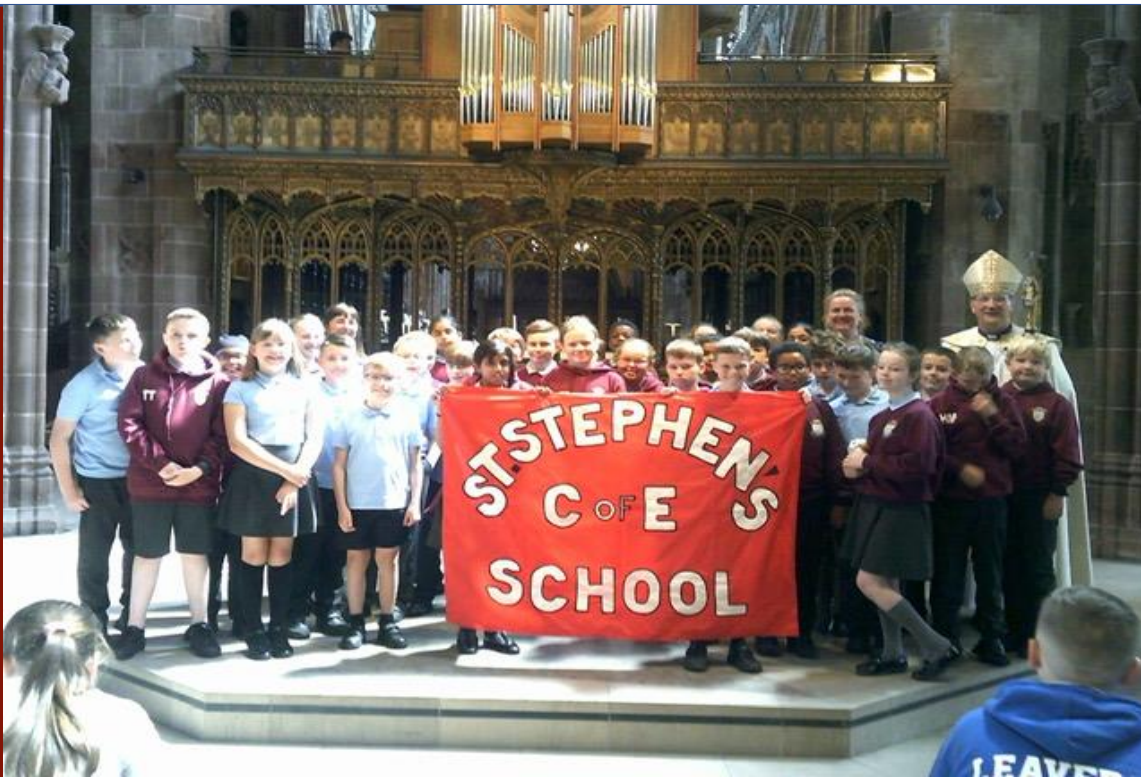




# Reception Curriculum Overview



*“Learning, loving and growing; together as God’s children.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																																																									
<b>Key Themes of topic</b>	Super Duper You Settling in, rules, routines, friends, we are unique, we are special, local community.	Explore Autumn Discover how the world changes during autumn. Differences in the world at night compared to the day, importance of a good night sleep, discover what is happening at night, space.	Winter Wonderland Look at contrasting countries and understand how they are different. How do animals adapt and change to their habitat. Investigate how ice melts and the changing state of water.	Growing and Changing Food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Traditional Tales Developing a love of stories and reading. Learn, retell and act out familiar and traditional tales	Summer Holiday Discover what happens during the summer. Investigate what clothes we wear and why. Explore how to be safe in the sun. Learn about a different place near the sea. Discover how we can help ocean animals with less litter in the ocean.																																																																																																									
<b>Key Texts</b>	Super Duper You Real Superheroes Supertato Owl Babies	Pumpkin Soup Diwali The Gruffalo Stick Man The Nativity story	Blue Penguin The little Penguin The Little Polar Bear	The Hungry caterpillar The Tiny Seed The Gigantic Turnip	Goldilocks and the Three Bears The Three Billy Goat's Gruff Chapatti Moon	The Snail & the whale Billy's Bucket Splash Duffy's Lucky escape																																																																																																									
<b>Phonics (Little Wandle)</b>	<p><b>Reception Autumn 1</b></p> <table border="1"> <thead> <tr> <th></th> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>s a t p</td> <td></td> </tr> <tr> <td>Week 2</td> <td>i n m d</td> <td></td> </tr> <tr> <td>Week 3</td> <td>g o c k</td> <td>is</td> </tr> <tr> <td>Week 4</td> <td>ck e u r</td> <td>I</td> </tr> <tr> <td>Week 5</td> <td>h b f l</td> <td>the</td> </tr> </tbody> </table> <p><b>Reception Autumn 2</b></p> <table border="1"> <thead> <tr> <th></th> <th>Phase 2 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>ff ll ss j</td> <td>put* pull* full* as</td> </tr> <tr> <td>Week 2</td> <td>v w x y</td> <td>and has his her</td> </tr> <tr> <td>Week 3</td> <td>z zz qu words with s /s/ added at the end (hats sits) ch</td> <td>go no to into</td> </tr> <tr> <td>Week 4</td> <td>sh th ng nk</td> <td>she push* he of</td> </tr> <tr> <td>Week 5</td> <td>* words with s /s/ added at the end (hats sits) * words ending s /z/ (his) and with s /z/ added at the end (bags)</td> <td>we me be</td> </tr> </tbody> </table> <p><small>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</small></p>		Phase 2 graphemes	New tricky words	Week 1	s a t p		Week 2	i n m d		Week 3	g o c k	is	Week 4	ck e u r	I	Week 5	h b f l	the		Phase 2 graphemes	New tricky words	Week 1	ff ll ss j	put* pull* full* as	Week 2	v w x y	and has his her	Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into	Week 4	sh th ng nk	she push* he of	Week 5	* words with s /s/ added at the end (hats sits) * words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be	<p><b>Reception Spring 1</b></p> <table border="1"> <thead> <tr> <th></th> <th>Phase 3 graphemes</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>ai ee igh oa</td> <td></td> </tr> <tr> <td>Week 2</td> <td>oo oo ar or</td> <td>was you they</td> </tr> <tr> <td>Week 3</td> <td>ur ow oi ear</td> <td>my by all</td> </tr> <tr> <td>Week 4</td> <td>air er words with double letters: dd mm tt bb rr gg pp ff</td> <td>are sure pure</td> </tr> <tr> <td>Week 5</td> <td>longer words</td> <td></td> </tr> </tbody> </table> <p><b>Reception Spring 2</b></p> <table border="1"> <thead> <tr> <th></th> <th>Phase 3 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</td> <td>Review all taught so far Secure spelling</td> </tr> <tr> <td>Week 2</td> <td>review Phase 3: er air words with double letters longer words</td> <td></td> </tr> <tr> <td>Week 3</td> <td>words with two or more digraphs</td> <td></td> </tr> <tr> <td>Week 4</td> <td>longer words words ending in -ing compound words</td> <td></td> </tr> <tr> <td>Week 5</td> <td>longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</td> <td></td> </tr> </tbody> </table>		Phase 3 graphemes	New tricky words	Week 1	ai ee igh oa		Week 2	oo oo ar or	was you they	Week 3	ur ow oi ear	my by all	Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure	Week 5	longer words			Phase 3 graphemes	No new tricky words	Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling	Week 2	review Phase 3: er air words with double letters longer words		Week 3	words with two or more digraphs		Week 4	longer words words ending in -ing compound words		Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/		<p><b>Reception Summer 1</b></p> <table border="1"> <thead> <tr> <th></th> <th>Phase 4</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>short vowels CVCC</td> <td>said so have like</td> </tr> <tr> <td>Week 2</td> <td>short vowels CVCC CCVC</td> <td>some come love do</td> </tr> <tr> <td>Week 3</td> <td>short vowels CCVCC CCCVC CCCVCC longer words</td> <td>were here little says</td> </tr> <tr> <td>Week 4</td> <td>longer words compound words</td> <td>there when what one</td> </tr> <tr> <td>Week 5</td> <td>root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -ed /d/</td> <td>out today</td> </tr> </tbody> </table> <p><b>Reception Summer 2</b></p> <table border="1"> <thead> <tr> <th></th> <th>Phase 4</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>long vowel sounds CVCC CCVC</td> <td>Review all taught so far Secure spelling</td> </tr> <tr> <td>Week 2</td> <td>long vowel sounds CCVC CCCVC CCV CCVCC</td> <td></td> </tr> <tr> <td>Week 3</td> <td>Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words</td> <td></td> </tr> <tr> <td>Week 4</td> <td>root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/</td> <td></td> </tr> <tr> <td>Week 5</td> <td>root word ending in: -er, -est longer words</td> <td></td> </tr> </tbody> </table>		Phase 4	New tricky words	Week 1	short vowels CVCC	said so have like	Week 2	short vowels CVCC CCVC	some come love do	Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says	Week 4	longer words compound words	there when what one	Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -ed /d/	out today		Phase 4	No new tricky words	Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling	Week 2	long vowel sounds CCVC CCCVC CCV CCVCC		Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words		Week 4	root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/		Week 5	root word ending in: -er, -est longer words	
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<b>Maths (White Rose Maths)</b>	<p><b>Getting to know you</b> (Take this time to play and get to know the children!) Contains overviews and frequently asked questions</p> <p><b>Just like me!</b> Match and sort Compare amounts Compare size, mass &amp; capacity Exploring pattern</p> <p><a href="#">VIEW</a></p> <p>Match &amp; Sort Compare Amounts Compare Size, Mass &amp; Capacity Exploring Pattern</p>	<p><b>It's me 1, 2, 3!</b> Representing 1, 2 &amp; 3 Comparing 1, 2 &amp; 3 Composition of 1, 2 &amp; 3 Circles and triangles Positional language</p> <p><a href="#">VIEW</a></p> <p><b>Light &amp; dark</b> Representing numbers to 5 One more or less Shapes with 4 sides Time</p> <p><a href="#">VIEW</a></p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles &amp; Triangles Spatial Awareness</p> <p>Representing Numbers to 5</p>	<p><b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5 Compare mass (2) Compare capacity (2)</p> <p><a href="#">VIEW</a></p> <p><b>Growing 6, 7, 8</b> 6, 7 &amp; 8 Combining two amounts Making pairs Length &amp; height Time (2)</p> <p><a href="#">VIEW</a></p> <p>Introducing Zero Comparing numbers to 5 Composition of 4 &amp; 5 Compare Mass Compare Capacity</p> <p>6,7,8</p>	<p><b>Building 9 &amp; 10</b> Counting to 9 &amp; 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p> <p><a href="#">VIEW</a></p> <p><b>Consolidation</b></p> <p>9 &amp; 10</p> <p>Counting 9 &amp; 10 Doubling Comparing Numbers to 10 Bonds to 10 3d Shape Pattern (2)</p>	<p><b>To 20 and beyond</b> Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</p> <p><a href="#">VIEW</a></p> <p><b>First, then, now</b> Adding more Taking away Spatial reasoning 2 Compose and decompose</p> <p><a href="#">VIEW</a></p> <p>Building Numbers Beyond 10 Counting Patterns beyond 10 Spatial reasoning (1) Match, Rotate, Manipulate</p> <p>Adding More Taking Away</p>	<p><b>Find my pattern</b> Doubling Sharing &amp; grouping Even &amp; odd Spatial reasoning 3 Visualise and build</p> <p><a href="#">VIEW</a></p> <p><b>On the move</b> Deepening understanding Patterns &amp; relationships Spatial mapping (4) Mapping</p> <p><a href="#">VIEW</a></p> <p>Find My Pattern Doubling Sharing &amp; Grouping Even and Odd Spatial Reasoning (3) Visualise &amp; Build</p>																																																																																																									


		One more and One less Shapes with 4 sides Night & Day	Making pairs Combining two groups Length & Height Time		Spatial reasoning (2) Compose & Decompose	On the Move Deepening Understanding Patterns & Relationships Spatial Reasoning (4) Mapping
<b>Literacy (Reading)</b>	<b>Reading: Comprehension / Word Reading</b>		<b>Reading: Comprehension / Word Reading</b>		<b>Reading: Comprehension / Word Reading</b>	
	<ul style="list-style-type: none"> <li>Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</li> <li>Begin to re-read books to build up their confidence in word reading,</li> <li>their fluency and their understanding and enjoyment</li> <li>Understand the five key concepts about print</li> <li>Continue to develop P1 phonological awareness</li> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known GPCs</li> <li>Begin to read a few common exception words matched to the school's phonic programme</li> <li>Begin to read simple phrases / sentences</li> <li>Read guided reading books aligned to phonic knowledge</li> </ul>		<ul style="list-style-type: none"> <li>Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> <li>Begin to anticipate - where appropriate - some key events in stories</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>Continue to develop P1 phonological awareness</li> <li>Begin to read words consistent with their phonic knowledge</li> <li>Read some common exception words matched to the school's phonic programme</li> <li>Read simple phrases / sentences</li> <li>Read red guided reading books aligned to phonic knowledge</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop P1 phonological awareness</li> <li>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate-where appropriate-key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>Say the sound for each letter of the alphabet and for at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (approximately yellow book band – instructional level)</li> </ul>	
<b>Literacy Writing</b>	<b>Composition:</b> Able to use talk to link ideas. Write name by copying from a name card or memory. Write some initial sounds (linked to name). <b>Spelling:</b> Orally segment CVC words e.g. c-a-t, p-i-n, b-o-g. Can hear (phonemic awareness) and tune into initial sounds in words. <b>Handwriting:</b> Consider pencil grip and dominate hand. Can draw lines and circles. Can write some recognisable letters from name. Can practise Phoneme Grapheme correspondence (PGC) by writing some Phase 2 sounds taught this term such as satp, inmd, gock, ck, eur, hbfl	<b>Composition:</b> Segment CVC words and attempt to write. May begin to compose a phrase. e.g., a top dog, pot and pan, a sad man, the big dog. <b>Spelling:</b> Write own name with letters in the correct order. Can understand phoneme – grapheme correspondence (PGC) Phase 2 Can write a Phase 2 CVC word as a label such as cat, hen, dog and pin. <b>Handwriting:</b> Develop pencil grip (pencil position and hold) (National Handwriting Association 4Ps) Form letters in name correctly. Forming Phase 2 graphemes correctly.	<b>Composition:</b> Orally compose a short caption or phrase, try to hold in memory and write with support. e.g., A fat rat, a top dog, <b>Spelling:</b> Phase 2 Tricky words Spelling Phase 2 VC and CVC Beginning Phase 3 GPCs e.g., fox, jam, yak, Beginning Phase 3 consonant digraphs e.g., ck, sh, ch, th, ng <b>Handwriting:</b> Continue to learn Phase 3 letters lowercase jvxyzwzqu Beginning to learn upper case letters and how they are formed. Understand writing from left to right formation phase 2 letters correctly. Focus on correct pencil grip.	<b>Composition:</b> Writing short captions independently. May begin to write a simple sentence. e.g., I can see a fat rat. <b>Spelling:</b> Spell words using Phase 2 and some Phase 3 digraphs. Spell some Phase 2 tricky words e.g. I, go, no, to, the <b>Handwriting:</b> Hold pencil effectively (tripod grip) to form recognisable lowercase letters. Starting to use some uppercase letters. Clear when forming ascenders and descenders. Focus on developing a comfortable way of writing. Be able to make anti clockwise movements and vertical lines <b>Writing ideas:</b>	<b>Composition:</b> Be able to say a simple phrase or caption by sounding out and writing the corresponding letters in simple words. Can read a sentence back. <b>Spelling:</b> Spell words using taught GPCs from Phase 2 Spell words using Phase 3 digraphs (such as sh, ch) Beginning to spell words with Phase 3 trigraphs (such as igh air ear) Make phonetically plausible attempts at writing longer, more complex words. Spell all Phase 2 tricky words e.g. I, go, no, to, the Begin to spell Phase 3 tricky words e.g., we, was, are <b>Handwriting:</b>	<b>Composition:</b> Be able to say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure. Rereads a sentence that has been written to check that it makes sense. <b>Spelling:</b> Make phonetically plausible attempts at writing longer, more complex words. Spell words using Phase 3 digraphs and trigraphs. Spell Phase 3 tricky words (such as we, she, are, said) <b>Handwriting:</b> Form all lowercase letters correctly, with a tripod grip and correct orientation. Using finger spaces correctly. Writing capital letters when needed correctly. <b>Writing ideas:</b>

	<p><b>Writing ideas:</b> Practise in a variety of materials (glitter, foam, rice) wavy lines, straight lines, circles, figures of eight, vertical, horizontal lines. My family – teacher scribing names, or child writing initial letters. My home – drawing home layout using a variety of lines. Morning activity name writing practise. Name writing assessment. (Note R/L hand and grip stage)</p>	<p><b>Writing ideas:</b> CVC writing activity use images e.g., dog, cat, hen, cap, cot, pan etc... Drawing map Write a message. – post it's! Labels Introduce how to write a letter or card linked to Christmas. Name writing assessment. (Note R/L hand and grip stage)</p>	<p>Able to retrace vertical and anti-clockwise lines e.g., a, d, q, r, m, n Begin to show control in letter size. Transition from writing on whiteboards with thick markers to table and pencil (4Ps) <b>Writing ideas:</b> CVC writing activity use images from Phase 3 e.g., etc... box, jam, vet, chip, shed. Drawing map - explorers Write a message. – post it's! Labels Captions or phases. Name writing assessment. (Note R/L hand and grip stage)</p>	<p>Write a message. – post it's! List recipes Instructions Captions or phases. Beginning to write a simple sentence. Name writing assessment. (Note R/L hand and grip stage)</p>	<p>Form most lowercase letters correctly, with a tripod grip and correct orientation. Spaces are added between each word, and it can be read by others. Writing capital letters when needed correctly. <b>Writing ideas:</b> Write a message. – post it's! List Recipes Instructions Retell a traditional story , using Tales tools kit. Sentence stems developing I can see ... It is a .... I like to ....  Name writing assessment. (Note R/L hand and grip stage)</p>	<p>Postcard Letters Sentence stems developing I can see ... It is a .... I like to .... At the weekend I ....  Name writing assessment. (Note R/L hand and grip stage)</p>
<p><b>Communication &amp; Language</b></p>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts</li> <li>Understand 'why' questions</li> <li>Understand how to listen carefully and why listening is important</li> <li>Learn new vocabulary linked to daily routine / theme</li> <li>Begin to engage in story time</li> <li>Listen to and begin to talk about stories to build familiarity and understanding</li> <li>Listen carefully to rhymes and songs and begin to pay attention to how they sound</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary throughout the day</li> <li>Begin to ask questions to find out more and to check they understand what has been said to them</li> <li>Begin to articulate their ideas and thoughts in well-formed sentence</li> <li>Begin to connect one idea or action to another using a range of connectives</li> <li>Begin to describe events in some detail</li> <li>Develop social phrases</li> <li>Begin to retell a simple story, once they have developed a deep</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding</li> <li>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary</li> <li>Begin to understand humour e.g. nonsense rhymes / jokes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary in different contexts</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Articulate their ideas &amp; thoughts in well-formed sentence</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Describe events in some detail</li> <li>Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</li> <li>Develop and use social phrases with confidence</li> <li>Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Understand humour more readily e.g. nonsense rhymes/jokes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>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</li> </ul>			

	<ul style="list-style-type: none"> <li>familiarity with the text; some as exact repetition and some in their own words</li> </ul>		
<p><b>Physical Development (Get Set 4 PE)</b></p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired</li> <li>Begin to develop overall body-strength, balance, co-ordination and agility.</li> <li>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Begin to combine different movements with ease and fluency</li> <li>Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking</li> <li>Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils</li> <li>Continue to develop 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</li> </ul> <p><i>Introduction to PE</i> <i>Dance</i></p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Begin to progress towards a more fluent style of moving, with developing control and grace</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>Further develop and refine a range of ball skills including: passing, batting and aiming</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Develop 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</li> </ul> <p>Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating</p> <p><i>Fundamentals</i> <i>Ball skills</i></p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul> <p><i>Games</i> <i>Gymnastics</i></p>
<p><b>Understanding of the world</b></p>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Begin to comment on images of familiar situations in the past</li> </ul> <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Begin to understand that some places are special to members of their community</li> <li>Begin to recognise that people have different beliefs and celebrate special times in different ways</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past</li> </ul> <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Recognise some similarities and differences between life in this country and other countries</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>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</li> </ul>

	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them – Autumn into Winter</li> <li>Develop interest in linked: texts across themes, fiction and non-fiction and sources of technological information</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them</li> <li>Continue to develop interest in linked: texts across themes, fiction and non-fiction and sources of technological information</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>Continue to develop interest in linked: texts across themes, fiction and nonfiction, sources of technological information</li> </ul>			
<b>Science Links (investigating and describing)</b>	Why do trees look different in Autumn? How can we sort different materials?	Which material is the best to protect Humpty Dumpty when he falls? Why won't it grow?	How does a butterfly grow? How can I make a boat float?			
<b>Geography Links</b>	How do living things change in Autumn? What places are special to people in our community?	Why is water important? Why are maps important?	What is a rainforest? How are places around the world different?			
<b>History Links</b>	How has my family changed? Why do I wear a poppy?	How have stories changed over time?	Special Places & Special Times			
<b>Computing Links</b>	Introduction to programmes on the interactive whiteboard.	Introduction to I-pads	Introduction to programmable toys			
<b>RE Curriculum (Questful RE)</b>	I'm Special Harvest	Diwali Hanukah Christmas	Stories Jesus told Chinese New Year	Easter Mothering Sunday	Special Places Eid	Special Times
<b>Christian Values</b>	Friendship	Love	Forgiveness	Respect	Kindness	Thankfulness
<b>PSED (My Happy Mind)</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries</li> <li>Begin to express feelings and consider the feelings of others</li> <li>Begin to set own goals and show resilience and perseverance in the face of challenge</li> <li>Begin to identify and moderate own feelings socially and emotionally</li> </ul> <p><b>Managing Self</b></p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Express feelings and consider the feelings of others</li> <li>Set own goals and show resilience and perseverance in the face of challenge</li> <li>Identify and moderate own feelings socially and emotionally</li> <li>Think about the perspectives of others</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs</li> <li>Know and talk about the different factors that support their overall health and wellbeing</li> </ul> <p><b>Building Relationships</b></p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>			

	<ul style="list-style-type: none"> <li>• Manage own self-care needs</li> <li>• Develop confidence to try new activities and show independence</li> <li>• Know and begin to talk about the different factors that support their overall health and wellbeing</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Begin to see self as a valuable individual</li> <li>• Begin to build constructive and respectful relationships</li> </ul> <p>Healthy Mind/Emotions Healthy Lifestyle/Good night's sleep</p> <p><b>Meet your Brain</b></p>	<ul style="list-style-type: none"> <li>• See self as a valuable individual</li> <li>• Build constructive and respectful relationships</li> </ul> <p>Oral Health Keeping Clean How to eat Healthy</p> <p><b>Celebrate</b> <b>Appreciate</b></p>	<ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs</li> </ul> <p>Having a positive impact on the world around us Importance of Exercise</p> <p><b>Relate</b> <b>Engage</b></p>
<p><b>PHSE Links</b></p>	<p>My feelings Family and friends Ourselves</p>	<p>Happy head, happy heart</p>	<p>Taking on challenges</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Show different emotions in drawings and paintings</li> <li>• Continue to explore colour and colour mixing.</li> <li>• Safely use and explore a variety of materials and tools</li> <li>• Explore new techniques</li> <li>• Talk about new creations</li> <li>• Begin to return to and build upon previous learning</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play</li> <li>• Begin to develop complex stories using small world equipment</li> <li>• Begin to develop storylines in their pretend play – including those linked to focus text</li> <li>• Begin to listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Begin to watch and talk about dance and performance art</li> <li>• Sing in a group or on their own</li> <li>• Begin to explore and engage in music making and dance</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Explore and use a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

<b>Music Links (Kapow)</b>	<a href="#">Celebration music</a>	<a href="#">Exploring sound</a>	<a href="#">Music and movement</a>	<a href="#">Musical stories</a>	<a href="#">Big band</a>	
<b>Art Links</b>	Colour mixing using primary colours (Kandinsky)		Observational painting of spring flowers (Van Gogh)		Animal Patterns ( Henri Rousseau)	
<b>DT Links</b>	Diva lamps Baking bread	Rockets	Shadow puppets		Junk modelling	
<b>Seasonal Curriculum</b>	Autumn Baking Farm to Fork	Bonfire Night Remembrance Christmas Panto trip	Winter Safer Internet Day Valentine's Day	Spring Growing Plants World Book Day British Science Week	Summer Father's Day National Numeracy Day	World Environment Day World Oceans Day Sports Day
<b>Outdoor Learning</b>	Changes in the environment, knowledge of leaves and trees, colours in the environment; sounds in the environment; Animals in the local environment, hibernation, caring for the birds.		Bug Hotels, signs of Spring (buds, new growth), freezing and melting, evergreen and deciduous trees.		Sun Safety, mini beasts, den building, re-visit leaves on trees, floating and sinking, bark rubbing.	
<b>Assessment Opportunities</b>	Analyse Pre-school Assessments In house Baseline data on entry WellComm	On-going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation	Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings EOY data
<b>Parent Partnership</b>	Staggered Starts Home visits Tapestry Agreement Stay & Play Family photos Autumn Walk 	Nativity Parents' Evening Mini Reports Stay & Play Books at Bedtime Christmas Panto Trip	Maths workshop Share a story Stay & Play Share your celebrations	Parents Evening Mystery Readers Mini Reports Stay & Play Mother's Day Selfie	Mystery Readers Stay & Play Photos of Special Times	Sports Day EOY Reports Parents' Evening Holiday photos Stay & Play







Reception – By the end of Reception children can:	
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• To listen carefully and respond appropriately by using well-formed sentences.</li> <li>• To speak clearly and hold conversations with adults and peers.</li> <li>• Understand what they have been taught and be able to speak to others about it using the correct vocabulary.</li> <li>• To become confident when speaking in a range of situations such as one-one, small groups and whole class</li> <li>• To learn new vocabulary and use in different contexts.</li> <li>• Discuss what is learnt from non-fiction using the new vocabulary which has been learnt.</li> <li>• Understand questions such as “Who? Where? Why? and when?” and ask questions to further their understanding.</li> <li>• Listen, learn and retell a range of texts, nursery rhymes, stories, poems and both fiction and non-fiction books without pictures or props.</li> <li>• To make up their own songs and rhymes.</li> <li>• To introduce a storyline into their play and use language to recreate experiences.</li> <li>• To understand more complex sentences such as negatives, plurals and tenses.</li> <li>• Beginning to understand humour in rhymes, books, jokes.</li> </ul>
<b>Personal, Social, Emotional Development</b>	<ul style="list-style-type: none"> <li>• To initiate conversations and talk about what they like/don't like or are good at.</li> <li>• To listen to others and be kind to them during their play.</li> <li>• To understand the class reward system and what makes others happy.</li> <li>• To persevere with a task even when it is something they find difficult.</li> <li>• To compliment other children's work and review it positively.</li> <li>• To understand when they have not made the right choice and recognise when they need to calm down and have a range of strategies to use to support this.</li> <li>• Talk about and understand how a story character or other children are feeling and offer simple solutions to challenges.</li> <li>• Manage their own needs such as understanding when they are hungry, thirsty and taking care of personal hygiene, and fasten clothes using buttons and zips.</li> <li>• To know and talk about how to maintain a healthy body and well-being: regular exercise; healthy eating; tooth brushing; sensible amounts of screen time; having a good sleep routine; being a safe pedestrian; eating a range of food.</li> <li>• Be able to line up and wait patiently; to use a knife and fork to cut food at mealtimes and show good manners; to use good personal hygiene.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Move confidently, fluently and in control and refine fundamental movement skills, rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>• Show strength, coordination, balance and agility and be able to take part in dance, gymnastics and sport.</li> <li>• Know why they get out of breath after exercise.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe physical changes that can occur when feeling unwell, anxious, tired or angry.</li> <li>• Perform squiggle and dough disco moves effectively.</li> <li>• Use small motor skills to use a range of tools, pencils, paintbrushes, scissors, knives and forks.</li> <li>• Have a good posture when sitting at a table or floor.</li> <li>• Complete an obstacle course using different movements with ease and fluency.</li> <li>• To throw, catch, kick, pass, bat and aim using a ball/beanbag.</li> <li>• To write using a handwriting style which is fast, accurate and efficient.</li> <li>• To experiment with different ways of moving and climbing, testing ideas and adapting to reduce risk and understand the need for safety.</li> <li>• To travel confidently under, over, through balancing and climbing equipment.</li> <li>• Begin to form recognisable letters, most of which are correctly formed.</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• To know all 26 letter names and be able to say the alphabet</li> <li>• Know and apply up to Phase 4 Phonics in their independent reading, recognising single sounds, digraphs and trigraphs and be confident to blend them to read words.</li> <li>• Recognise and read tricky words and spell a few of them.</li> <li>• Read their reading book at home, describe story settings, events and characters in more detail.</li> <li>• Recall and discuss stories and information that they have read or heard.</li> <li>• Re-enacts and reinvents stories they have heard during their play.</li> <li>• Recognise some written names of peers, siblings etc.</li> <li>• Continue a rhyming string and identify alliteration.</li> <li>• Form most lower case and upper-case letters correctly.</li> <li>• Write simple, short sentences independently by saying the sentence aloud then writing the sounds they can hear in the words and use finger spaces.</li> <li>• Create a variety of texts to communicate meaning eg. invites, lists, cards, tickets.</li> <li>• Begin to use a capital letter at the beginning of a sentence and a full stop at the end and read their sentence to an adult.</li> <li>• Write a sentence which an adult can read without them.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Confidently count out loud when counting objects, actions, sounds to 10 and count beyond 10.</li> <li>• Subitise up to 5 (6 when using a die)</li> <li>• Link numeral to quantity.</li> <li>• Show all numbers up to 10 using fingers, writing most numbers to 10 and using a tens frame.</li> <li>• Count in 10s to 100.</li> <li>• Count along a number line beyond 10 and count back from 10.</li> <li>• Recognise numbers in the environment and say what they might be.</li> <li>• Compare numbers using 'more than', 'less than', 'fewer', 'same as', 'equal to'.</li> <li>• Understand 'one more than/one less than use signs and strategies to record (+-=) and put numbers up to 10 in order.</li> <li>• Can share amounts evenly to recipients.</li> <li>• Automatically recall doubles of 1,2,3,4,5. and write as a number sentence.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10 using a tens frame and automatically recall number bonds for numbers 0-10.</li> <li>• Name 2d and 3d shapes and add to a picture or structure by adding more shapes or combining shapes together to make new ones.</li> <li>• Complete a complex jigsaw puzzle.</li> <li>• Continue, copy and create repeating patterns with varying rules (AB, ABB and ABBC)</li> <li>• Begin to identify the 'rule' in a pattern and recognise when a pattern has a mistake in it.</li> <li>• Compare length (longer/shorter/longest), weight (heavier/lighter/lightest) and capacity (empty/full, nearly empty/nearly full) order using comparative language, make predictions and test.</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community and name and describe people who are familiar to them, talk about any likes/dislikes and similarities and differences with other families, cultures.</li> <li>• Share photos/objects/news from home and answer questions about their life.</li> <li>• Talk about people in school and how they help them, talk about people in the community and what they do to help us.</li> <li>• Talk about the past and present.</li> <li>• Comment on images, artefacts, stories/events from the past and say why it is old.</li> <li>• Compare and contrast characters from fairy tales, stories and figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Talk about the town where they live and describe its features. Be familiar with Colville Drive, Bolton Road and Bury and be able to find our school on an ariel photograph.</li> <li>• Talk about our local churches and how they are special to some members of the community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore and observe the natural world around them and interact regularly with nature by describing what they see, hear and feel whilst outside.</li> <li>• Observe and interact with natural process such as ice melting, a sound causing vibrations, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</li> <li>• Understand how we care for the natural world through recycling, saving water and energy.</li> <li>• Be able to name and identify some plants and animals found in our school grounds and draw pictures of them.</li> <li>• Talk about the countryside and how it is different from the town of Bury.</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• Use colour mixing and mix black and white to colours to create the colour they want to make to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and using a range of skills.</li> <li>• Notice features in the natural world and describe the different shapes, textures and smells.</li> <li>• Listen attentively, move to and talk about a variety of music genres, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, saying how they feel about it.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>

- Develop storylines in their pretend play and ask for props and resources to extend it.
- Create representations of imaginary and real life events, people and objects.
- Explore and engage in music making and dance, performing solo or in groups.
- Engage in music and follow a story map and create a musical accompaniment to a story or rhyme

## Early Learning Goals

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive arts and design
						
<p><b>ELG: Listening, Attention and Understanding</b> 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</p> <p><b>ELG: Speaking</b> 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.</p>	<p><b>ELG: Self-Regulation</b> 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.</p> <p><b>ELG: Managing Self</b> 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.</p>	<p><b>ELG: Gross Motor Skills</b> 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.</p> <p><b>ELG: Fine Motor Skills</b> 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</p>	<p><b>ELG: Comprehension</b> 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.</p> <p><b>ELG: Word Reading</b> 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> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed.</p>	<p><b>ELG: Number</b> 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.</p> <p><b>ELG: Numerical Patterns</b> 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.</p>	<p><b>ELG: Past and Present</b> 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.</p> <p><b>ELG: People, Culture and Communities</b> 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.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>ELG: Creating with Materials</b> 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.</p> <p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs;</p>

<p>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.</p>	<p><b>ELG: Building Relationships</b> 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.</p>		<p>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.</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>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.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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