i> <i>Lunar new year.</i> Cooking: Welsh Cakes Pancake making Irish stew Soda bread Stir Fry making	<i>St Georges Day</i> <i>Eid</i> <i>Fathers Day</i> Cooking: Fruit Kebabs Eaton Mess
Expressive Arts and Design <i>Music: links to Charanga music curriculum.</i>	FOCUS ARTISTS: Picasso – self portraits Yayoi Kusama – using polka dots to create art. Art goals: Drawing using pencils, crayons. Making lines: steering, direction, control, line patterns. Creating our own self portraits, family portraits and drawing our homes. Junk modelling: available in provision. Using resources properly through role play. Halloween pictures Diva lamps Music: Charanga curriculum. Music goals: Joining in with songs and nursery rhymes. Join in with harvest songs. <i>Link with author focus: Julia Donaldson songs.</i> AUTUMN 2: FOCUS ARTISTS: Picasso – self portraits Yayoi Kusama – using polka dots to create art. Art goals: Painting. Beginning to mix primary colours to make secondary colours. Controlling shape with a brush, creating pictures. Colour mixing. Firework pictures. Christmas decorations/card making. Junk modelling: available in provision. Music: Charanga Curriculum. Learn songs for Christmas concert. <i>Link with author focus: Julia Donaldson songs</i> .	FOCUS ARTISTS: Kandinsky, Van Gogh Art Goals: Observational drawings Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats (link with overarching theme) Making lanterns, Chinese writing, puppet making, Chinese music. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Make different textures; make patterns using different colours. Observational drawing: spring flowers. Mother’s Day crafts Easter crafts. Provide a wide range of props for play which encourage imagination. Junk modelling: available in provision. Holidays: Valentines day – card making Lunar new year – Lantern making, animal masks. St. Davids Day – Welsh flag making, Daffodil sculpting. Pancake day - Mothers Day – Card making Holi – Whole class ‘blossom tree’ St. Patricks Day – Rainbow painting	FOCUS ARTISTS: Eric Carle, Matisse Art Goals: Collaging. Symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Children will explore ways to protect the growing of plants by designing scarecrows. Life cycles. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with. Junk modelling: available in provision. Holidays: Fathers day – Card Making St Georges day – Flag making Eid

EARLY LEARNING GOALS: FOR THE END OF THE YEAR

Holistic/Best fit judgement.

<i>Communication and Language</i>	<i>Personal, Social and Emotional development</i>	<i>Physical Development</i>	<i>Literacy</i>	<i>Maths</i>	<i>Understanding the world</i>	<i>Expressive arts and design.</i>
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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	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.
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