



Ferndale Primary & Nursery School – Reception Curriculum 2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Where do I belong? Home, school, community, England Families Pets Occupations Lived experiences – shops/ doctors	How do people live around the World? Cultures and Celebrations	Is the Past Key to our Future? Key events – dinosaurs, Man on the Moon etc	What's a Story? Traditional Stories – Comparing stories to alternative versions Using own imagination to create	How do we help save the planet? caring and protecting animals Growing/animals/ Environment	Can we Investigate? Police/ science experiments
Communication and Language - Educational programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	<p>Listening/ Attention/ Understanding - The children will be able to 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>Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>					
Listening, Attention and Understanding	Understand why we listen and why listening is important Engage in story times	Engage in story times. Make comments about what they have heard.	Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.
Speaking	Talk about wants and needs Take turns in conversation	Ask questions to find out more and to check they understand what has been said to them. Retell familiar stories, using story language Develop social phrases	Articulate their ideas and thoughts in well-formed sentences. Participate in small group discussions Talk using past and present tense.	Describe events in some detail Participate in class discussions Extend sentences with condictions.	Use new vocabulary in different contexts. Explain why things might happen. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.



Ferndale Primary & Nursery School – Reception Curriculum 2023

Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Use new vocabulary in different contexts Read big books
Personal, Social and Emotional Development – Educational programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Curriculum Goal	<p>Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>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.</p> <p>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.</p>		
Self Regulation	Express their feelings and consider the feelings of others. Follow classroom rules and routines. Complete tasks to the end to complete a goal.	Identify and moderate their own feelings socially and emotionally. Understand behaviours change when mood/ feelings change. Understand that they are in charge of own body. Respond appropriately when engaging with activity.	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.
Managing Self	See themselves as a valuable individual. Try new activities Explain the reason for rules in classroom, community. Use the toilet independently Manage own personal hygiene, hand washing before eating, after the toilet. Dress themselves independently	Show resilience and perseverance in the face of challenge. Manage their own needs Develop independence and ask for help when needed Understand the importance of healthy eating.	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.
Building Relationships	Build constructive and respectful relationships. Take turns with others.	Think about the perspectives of others. Build positive friendships with peers and adults. Know how to be a good friend.	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.
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>			
Physical Development – Educational programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence		
Curriculum Goal	<p>Gross Motor Skills – Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.</p>		



Ferndale Primary & Nursery School – Reception Curriculum 2023

Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

<p>Gross motor skills</p> <p>Fine motor skills</p> <p>Focus</p> <p>Vocab</p>	<p>Developing skills to manage the school day successfully e.g. lining up, queuing, personal hygiene, mealtimes.</p>	<p>Is revising and refining fundamental skills needed for rolling, crawling, walking, jumping, hopping, skipping and climbing.</p>	<p>Further refining a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Combine different movements with ease and fluency.</p>	<p>Confidently and safely uses a range of large and small apparatus</p> <p>Develop the foundations for handwriting which is increasingly accurate in formation.</p>	<p>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>Hold scissors correctly and cut around a basic shape</p> <p>Use a tripod grip when holding a pencil.</p> <p>Can thread using pincer grip</p> <p>Build strength in fingers through dough disco, funky fingers</p>	<p>Use a knife and fork with increased accuracy.</p> <p>Manipulate a range of small objects by moving or placing using fingers or tweezers.</p>	<p>Hold scissors correctly and cut carefully along a more complex shape, rotating the paper for accuracy.</p> <p>Can cut food up using knife and fork.</p>	<p>Add increasing details to drawings</p>	<p>. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>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>Circuit skills -running, jumping, balancing, climbing, snip, grip,, thread</p>	<p>Gym and Dance, pinch, squeeze</p>	<p>Throwing and catching, kicking</p>	<p>Team games</p> <p>Know and talk about the different factors that support their overall health and wellbeing, regular exercise, healthy eating, personal hygiene, sleep routine.</p>	<p>Balance Bikes</p>	<p>Athletics</p>
	<p>Move, high, low, fast, slow,</p>	<p>Stretch, curl, routine, join, perform, travel, shapes</p>	<p>Follow the ball, watch, bounce, kick, dribbling, striking</p>	<p>Support, aim, communicate, space, still, positional language</p>	<p>Balance</p>	<p>Race, obstacle, speed, ordinal language</p>
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
<p>Literacy – Educational Programme</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
<p>Curriculum Goal</p>	<p>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 roleplay.</p> <p>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.</p> <p>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.</p>					
<p>Writing</p>	<p>Can write their own name</p> <p>Writes random letters which have been taught – letters do not match what the child is trying to say</p> <p>Can write initial sounds in singles words to label or write lists</p> <p>Can hold a pencil in a tripod grip</p>	<p>Can hear and write initial sound and other dominant sounds in words that match the spoken sounds that they can hear</p> <p>Know that writing goes from left to right on a page</p>	<p>Can write a caption with two words</p> <p>Some recognisable letters</p> <p>Can distinguish the difference between letters, words and sentences</p> <p>Spell simple CVC words e.g hat</p> <p>Other words are phonetically plausible using their single letter sounds</p>	<p>Some words follow the correct spelling pattern including some key words</p> <p>Can use and apply some phase 3 digraphs in words.</p> <p>Spelling phonetically with increased accuracy using phonic knowledge</p>	<p>Can write simple sentences that can be read by others</p> <p>They are using some finger spaces, full stops, capital letter</p> <p>Can spell some key words correctly.</p>	<p>Write recognisable letters, most of which are correctly formed;</p> <p>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>



Ferndale Primary & Nursery School – Reception Curriculum 2023

Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

	Starting point for writing may be anywhere on a page Writes some recognisable letters Talk about their marks on a page		Can remember a simple sentence and write groups of letters to represent words. Begin to use finger space	Can write simple sentences in a logical sequence – may omit some words in the sentence and finger spaces. Read sentence back that they have written. Sentence may be difficult to read by others.	Writing can be read by themselves and others. Rereads sentence to check it makes sense.	• Write simple phrases and sentences that can be read by others.
Reading	Understands that print contains meaning Recognises some letter shapes from their own name Starts matching some letter sounds to letters Enjoys sharing a book with an adult Looks at pictures and can talk about what they see Engages in conversation about what they have seen in pictures. Recognise own name in print and other words such as logos Start pretending to read by turning pages and making up stories Joins in with singing and rhyme	Recognises the cover of favourite books Answer simple questions Asks questions about what they have read Orally segments and blends sounds in words Begins to blend CVC words Recognise letters by sound Counts or claps syllables in words Understand that text is read from left to right and top to bottom. Start noticing words that rhyme	Reads individual letters by saying the sound for them. Identify the initial, medial and final sound in CVC words Blends short words (phase 2) Begin to recognise some words from sight Retells their own simple story using new vocabulary Predicts what might happen next in stories	Segment and blend words for reading Recognise some words from sight Recognises and says Phase 3 digraphs Describes an event in stories in detail Retells a story in order using words or pictures Understands recently introduced vocabulary Ask and answer who, what, why, when, where questions about the story Answers retrieval questions, where answers can be found in the pictures. Inference questions, related to a character's emotions. Recall and discuss stories or information they have read or have been read by others	Recognises letters by sound and name Reads phonetically decodable phrases and sentences including some tricky words Reads with increased fluency Retells stories and narratives using new vocabulary in context. Uses new vocabulary in role play in a small world when imagining and recreating. Anticipate key events in stories they know about to make predictions Shows understanding by checking that a text makes sense and self correcting. Makes links between texts Talks confidently about what they have read and engages in discussions about new words.	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. Word Decoding - 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
Phonics	Phase 1 and 2 Listening to sounds and distinguishing them, everyday sounds, environmental and instrumental Creating sounds	Phase 2 Awareness of rhyme and alliteration	Phase 2 and 3 Ability to produce rhyme, rhyming pairs and strings	Phase 3 Clapping and counting syllables Identify words that don't rhyme	Phase 3 Listening to sounds and distinguishing them. Hearing initial sounds in words List words that start with the same sound	Phase 3/4 Oral blending and segmenting.
Mathematics – Educational Programme	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.					
Curriculum Goal	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. 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.					
Number	Composition of number 1, 2, 3, 4, 5 Subitising to 3 Counting object 1.1 correspondence by moving and counting to 5 Knows the last number reached is the total when counting - within 5 Conservation of number to 5	Composition of number 0, 6, 7, 8 Can count out a specific number from a larger group Use fingers to represent numbers Conservation of number - knowing if amounts are rearranged it is still the same amount.	Composition of number 9, 10 Subitising to 5 Counts on from a given number, not always starting from 1 Counts correct objects to 10 - 1.1 correspondence Use fingers to represent numbers to 10	Numbers 10, 11, 12, 13, 14, 15 Number bonds to 10 Knowing double facts to double 5 Halving numbers within 10 Count actions or sounds	Numbers 16, 17, 18, 19, 20 Apply addition and subtraction number problems	Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; •



Ferndale Primary & Nursery School – Reception Curriculum 2023

Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

Numerical Patterns	Adding two groups to find the total	Subtraction two group to find the total	Counts two groups to find the total Number bonds to 5 - including subtraction facts Sharing into equal groups			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.
	Recites numbers to 5	Recites and orders numbers to 10 Can say 1 more and 1 less than a number to 10 Exploring money to pay - knowing that 1 penny means 1.	Recites and orders numbers to 10 Can find the next number on a number line Notice difference between odd and even numbers	Recites, orders and recognises numbers to 15 Can say 1 more and 1 less than a number with in 15	Recites, orders and recognises numbers to 20 Verbally counts beyond 20 Can identify missing numbers along a number track to 20 Can say 1 more/1 less than a number to 20	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.
	Naming and using 2D shapes Select, rotate and manipulate shapes to develop spatial reasoning skills. size	Measures Tinme Repeating patterns	2D shapes and 3D shapes Money	Weight Compare Measures/ size	Capacity shape	Money Compare Measures
	Vocab Circle, square, triangle, rectangle Bigger, smaller, make, build, count, add, altogether	Total, take away, subtract, equals, yesterday, today, tomorrow, days of the week, morning, afternoon, evening, clock, o'clock, heavier, lighter, same, longer, taller, shortest	Oval, star, diamond, sphere, cube, cuboid, pyramid, share, pence, pound, cost, most, sort, problem, solve	Longest, shortest, order, heaviest, lightest, more than, less than, least, double, halve, explain, sequence	Difference, Cuboid, cylinder, cone Less than, greater than, missing, combine, compare	Recap vocab
	Ongoing provision throughout the year. Developing mathematical vocabulary mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Daily routines - registration, 10 frame, calendar, visual timetable. Songs					
Understanding the world – Educational programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goal	<p>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.</p> <p>People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. #</p> <p>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.</p>					
Past and Present	Talk about members of family and community Compare same, difference and similarities – link to caring, attributes, abilities, appearance etc	Comment on images of familiar situations in past and present	Answer how and why questions	Understand past through stories, settings, characters Organising events using chronology	Look at a variety of different sources e.g. photos, books, internet to learn about the past. How do we know?	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



Ferndale Primary & Nursery School – Reception Curriculum 2023

Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

People, Culture and Communities	Organising events using basic chronology					read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling;
	Name and describe people who are familiar to them. Name places in local community	Make comparisons with other families and cultures Asking family members questions to find out more information To name key features on immediate environment e.g. pond, garden, house etc. Compare with other environment in other countries. Talk about differences and similarities Understand how people celebrate in different ways and have different beliefs	Understand changes to the environment/ world in the past to now e.g. dinosaur lands vs now – what has changed?	Talk and describe different characters appearance, attributes, behaviour. Understand how and why we celebrate Easter. Talk about own beliefs	Understand things that are special to people, communities and why. Express own ideas and opinions	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.
	Exploring environment using senses – talk about what see, hear, smell, taste, touch Understand season changes – Autumn Show curiosity	Understand season changes Winter. To follow simple maps. To create simple maps. Compare contrasting environments – linking to own experiences. To identify different food and what are healthy for our bodies	To notice changes to materials Noticing changes to states of matter	Understand season changes – spring Ask and answer questions linked to nature.	Observing shape, size through drawing Understand life cycles and changes over time Notice changes to state of matter using some technical vocabulary To understand changes to body during exercise	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. Understand season changes – summer
Then and now, remember, autumn – change, live, die, alive Town, country, shops, houses, school, church.	Long time ago, before, after, winter, seasons, weather, snow, rain, cold, Diwali, Fireworks, Christmas	Past, present, memory Same, similar, different, Chinese New Year	Difference, settings, environment, city, woods, sea etc, sequence, order, spring, new life, life cycles, key features of different settings, maps, Eid	Alive, dead, grow, solid, liquid, opinion	Summer – weather, heat, safety, sun, protect	
<p>Understand the effect of changing seasons on the natural world around them, Notice differences between people. Talk about what they see, using a wide vocabulary. Explore how things work.</p> <p>Describe what they see, hear, and feel whilst outside - Use all their senses in hands-on exploration of natural materials. Show interest in different occupations. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people/ reading spine</p>						

