



Weston
Primary School

EYFS Curriculum
2024-2025

Our EYFS Vision

Our Early Years Team work hard to ensure that every child develops a genuine love of learning and achieves their full potential. We have built a holistic, creative curriculum which endeavours to foster an enthusiastic, curious and creative community of learners who embrace challenge, are resilient and have high expectations of themselves and of others. We value the unique needs and interests of every child and ensure that our curriculum holds their ideas at its heart.

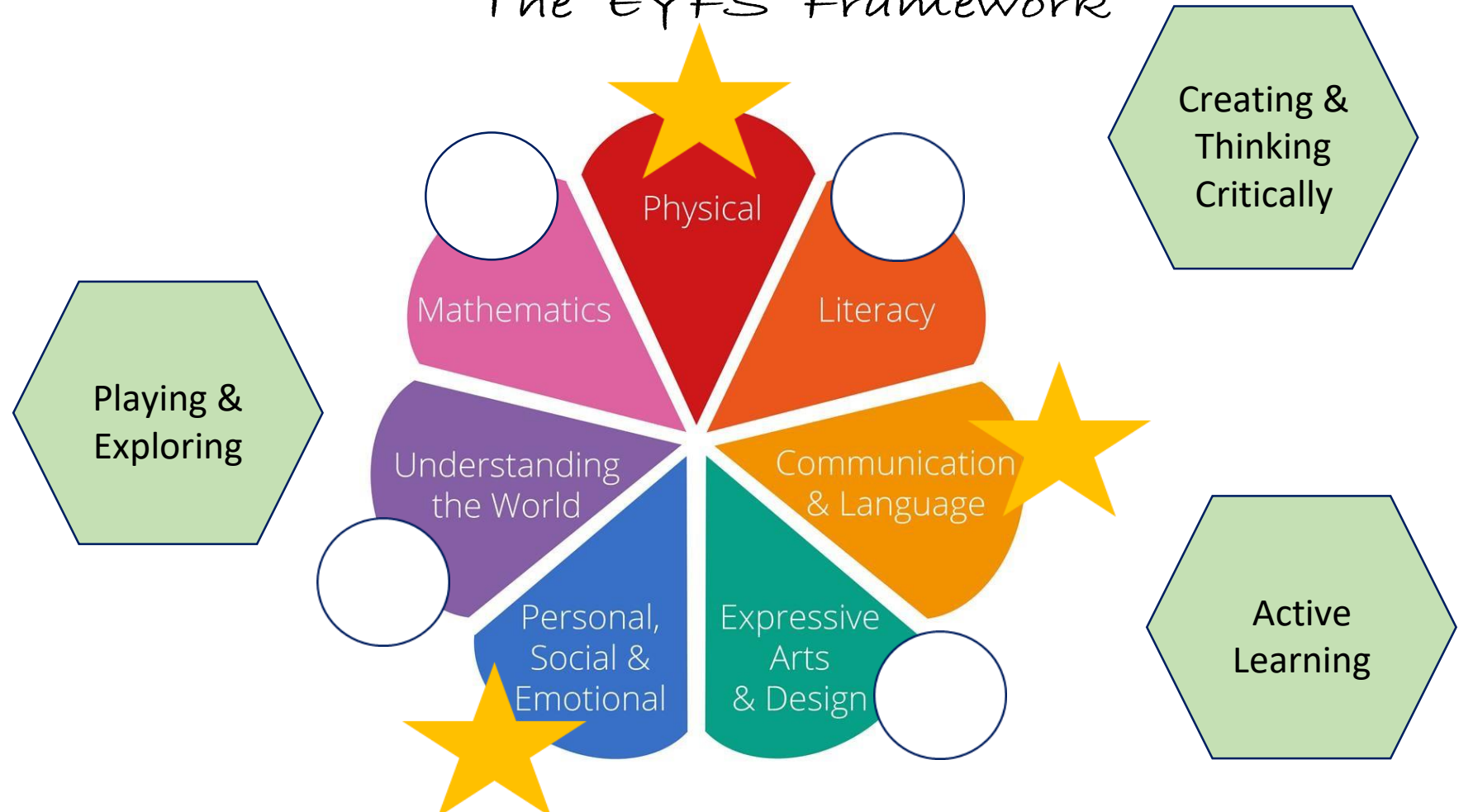
Our curriculum and its flexibility aims to inspire and embed a love of learning. A balance of child and adult initiated tasks embed and reinforce skills and knowledge through an exciting and holistic approach. Children are encouraged to use language creatively and confidently, they develop strong fine and gross motor skills through a range of practical, first-hand experiences and have many opportunities to develop a strong sense of self and establish excellent relationships with others in a caring and nurturing environment.

Our EYFS curriculum has been carefully designed so that it embraces the children's developing needs and interests. Progression in knowledge, skills and concepts is planned and tailored to inspire every child's love of learning and ensures that coverage of the EYFS framework is achieved.

Our children are provided with a wealth of experiences, knowledge and skills which leads to a smooth transition into Key Stage One and prepares them for future success. We strongly believe that learning should be fun, meaningful and memorable so that children can continue to build upon their knowledge and skills which they retain for life-long learning.

We are committed to equality and aim for every child to fulfil their potential, no matter what their needs are. We value diversity and ensure that our curriculum content is inclusive and accessible for all learners, in line with the SEN code of practice.

The EYFS Framework



A Unique Child

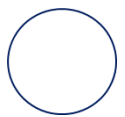
Positive Relationships

Enabling Environments & Adult Support

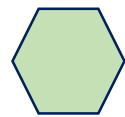
Learning & Development



Prime Areas



Specific Areas



Characteristics of Effective Learning

Characteristics of Effective Learning

Playing & Exploring

Children investigate and experience a range of activities. Active participation positively supports their learning.

Active Learning

Children develop perseverance and pride in their achievements. Taking ownership of their learning they develop self-regulation skills.

Creating & Thinking Critically

Children develop their own ideas making links and thinking flexibly. Using previous experiences to support their problem solving.

Overarching Principles

A Unique Child

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships


Children flourish with warm, strong and positive partnerships between staff. Parents and carers. This promotes independence across the curriculum.

Enabling Environments & Adult Support

Children make good learning progress and positive developmental steps within a safe, familiar and stimulating environment.

Learning & Development

Children develop and learn at different rates. Their varying needs are catered for and individual starting points made central to all planning.



Our EYFS Curriculum



Child-centred



Igniting curiosity

Constantly evolving

Tailored to each cohort

Responsive to the children's needs and interests

Flexible



Inclusive and diverse



Inspiring

Playful

Packed with ambitious vocabulary

Encouraging independence



Broad and balanced




Full of wonder and magic!



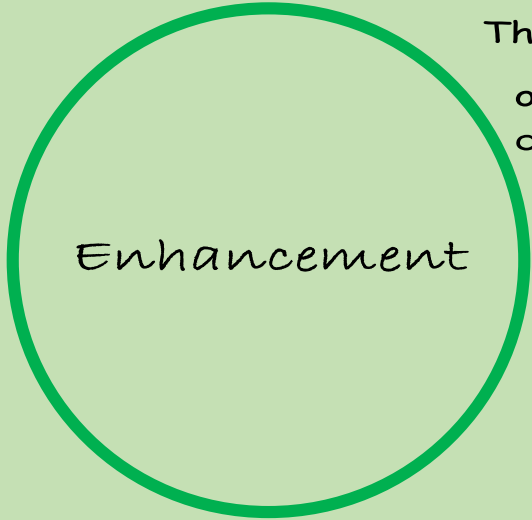
Environments which foster creativity and curiosity

Resources and learning opportunities that are accessible to the children at all times.



Continuous
Provision

Things we add to our provision to fit a particular theme /
or to meet a specific skill we would like the children to
develop.









Enhancement

Our Taught Curriculum

We know that children learn best when learning stems from their own interests, when they encounter new and exciting things, and when they are given the freedom to explore the world around them. However, we also want our children to gain a wide breadth of knowledge, a bank of ambitious vocabulary, and the essential skills needed to reach their full learning potential. This is why we have carefully curated our taught curriculum. The following bank of activities, skills and knowledge that we have thoughtfully chosen to include will generally stay the same. However, some activities, themes or texts will vary depending on the cohort of children, their interests, culture, background and prior experiences.



The following pages show what the children will be learning....

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Me and my world! 	Hello Autumnn! 	It's Cold Outside! 	Ready, Steady, Grow! 	A Royal Adventure! 	To Infinity and Beyond! 	
Weekly Questions	9/9/24-Who am I? 16/9/24-Who are my family? 23/9/24-Who helps us? 30/9/24-What does it mean to harvest? 7/10/24-How do we keep our bodies healthy? 14/10/24-How am I a superhero? 21/10/24-Where do I live?	4/11/24 – How can we light up the world? 11/11/24 –What is changing? 18/11/24 –Which animals do we see in the Autumn? 25/11/24–What’s their habitat? 2/12/24– What patterns can we see in nature? 9/12/24– How do we celebrate? 16/12/24–What was the first Christmas story? (performance-17 th)	6/1/25-What can we learn about birds? 13/1/25-What makes up the UK? 20/1/25-How is Antarctica different to the UK? 27/1/25-How is New Year celebrated in China? 3/2/25-What’s an explorer? 10/2/25-How can we show love?	24/2/25-What’s changing in Spring? 3/3/25-What wonderful wildlife can we see? 10/3/25- What is a lifecycle? 17/3/25-How have we grown? 24/3/25-What can we grow? 31/3/25-Can we explore change?	22/4/25-Who was St George? 28/4/25-What does it take to be a King or Queen? 6/5/25-Where is our Capital City? 12/5/25-How can we use maps? 19/5/25-What can we find out about bees?	4/6/25-What can fossils teach us? 9/6/25-How can we travel? 16/6/25-Where can we travel? 23/6/25-What’s at the seaside? 30/6/25-How have our seashores changed? 7/7/25-Can we prepare to move on? 14/7/25-What am I proud of this year?


<p>Important Dates</p>	<p>September 6th-National read a book day 13th-Roald Dahl Day 15th-International dot day 16th-British food fortnight 20th-National Fitness Day 21st-World gratitude day 27th-Worlds Biggest Coffee Morning October 1st-Harvest 6th-National Poetry Day 6th-World smile day 7th-National habitat day 10th-World mental health day 16th-National recycling day 25th-International artist day 31st-halloween</p>	<p>November 1st-Diwali 5th-Bonfire Night 6th-childrens book week 10th-world science day 11th-remembrance day 11th-nursery rhymes day 13th-anti-bullying week 14th-maths week 17th-Children in Need 19th-Road Safety Week 30th-St Andrews Day December 1st-Advent 13th-National Hot Chocolate Day</p>	<p>January 6th-RSPB Big Schools Birdwatch 17th-Energy saving week 20th-Martin Luther King Jr Day 20th-Penguin Awareness Day 19th-World Religion Day 23rd-National Handwriting Day 25th-Burns Night 28th-International Lego Day 29th-Lunar New year 29th-National Puzzle Day 30th-National Story Telling Week February 2nd-National Hedgehog Day 3rd-Childrens Mental Health Week 5th-Safer Internet Wek 7th-NSPCC Number Day 14th-Valentines Day</p>	<p>March 1st-St David's Day 3rd-World Wildlife Day 4th-Shrove Tuesday 5th-Ash Wednesday 6th-World Book Day 8th-International Women's Day 17th-St Patricks Day 20th-Spring 21st-World poetry day 28th-Ramamdam 30th-Mother's Day 30th-Eid</p>	<p>April 22nd-Earth Day 23rd-St George's Day 29th-International Dance Day May 4th-World Laughter Day 5th-Deaf Awareness Day 9th-Europe Day 11th-World Fairytale Day 12th-Interntional Nurses Day 20th-World Bee Day 20th-Walk to School Week World Turtle Day 24th-Elmer Day</p>	<p>June 1st-Pride month 1st-National Dinosaur Day 8th-World Ocean Day 15th-Father's Day 18th-International Picnic Day 21st-Summer Solstice 21st-World Music Day 21st-World Giraffe Day July 5th-NHS Birthday 7th-World Chocolate Day 10th-Teddy Bears Picnic Day 14th-Bastille Day</p>
<p>Let's Go Outdoors!</p>	<p>Becoming familiar with our new environment: *outdoor area *playground *trim trail *forest</p>	<p>Shelter building Autumn animals Animal habitats Autumn changes Stick Man-Stanley Stick</p>	<p>Bird Houses Exploring the forest Weather-rain catchers</p>	<p>Minibeasts Pond Life Planting and preparing ground Looking after our environment Seasonal changes Bug Hotel</p>	<p>Caring for our environment Making and creating maps Building castles using large construction Mud party for a king Nature crowns Field exploration</p>	<p>Fire and fire safety Outdoor environments-contrasting</p>

Magic Moments	Welcome Assembly Meeting our Buddies Stay and Play People who help us talks Build a scarecrow When I Grow up Day	Visit-Christmas themed Stay and Play Visit to Church Breakfast with Santa Remembrance Day	Local Walk-Bird watching Stay and Play Valentines video Pancake Day	Mother's Day Afternoon Stay and Play Chocolate Day Visitor-bugs An Ugly Bug Ball	Local Area walk-litter picking A Royal Party Stay and Play	Seaside Visit/Airport Stay and Play Father's Day Afternoon Buddy Leavers Afternoon
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Texts we may Read

<p>1 Me and My World!</p>	
<p>2 Hello Autumn!</p>	
<p>3 It's Cold Outside!</p>	
<p>4 Ready, Steady, Grow!</p>	
<p>5 A Royal Adventure!</p>	
<p>6 To Infinity and Beyond!</p>	

Vocabulary we may Learn

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
Family Home Friendship Belong Different Same Community Special Parents Siblings Feelings Emotions Happy Sad Worried Angry Scared Excited Emergency services New beginnings Rules Promises	Autumn Habitat Documentary Stomp Soar Whizz Bang Pop Screech Fizz Zoom Remembrance Celebrate Festival Diwali Nativity Manger Frankincense Gold Myrrh Christmas Christingle Bible Worship Believe God	Temperature Frost Expedition Ice Melt Freeze Winter Polar Arctic Antarctic Inuit Explorer Igloo Calendar Lunar Emperor Chinese Lantern Zodiac Promise Resolution Hope Wonder Describe	Lifecycle Minibeast Nectar Cocoon Transform Flip Batter Toss Hive Illustrator Author Honeycomb Nectar Hexagon Eggs Tadpole Froglet Frogspawn Soil Nutrients Weather conditions Roots Bulb Grow Month Spring Season Blossom Daffodil Easter Cross Jesus	Egg Hatch Mystery Surprise Nest Predict Guess Dragon St George England Saint Duel Shield Spear Coronation King Monarchy Throne Banquet Invitation Menu Feast Castle Moat Turret Arrow slit Knight Drawbridge Princess Spell Potion Wizard Magic Disguise	Varies depending on children's interests: Journey Travel Transport Discover Ocean Volcano Desert Coast Land Environment Country Town City Countryside Village United Kingdom Map Jungle Air Hot air balloon View Space Astronaut Planets Solar system Milky way Galaxy Stars Rocket Universe Moving on Fossil Extinct Ferocious Humungous
 <p>'Wow Words'</p>					
Additional vocabulary to be added depending on children's interests and backgrounds, shared stories.					

Communication and Language

Welcome to EYFS	Tell me a story!	Tell me why!	Talk it through!	What happened?	Time to share!
<ul style="list-style-type: none"> • Settling in activities. • Meeting new friends. • Children to talk about experiences that are familiar to them. • What are your passions / goals / dreams? <ul style="list-style-type: none"> • Rhyming and alliteration tasks. • Sharing facts about me! • Mood Monsters and sharing the emotion check in board. <ul style="list-style-type: none"> • Sharing a range of stories. • Modelling routines throughout the day, for example, arriving in school: “Good morning, how are you?” • Introducing circle time activities. 	<ul style="list-style-type: none"> • Discovering passions <ul style="list-style-type: none"> • Tell me a story - retelling stories. • Word hunts. • Listening and responding to stories. • Taking part in discussion. • Understanding how to listen carefully and why listening is important. • Use new vocabulary throughout the day. • Visits to the woods. • Use of books to develop their vocabulary. 	<ul style="list-style-type: none"> • Using language to explain and describe. • To ask how and why questions... <ul style="list-style-type: none"> • Discovering passions • Retell a story with story language. • Story invention – talk it through. <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Learn a range of rhymes, poems and songs. 	<ul style="list-style-type: none"> • Describe events in detail – time connectives. • Continue to discover passions. • Understand how to listen carefully and why listening is important. • Sustained focus when listening to a story. <ul style="list-style-type: none"> • Spring time walks outside. • Story telling in a range of ways i.e. story maps/puppet theatres etc. 	<ul style="list-style-type: none"> • 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. • A range of role play opportunities. • Developing questioning skills – can they ask and answer a range of questions? • Continue to explore the ‘recommended texts’ for Reception and to know these well. 	<ul style="list-style-type: none"> • Show and tell experiences i.e. children to discuss their homework experiences in greater detail. • Reading aloud books to children that will extend their knowledge of the world and illustrate a current topic. • Books are selected that contain photographs and pictures, for example, places in different weather conditions and seasons. • Transition activities in readiness for Year 1. Sharing their wishes for the future. • Children to explore texts in greater detail

PSED

Self-Regulation: Throughout the year children will work towards simple goals, being able to wait 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.

Managing Self:	Managing Self:	Managing Self:	Managing Self:	Managing Self:	Managing Self:
<p>New Beginnings.</p> <p>See themselves as a valuable individual.</p> <p>Being me in my world.</p> <p>Class expectations and Routines.</p> <p>Supporting children to build relationships.</p>	<p>Getting on and falling out.</p> <p>How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me. Feelings. Learning about qualities and differences.</p> <p>Celebrating differences Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Relationships.</p> <p>What makes a good friend? Healthy me.</p> <p>Random acts of Kindness.</p> <p>Looking after pets.</p> <p>Looking After our Planet.</p> <p>Give children strategies for staying calm in the face of frustration.</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Looking after others.</p> <p>Friendships.</p> <p>Dreams and Goals.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day.</p> <p>Winning and losing.</p> <p>Changing me - Look how far I've come!</p> <p>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.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.

<p>JIGSAW:</p> <p>Being Me in My World</p> <p>Piece 1 – Who...Me?</p> <p>Piece 2 – How Am I Feeling Today?</p> <p>Piece 3 – Being at School</p> <p>Piece 4 – Gentle Hands</p> <p>Piece 5 – Our Rights</p> <p>Piece 6 – Our Responsibilities</p>	<p>JIGSAW:</p> <p>Celebrating Differences</p> <p>Piece 1 – What I Am Good At</p> <p>Piece 2 – I’m Special, I’m Me!</p> <p>Piece 3 – Families</p> <p>Piece 4 – Houses and Homes</p> <p>Piece 5 – Making Friends</p> <p>Piece 6 – Standing Up For Yourself</p>	<p>JIGSAW:</p> <p>Dreams and Goals</p> <p>Piece 1 – Challenge</p> <p>Piece 2 – Never Giving Up</p> <p>Piece 3 – Setting a Goal</p> <p>Piece 4 – Obstacles and Support</p> <p>Piece 5 – Flight to the Future</p> <p>Piece 6 – Award Ceremony</p>	<p>JIGSAW:</p> <p>Healthy Me</p> <p>Piece 1 – Everybody’s Body!</p> <p>Piece 2 – We Like to Move It, Move it!</p> <p>Piece 3 – Food Glorious Food</p> <p>Piece 4 – Sweet Dreams</p> <p>Piece 5 – Keeping Clean</p> <p>Piece 6 – Stranger Danger</p>	<p>JIGSAW:</p> <p>Relationships</p> <p>Piece 1 – My Family and Me!</p> <p>Piece 2 – Make Friends, Never Ever</p> <p>Break Friends! Part 1</p> <p>Piece 3 – Make Friends, Never Ever</p> <p>Break Friends! Part 2</p> <p>Piece 4 – Falling Out and Bullying</p> <p>Part 1</p> <p>Piece 5 – Falling Out and Bullying</p> <p>Part 2</p> <p>Piece 6 – Being the Best Friend We Can Be</p>	<p>JIGSAW:</p> <p>Changing Me</p> <p>Piece 1 – My Body</p> <p>Piece 2 – Respecting My Body</p> <p>Piece 3 – Growing Up</p> <p>Piece 4 – Fun and Fears</p> <p>Piece 5 – Fun and Fears</p> <p>Piece 6 – Celebration</p>
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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. 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.

<p>Gross Motor:</p> <p>PE PASSPORT- Fundamental Movement Skills 1</p> <p><i>Help individual children to develop good personal hygiene.</i></p> <p><i>Provide regular reminders about thorough handwashing and toileting.</i></p>	<p>Gross Motor:</p> <p>PE PASSPORT-Invasion Games Skill 1</p> <p>Dance-Nursery Rhymes</p> <p><i>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</i></p> <p><i>Two-wheeled balance bikes and pedal bikes.</i></p>	<p>Gross Motor:</p> <p>PE PASSPORT-Gymnastics-rocking and rolling</p> <p>Target Games 1</p> <p><i>Moving and responding to music</i></p>	<p>Gross Motor:</p> <p>PE PASSPORT-Stability 2</p> <p>Dance-Toy</p> <p><i>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</i></p>	<p>Gross Motor:</p> <p>PE PASSPORT-GYMNASTICS jumping/landing</p> <p>Striking and Fielding games</p> <p><i>Obstacle activities children moving over, under, through and around equipment.</i></p> <p><i>Encourage children to be highly active and get out of breath several times every day.</i></p> <p><i>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</i></p> <p><i>Dance / moving to music.</i></p>	<p>Gross Motor:</p> <p>PE Passport-Athletics 1</p> <p>Dance-Seasons</p>
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<p>Fine Motor:</p> <p>Dough activities.</p> <p>Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.</p> <p>Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp.</p> <p>Pencil Grip – encourage tripod grip.</p>	<p>Fine Motor:</p> <p>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Fine Motor:</p> <p>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p>Fine Motor:</p> <p>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Fine Motor:</p> <p>Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym 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, like a circle / Draw a cross.</p>	<p>Fine Motor:</p> <p>Holding a pencil effectively in preparation for fluid writing using the tripod grip.</p> <p>Threading, cutting, weaving, playdough, Finger Gym activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>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.</p> <p>Begin to show accuracy and care when drawing.</p>
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Literacy

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 develops when adults talk with children about the world around them, sharing books (stories and non-fiction) with them and promoting a genuine joy of rhymes, poems and songs. Skilled word reading, (which is 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).

Comprehension

<p>Listening to stories.</p> <p>Joining in with rhymes and stories with repeated refrains. Environmental 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.. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.</p>	<p>Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. 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. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 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.</p>	<p>Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. 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. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
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Word Reading

<p>Linking sounds to letters.</p> <p>Phonic Sounds: RWI Set 1 whole class.</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by sound blending.</p> <p>Phonic Sounds: RWI Differentiated groups within EYFS</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs 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.</p>	<p>Introducing di-graphs.</p> <p>Phonic Sounds: RWI Differentiated groups / Ditties.</p> <p>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'.</p>	<p>Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups.</p> <p>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'.</p>	<p>Read and understand simple sentences.</p> <p>Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Reading and understanding sentences with fluency including some common exception words.</p> <p>Phonic Sounds: RWI Differentiated groups.</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>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.</p>
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Writing

Writing opportunities are meaningful and magical, and our Read Write Inc. Phonics sessions are fun, engaging and consistent. All children are part of 'Drawing Club', where they can freely draw and write. Writing development opportunities are present through continuous provision and enhancements alongside adult led sessions.

<p>Focus Texts: From Head to Toe-Eric Carle Not Now Bernard-David McKee Farmer Duck-Helen Oxenbury The Three Little Pigs-Tiger Tales Supertato-Sue Heleindra The Colour Monster-Anna Leenas</p>	<p>Focus Texts: Can't you sleep little bear?-Martin Waddell The Leaf Thief-Alice Hemming Owl Babies-Martin Waddell The Gruffalo-Julia Donaldson Stickman-Julia Donaldson Mog's Christmas-Judith Kerr</p>	<p>Focus Texts: Hooray for Birds-Lucy Cousins If you take a pencil-Fluvio Testa Polar Bear, Polar Bear-Bill Martin and Eric Carle Dragon Noodle-Ying Chang Compestine Whatever Next-Jill Murphy The Day it Rained Hearts-Felicia Bond</p>	<p>Focus Texts: That's my Flower-Alice Hemming & Nicola Slater Little Bear's Spring-Eli Wollard & Briony May Smith The Very Hungry Caterpillar-Eric Carle Once There Were Giants-Martin Waddell & Penny Dale Jack and the Beanstalk-Mara Alperin We're Going on an Egg Hunt-Martha Mumford & Laura Hughes</p>	<p>Focus Texts: Zog-Julia Donaldson The Kings Pants-Nicholas Allan The Naughty Bus-Jerry and Jan Oak Rosies Walk-Pat Hutchins Bumble Bear-Nadia Shireen</p>	<p>Focus Texts: Giganotosaurus-Jonny Duddle The 100 Decker Bus-Mike Smith If I could Travel Around the World-LR Corbett Tiddler-Julia Donaldson Geoffrey Gets the Jitters-Nadeen Shireen The Smart Cookie-Jory John & Pete Oswald</p>
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<p>Key Outcome: To orally retell a story. To draw images and write key words.</p> <p>Skills: Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p>Key Outcome: To orally retell a story. To write key words and simple captions for my drawings.</p> <p>Skills: Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation</p>	<p>Key Outcome: To create a story map. To write labels/captions/ sentences for my drawings.</p> <p>Skills: Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p>Key Outcome: To use my drawings to retell key story events using key words, captions and sentences.</p> <p>Skills: Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation</p>	<p>Key Outcome: To use key words, captions and sentences to describe my drawings.</p> <p>Skills: Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Key Outcome: To use key words, captions and sentences to retell a story and describe settings and characters.</p> <p>Skills: Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. 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.</p>
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Mathematics

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.

Number:

- *Have a deep understanding of numbers up to 10
- *composition of number
- *Subitising
- *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.

Number:

- *Have a deep understanding of numbers up to 10, including the composition of each number-counting, ordering and addition
- *Subitise 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.

Number:

- *Have a deep understanding of number to 10.
- *Number bonds to 5/10
- *Developing a strong grounding in number.

Numerical Patterns:

- *Matching, sorting, ordering, patterns
- *Compare quantities up to 10 in different contexts.
- *Explore and represent patterns within numbers up to 10.
- *Comparing numbers, comparing groups

Shape Space and Measure:

- *Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. *2d shapes-identifying
- *time-day and night, daily events, days of the week and birthdays
- *height and length
- *positional language.

Numerical Patterns:

- *Counting on, counting forwards and backwards to and from 20
- *Compare quantities up to 10 in different contexts
- *Patterns
- *sharing
- *creating and describing patterns

Shape, Space and Measure:

- *Measuring lengths and heights-non-standard units
- *Understanding capacity-comparing and estimating
- *2d shapes-describing properties, shapes within shapes
- *3d shapes-recognising and identifying properties

Numerical Patterns:

- *Counting on, counting forwards and backwards to and from 20
- *Explore and represent patterns within numbers up to 10; Compare quantities up to 10 in different contexts.
- *1 more, 1 less
- *Doubling-recognising doubles
- *Halving and sharing
- *odds and evens
- *Word problems

Shape, Space and Measure:

- *Comparing mass
- *Volume and capacity
- *Money
- *Data
- *2d and 3d shapes

Mastering Number

The NCTEM Mastering Number programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	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: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	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: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	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

Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	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: <i>more than, fewer than, an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers

Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	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	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

Understanding of the 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

<p>9/9/24-Who am I?</p> <p>All about me-physical and non-physical features</p>	<p>4/11/24 – How can we light up the world?</p> <p>Diwali, Bonfire Night, fire safety.</p>	<p>6/1/25-What can we learn about birds?</p> <p>Big Bird Watch, identifying birds by their features</p>	<p>24/2/25-What's changing in Spring?</p> <p>Seasonal change, plants, flowers, new life, weather</p>	<p>22/4/25-Who was St George?</p> <p>St George, dragons, castles</p>	<p>4/6/25-What can fossils teach us?</p> <p>Dinosaurs and fossils</p>
<p>16/9/24-Who are my family?</p> <p>Family members, names, my family tree</p>	<p>11/11/24 –What is changing?</p> <p>Seasonal changes, leaves and trees, weather, clothing</p>	<p>13/1/25-What makes up the UK?</p> <p>UK maps, identifying countries, flags and key customs</p>	<p>*Kapow-Outdoor Adventures</p>	<p>28/4/25-What does it take to be a King or Queen?</p> <p>King Charles, our Royal family, customs, garden party</p>	<p>9/6/25-How can we travel?</p> <p>Modes of transport, changes over time, airport visit</p>
<p>23/9/24-People who help us?</p> <p>Local heroes, meeting our buddies</p>	<p>18/11/24 –Which animals do we see in the Autumn?</p> <p>Animals, nocturnal animals, animal diets, drawing animals</p>	<p>*Kapow-Around the World</p>	<p>3/3/25-What wonderful wildlife can we see?</p> <p>Minibeats, butterflies, local nature</p>	<p>6/5/25-Where is our Capital City?</p> <p>London on a map, landmarks</p>	<p>16/6/25-Where can we travel?</p> <p>Holiday destinations, travel agents role play, where have we visited, UK and beyond maps</p>
<p>30/9/24-What does it mean to harvest?</p> <p>Harvest festival, fruits and vegetables, farming, baking opportunities</p>		<p>20/1/25-How is Antarctica different to the UK?</p> <p>Contrasting climate, animals, clothing, food.</p>	<p>10/3/25- What is a lifecycle?</p> <p>Butterfly, frog, chick life cycles</p>		<p>*Lancashire RE-Special Places*</p>

<p>7/10/24-How do we keep our bodies healthy?</p> <p>Healthy eating, exercise, food groups, oral hygiene, hand washing</p> <p>14/10/24-How am I a superhero?</p> <p>Strengths and qualities, hopes and dreams</p> <p>21/10/24-Where do I live?</p>	<p>25/11/24-What's their habitat?</p> <p>Animal homes, making homes</p> <p>2/12/24- What patterns can we see in nature?</p> <p>Animal and nature patterns</p> <p>9/12/24- How do we celebrate?</p> <p>Yearly celebrations, different cultures, Christmas around the World</p> <p><i>*Lancashire RE*</i></p> <p>16/12/24-What was the first Christmas story? (performance-17th)</p> <p>Christmas story, history of Christmas, performing the story.</p>	<p>27/1/25-How is New Year celebrated in China?</p> <p>Cultural diversity, Chinese food, customs</p> <p>3/2/25-What's an explorer?</p> <p>Key explorers, world maps, key events in time, time line</p> <p>10/2/25-How can we show love?</p> <p>Valentines day, caring for others, cards, messages</p>	<p>17/3/25-How have we grown?</p> <p>Human life cycle, baby photos</p> <p>24/3/25-What can we grow?</p> <p>Seeds, plants, flowers, caring for flowers</p> <p>31/3/25-Can we explore change?</p> <p>Growth experiment</p> <p><i>*Lancashire RE-Special Stories</i></p>	<p>12/5/25-How can we use maps?</p> <p>Different maps, pirate maps, birds eye view maps, map symbols, walk to school map</p> <p><i>*Kapow-exploring Maps</i></p> <p>19/5/25-What can we find out about bees?</p> <p>Bees and honey, patterns.</p>	<p>23/6/25-What's at the seaside?</p> <p>Seaside games, physical and non-physical features</p> <p>30/6/25-How have our seashores changed?</p> <p>Seashores now and then</p> <p>7/7/25-Can we prepare to move on?</p> <p>Questions and answers, meeting our new teacher, letter to our teacher, buddy celebration</p> <p>14/7/25-What am I proud of this year?</p> <p>Reflections of the year, achievements and awards</p>
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Expressive Arts and Design

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 frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>Creating with Materials:</p> <p>Kapow Drawing: Marvellous Marks-</p> <p>Exploring mark making through drawing using different materials – Wax crayon, Felt tips, Chalks and pencil.</p> <p>Beginning to draw from observation using faces and self-portrait stimulus.</p> <p><i>Artist Focus – Vincent Van Gogh, Julian Opie, Helen Frankenthaler</i></p> <p>*DT aspect:Kapow-design and make a home for the 3 Little Pigs-Junk Modelling</p>	<p>Creating with Materials:</p> <p>Kapow-Seasonal Crafts: Autumn Focus-</p> <p>Designing and making Autumn Wreaths using natural objects. Exploring colour and pattern to create individual designs.</p> <p><i>Artist Focus – Andy Goldsworthy</i></p> <p>Seasonal Craft:</p> <p>Christmas Crafts- Manipulating salt dough and using a range of tools to create a Christmas decorations.</p>	<p>Creating with Materials:</p> <p>Kapow-Painting and Mixed Media: Painting My World</p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Children to make collages and transient art.</p> <p><i>Artist Focus – Megan Coyle or Mark Rothko</i></p>	<p>Creating with Materials:</p> <p>Kapow-Seasonal Crafts: Easter Egg Crafts-</p> <p>Applying skills in threading wool, while making choices about patterns and colours to create hanging Easter decorations</p> <p><i>Artist Focus – Yayoi Kusama</i></p> <p>DT aspect:</p> <p>*Easter-hanging decoration (1 lesson)</p>	<p>Creating with Materials:</p> <p>Kapow-Sculpture and 3D: Creation Station</p> <p>Children to explore sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p><i>Artist Focus – Julie Wilson (sculptures)</i></p>	<p>Creating with Materials:</p> <p>*sea creature creations</p> <p>*Seaside landscapes (transient art) *Beach textures – (Painting, Printing, Collage) sandcastles</p> <p>*DT Aspect: Kapow-boats (6 lessons)</p>
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<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling</p> <p>*Welcome Assembly</p> <p>*Daily singing</p> <p>*additional arts/crafts within provision</p> <p><i>*Sparkyard-My Musical Classroom:Step 1-Hear my Voice</i></p> <p><i>*Sparkyard-My Musical Classroom-Step 2-What's the Music Saying?</i></p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling</p> <p>*Nativity</p> <p>*Daily Singing</p> <p>*Exploring sounds</p> <p>*additional arts/crafts within provision</p> <p><i>*Sparkyard -My Musical Classroom Step 3-Instruments Everywhere</i></p> <p><i>*Sparkyard-My Musical Classroom Step 4-Playing with Songs</i></p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling</p> <p>*Daily Singing</p> <p>*additional arts/crafts within provision</p> <p><i>*Sparkyard-Musical Patterns and Performing Step 1-What's the Pattern?</i></p> <p><i>*Sparkyard-Musical Patterns and Performing Step 2-Playing Musical Patterns and Accompaniments</i></p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling</p> <p>*Daily Singing</p> <p>*additional arts/crafts within provision</p> <p><i>*Sparkyard-Musical Patterns and Performing Step 3 – Exploring Descriptive Sounds</i></p> <p><i>*Sparkyard-Musical Patterns and Performing Step 4-Let's Perform</i></p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling</p> <p>*Daily Singing</p> <p>*additional arts/crafts within provision</p> <p><i>*Sparkyard-Sound Stories Step 1-Pict h Play and Changing Sounds</i></p> <p><i>*Sparkyard-Sound Stories Step 2-Patterns and Sequence</i></p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling</p> <p>*Daily Singing</p> <p>*additional arts/crafts within provision</p> <p><i>*Sparkyard-Sound Stories Step 3-Meet the Characters</i></p> <p><i>*Sparkyard-Sound Stories Step 4-Perfrom a Story</i></p>
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Early Learning Goals-Holistic/best fit judgement of progress towards the following statements made throughout the year

C&L - 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.

C&L – Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offers 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.

PSED – 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.

PSED – 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.

PSED – Building Relationships

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

Physical – Gross Motor

- 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.

Physical – Fine Motor

- 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.

Literacy – 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.

Literacy – 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.

Literacy – Word 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.

Maths – 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.

Maths – 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.

EAD - 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.

EAD - Being Imaginative

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

UTW – 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.

UTW - 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, nonfiction texts and (when appropriate) maps.

UTW - 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.