




Foundation stage long-term planning 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes NB: these themes may be adapted at various points to allow for children's interests to flow through provision	Marvellous me! Starting school, my new class, new beginnings, our school golden rules: Ready, Respectful, Safe! Family and friends – family trees, how have my family members and I changed? Being kind. My community where I live – houses and homes Birthdays Celebrating uniqueness – what is my superpower? What am I good at? How do I make other people feel? Everyday superheroes	Let's celebrate! Nursery Rhymes Celebrations and festivals from around the world Cinderella – pantomime The Nativity Story Christmas lists Letters to Father Christmas.	Fantastic beasts! North and South Pole Animal habitats from around the world, including woodland, rainforest and polar regions. Climates, hibernation Chinese New Year and the animals of the zodiac Animal patterns David Attenborough Climate Change and Recycling Dinosaurs	Ticket to ride! North and South Pole Around where we live. Where in the world have I been? Journeys – The Magic Train Ride Transport old and new Design your own transport Fly me to the moon! Does the moon shine? Who was Neil Armstrong? The Easter Story	Secret garden! Plants and flowers Weather and seasons The great outdoors Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse and Recycle Life cycles of butterflies and frogs Mini beasts	Wonderful water! Under the sea Marine life - rockpools Pirates Off on holiday – compare sea sides, past and present Where in the world shall we go? Send me a postcard Seaside art Fossils – Mary Anning Transitions
WOW moments & enrichments	Firefighter visit Halloween – Pumpkin trail Harvest Remembrance Sunday	Guy Fawkes Diwali Hannukah Black History Month World Nursery Rhyme Week Christmas Nativity performance Theatre visit Children in Need Anti-Bullying Week	Chinese New Year – zodiac trail around the village Valentine's Day Internet Safety Day Trip to the Eden Project	Let's fly – role play and green screen Map work Easter Gardens Easter Egg hunt and visit to Pre-School Post a letter Mother's Day Launching Rockets	Sunflower challenge – who can grow the tallest? Vincent Van Gogh Study Weather experiments Nature Scavenger Hunt Start of Ramadan Eid Live butterfly life-cycle	Visit to the beach Under the Sea – singing songs and sea shanties Pirate Day Fossil hunting Healthy Eating Week Father's Day

Characteristics of effective teaching and learning

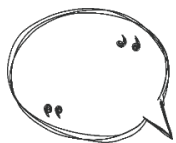
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me!	Let's celebrate!	Fantastic beasts!	Ticket to ride!	Secret garden!	Wonderful water!
Characteristics of effective teaching and learning	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
 <p>Over-arching principles</p>	<p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships</p> <p>Enabling Environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of the children who might need greater support than others.</p> <p><i>PLAY: At Devoran School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>					



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Personal, social and emotional development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Implementation	<h3>Self-regulation</h3> <ul style="list-style-type: none">● Have high expectations for children following instructions, with high levels of support when necessary.● Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.● Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.● Undertake specific activities that encourage talk about feelings and their opinions.● Help children to set own goals and to achieve them.● Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.● Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in	<h3>Managing self</h3> <ul style="list-style-type: none">● Offer constructive support and recognition of child’s personal achievements.● Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.● Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.● Support all children to recognise when their behaviour is not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.● Use story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.● Model practices that support good hygiene, such as insisting on washing hands before snack time.● Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.● Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.● Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day. Arrange a visit from the dentist to promote oral hygiene.	<h3>Building relationships</h3> <ul style="list-style-type: none">● Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture.● Take opportunities in class to highlight a child’s interests, showing you know them and about them.● Make sure children are encouraged to listen to each other as well as the staff.● Ensure children’s play regularly involves sharing and cooperating with friends and other peers.● Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

<p>Observation checkpoint:</p> <p>December</p>	<p>Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.</p> <p>Explain to an adult what has happened when they are upset.</p> <p>‘Bounces back’ quicker after upsets and with more independence.</p> <p>Sees themselves as a valuable individual.</p> <p>Keeps trying when they cant do something the first time.</p> <p>Thinks of other ways of doing things if something hasn’t worked.</p> <p>Follows familiar, routine instructions independently.</p>	<p>Tries new activities with peers.</p> <p>Abides by most of the rules of the classroom.</p> <p>Beginning to understand and discuss consequences of their behaviour</p> <p>Puts on shoes and fastens if Velcro</p> <p>Pulls zips up and down but may need help to insert or separate.</p> <p>Uses toilet independently and washes hands well, knowing why this is important.</p> <p>Discusses healthy food choices.</p> <p>Takes part in exercise.</p>	<p>Take turns, with adult support e.g. when playing a board game.</p> <p>Asks for help from a familiar adult.</p> <p>Joins in with a group of children n who are playing.</p> <p>Forms some closer friendships and seeks them out to initiate play.</p> <p>Expresses their feelings in an appropriate way.</p> <p>Shows empathy in simple ways, e.g. finding an adult for a child who is hurt.</p> <p>Understands that different children have different viewpoints and opinions.</p>
<p>Observation checkpoint:</p> <p>march</p>	<p>Links events with feelings and discusses them.</p> <p>Begin to solve small conflicts through speaking to each other and being assertive, e.g. ‘stop, I don’t like it.’</p> <p>Considers the feelings of others.</p> <p>Controls their impulses when waiting for their turn.</p> <p>Follows two step instructions.</p>	<p>Beginning to persevere when something is challenging.</p> <p>Tries new activities independently.</p> <p>Understands that rules are there to keep us safe and to make things fair.</p> <p>Takes t-shirt/jumper off independently but may be back to front. Puts on shoes and socks correctly. Fastens zips.</p>	<p>Takes turns when playing a game without adult support.</p> <p>Wait with increased patience, when necessary.</p> <p>Holds back and forth conversations, listening to their peer’s ideas and responding appropriately.</p> <p>Will calmly explain to another child if they don’t like what they are doing.</p> <p>Understands that we may not like everyone but we still need to treat them with respect.</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others.</p>
<p>Observation checkpoint:</p> <p>may</p>	<p>Thinks about the perspectives of others.</p> <p>Moderate their own feelings socially and emotionally.</p> <p>Waits with increased patience, when necessary.</p> <p>Controls their feelings when they are upset or angry.</p>	<p>Enjoys more challenging activities and set goals for themselves that stretch their abilities.</p> <p>Tries different approaches when solving problems and be able to discuss what they have done.</p> <p>Identifies when they haven’t followed a rule or made a bad choice, can say why and understand there may be consequences.</p> <p>Dresses and undresses independently but may still need help with small buttons and laces. Clothing may still be put on back-to front on occasion.</p>	<p>Beginning to solve small conflicts through speaking to each other and being assertive.</p> <p>Is outgoing and will help others (even if they are not close friends) who are not as confident or need help.</p> <p>Shows understanding of another child’s perspective in discussion.</p>
<p>Early learning goal</p>	<p>Shows an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>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>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and other’s needs.</p>



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Communication and language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>				
Implementation	<ul style="list-style-type: none"> Promote and model active listening skills: 'Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying.' Signal when you want the children to listen. Link listening with learning: 'I could tell you were going to say the right answer, you were listening so carefully.' Identify new vocabulary before planning activities. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: 'A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger.' Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: 'What colour is it?' where would you find it? What shape is it? What does it smell like? What does it sound like? What does it taste like? Model words and phrases relevant to the area being taught, deliberately and systematically: 'I'm thrilled that everyone is on time today', 'I can see that you're delighted with your new trainers.' Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts. Show genuine interest in knowing more. Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before moving on to 'why.' <ul style="list-style-type: none"> Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: 'I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them.' Build upon their incidental talk: 'Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?' Ask open questions. Model accurate irregular grammar such as past tense, plurals, complex sentences etc. Extend their thinking: 'you've thought really hard about building your tower but how will you stop it falling down?' 				

<p>Observation checkpoint: December</p>	<p>Knows how to show they are listening. Understands why it is important to listen. Asks relevant questions in response to what they have heard, wanting to find out more information. Speech is clear and understood. Comments and engages in conversation about the text, talking about what might happen next. Asks meaning of new words. Understands a longer list of instructions. Uses talk to communicate emotions. Links what has been said to own experiences to keep conversation going.</p>	<p>Joins in with repeated refrains and key phrases. Talks about the meaning of new vocabulary Speech is clear and understood. Use talk to organise themselves and their play, 'let's go on a bus...you sit there...I'll be the driver.'</p>
<p>Observation checkpoint: march</p>	<p>Uses longer sentences and links ideas Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences. Retells stories simply. Repeats new vocabulary in a context of a story. Understands spoken instructions and can listen without stopping what they are doing. Listens to what has been said and responds. Waits for the person talking to stop before responding.</p>	<p>Uses longer sentences and links ideas. Retells stories simply. Repeats new vocabulary in a context of a story. Can explain the meaning of new words. Begins to use modelled vocabulary during discussion around rhymes and poems showing understanding of the vocabulary. Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences. Understands past, present and future. Use talk to help work out problems and organise thinking and activities. Makes up their own stories.</p>
<p>Observation checkpoint: may</p>	<p>Uses well-formed sentences Talks in the correct tense. Understands more complex language including prepositions, sequencing and time. Retells how the story started, the main happening and how ended. Retells a story through roleplay, using some new vocabulary and some exact words from the text. Can follow two-part instructions. Listens to what has been said and responds. Waits for the person talking to stop before responding. Understands humour Takes turns in much longer conversations. Openly listens to other points of view. Explains their point of view clearly when they disagree, using words and actions.</p>	<p>Uses well formed sentences Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' Begins to use modelled vocabulary during role play and small world. Responds to 'who,' 'where' 'what' and 'when' questions and uses reasoning to justify their answers. Retells how the story started, the main happening, and how ended. Retells a story through roleplay, using some new vocabulary and some exact words from the text. Understands humour. Takes turns in much longer conversations. Openly listens to other points of view. Explains their point of view clearly when they disagree with an adult or friend, using words as well as actions. Use talk to take on different roles during imaginative play.</p>
<p>Early learning goal</p>	<p>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 asks questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making us of conjunctions, with modelling and support from their teacher.</p>



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Physical development education programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied 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.				
Implementation	<p>Fine Motor Skills (linked to writing)</p> <p>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</p> <ul style="list-style-type: none"> - that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers - that they can move and rotate their lower arms and wrists independently <ul style="list-style-type: none"> • Help children to develop the core strength and stability they need to support their small motor skills. • Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. • Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. • Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? • Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. • Provide areas for sitting at a table that are quiet, purposeful and free of distraction. • Give children regular, sensitive reminders about correct posture: Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees. • Encourage children to draw freely. • Engage children in structured activities: guide them in what to draw, write or copy. • Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. • Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. 			<p>Gross motor skills</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Progress towards a more fluent style of moving, with developing control. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine 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 • Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing • Use their core muscle strength to achieve a good posture. • Develop overall body strength, balance, coordination and agility 	

<p>Observation checkpoint: December</p>	<p>Uses a dominant hand May mark make in palmer grip Mark makes in different directions. Makes repeated marks on paper Make marks left to right Imitates simple marks such as lines Imitates shapes that use multiple movements such as 'x' Starts to move towards tripod grip Snips paper moving forward Uses helping hand to hold and help guide the paper Cuts a curved line. Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand. Draws potato people (no neck or body) Demonstrates more control Draws bodies of an appropriate size for what they're drawing.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. Walks along a low, wide balance beam independently. Holds a controlled static balance on one leg. Throws ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition. Catches a large ball between extended arms Catches a large ball by bringing hands in towards chest Bounces and catch a large ball using two hands. Walks towards and kick a ball towards a target. Jumps forward taking off and landing on two feet, showing increasing control. Hops on one foot 3 – 5 times Climbs upstairs/apparatus using alternate/two feet. Stops a balance bike using feet. Can maintain balance for a few feet on a flat surface.</p>
<p>Observation checkpoint: march</p>	<p>Use core muscle strength to achieve good posture Holds and uses a pencil confidently Cuts a circle shape and square shape. Can spread using a knife Cuts a variety of food holding the knife correctly, using one hand to steady the food. Draws objects and creatures in proportion to each other. Spends a sustained amount of time on one product. Looks closely at lines, shapes, sizes and patterns when drawing from life. Begin to draw self-portraits, detailed pictures and landscapes.</p>	<p>Moves around obstacles. Can brake using feet at a specific point with control. Walks along a low balance beam. Hits 2ft target from 5ft away with a tennis ball using underhand toss. Throws tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements. Catches a tennis ball from 5 feet using only hands Bounces a tennis ball on the floor and catch with two hands Runs towards and kick a ball Coordinates body to meet and kick a ball that is rolled to them from a distance. Jumps and turns in the air Hops on alternate feet up to 10 times. Performs different movements on a climbing frame.</p>
<p>Observation checkpoint: may</p>	<p>Develop the foundations of an appropriate handwriting style. Hold pencil effectively – tripod grip Form letters accurately using the correct movements (shoulder pivot etc). Cuts complex shapes such as figures. Uses a fork to hold food still whilst cutting it with a knife. Use a knife and fork independently. Identifies key features of living things Looks closely at lines, shapes sizes and patterns when drawing from life Drawing show finer details Draws portraits, detailed pictures, landscapes, buildings and cityscapes</p>	<p>Can gage where a moving obstacle may be and move themselves appropriately before reaching it. Balances on an unstable surface with increasing control. Can usually hit a target from 12ft away using an overhead toss Throws with accuracy Bounces a tennis ball on the floor and catch in one hand Confidently moves across the climbing wall/trim trail independently.</p>
<p>Early learning goal</p>	<p>Begin to show accuracy and care when drawing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>



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Literacy education programme	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).		
Implementation:	<h3>comprehension</h3> <ul style="list-style-type: none">● Make previously read books available for children to share at school and at home.● Avoid asking children to read books at home they cannot yet read.● Discuss books read in class.● Make predictions on books by asking what happens next.● Talk about characters in stories they have been read.● Talk about story settings in stories they have been read.	<h3>Word reading</h3> <ul style="list-style-type: none">● Help children to read the sounds speedily. This will make sound blending easier.● Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.● Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.● 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’.● Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.● Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.● Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.● Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.● Children should not be required to use other strategies to work out words.● Make books available for children to share at school and at home.● Avoid asking children to read books at home they cannot yet read	<h3>Writing</h3> <ul style="list-style-type: none">● Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip.● When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.● 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.● Support children to form the complete sentence orally before writing.● Help children memorise the sentence before writing by repeatedly saying it aloud.● Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.● Dictate sentences to ensure they contain only the taught sound-letter correspondences.● Model how you read and re-read your own writing to check it makes sense.

<p>Observation checkpoint: December</p>	<p>Joins in with repeated refrains and key phrases. Identifies the main setting, characters and what is happening in the story. Orders 4 pictures or props from the story.</p>	<p>Spots rhymes in familiar stories and poems. Completes a rhyming string. Identifies words where they can hear they start with the same initial sound (alliteration). Counts or clap syllables in a word. Begins to use fingers to identify how many sounds are in a word. Knows that print conveys meaning. Begins to read individual letters by saying the sounds for them. Begins to recognise names of peers, siblings, mummy, daddy etc. Begins to link sounds to letters, naming and sounding letters of the alphabet Begins to orally blend sounds they can hear in words. Begins to segment 2 letter and CVC words and blend them together, using sound buttons. Knows words 'a', 'to', 'I', 'the', 'no' and 'go' by sight. Reads phonetically decodable words and labels in books</p>	<p>Knows that print carries meaning and in English, is read from left to right and top to bottom. Mark makes in different directions Makes repeated marks on paper Mark makes left to right Imitates simple marks such as lines Imitates shapes that use multiple movements such as x Start to move towards tripod grip Gives meaning to marks Will 'read' from memory Is aware of the connection between letter and sound Letters written are recognisable Knows that print carries meaning and in English, is read from left to right and top to bottom. Forming random letters Begins to write initial sounds they can hear in words Begins to write initial and final sounds they can hear in words Writes their name Represents some sounds in order in their writing Writes two letter and CVC words Beginning to write some high frequency words from memory Adults can read their work</p>
<p>Observation checkpoint: march</p>	<p>Talks in detail about the main characters and setting. Sequences captions from a story. Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Repeats new vocabulary in a context of a story. Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary.</p>	<p>Links sounds to letter, naming and sounding each letter of the alphabet. Links sounds to set 1 digraphs. Links sounds to letter, naming and sounding each letter of the alphabet. Identifies set 1 digraphs within words. Reads words containing digraphs, using sound buttons. Reads words containing single sounds and digraphs without sound buttons. Uses picture clues to help read a simple text. Reads captions containing known sounds. Reads simple, phonetically decodable sentences containing known sounds Recognises some tricky words.</p>	<p>Holds and uses a pencil confidently Some letters may be reversed Starts at the correct place when forming letters Writes words containing set 1 digraphs Writes simple captions Uses finger spaces between words Writes at least 6 high frequency words from memory.</p>
<p>Observation checkpoint: may</p>	<p>Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Retells how the story started, the main happening, and how ended. Retells a story through roleplay, using some new vocabulary and some exact words from the text Answers questions about why or how things have happened. Predicts main happening in the text. Begins to use modelled vocabulary during role play and small world</p>	<p>Knows words 'said', 'have', 'like', 'so', 'do', 'some', 'come' by sight. Reads sentences containing known sight words.</p>	<p>Beginning to Uses capital letters correctly Reads their work back independently Words are phonetically plausible</p>

Early learning goal	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.	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.	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.
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous me!	Let's celebrate!	Fantastic beasts!	Ticket to ride!	Secret garden!	Wonderful water!

Mathematics education 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.
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Implementation	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Say how many there are after counting – for example, "...6, 7, 8. There are 8 balls" – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle. Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?" Count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle. Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. Sing counting songs and number rhymes and read stories that involve counting. Play games which involve counting. 	<p style="text-align: center;">Numerical patterns</p> <ul style="list-style-type: none"> Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction, tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: "I bet you can't add an arch to that," or "Maybe tomorrow someone will build a staircase." Teach children to solve a range of jigsaws of increasing challenge. Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many ways there are to make a hexagon with pattern blocks. Find 2D shapes within 3D shapes, including through printing or shadow play. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it. Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that."
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	<ul style="list-style-type: none"> ● Identify children who have had less prior experience of counting and provide additional opportunities for counting practice. ● Show small quantities in familiar patterns (for example, dice) and random arrangements. ● Play games which involve quickly revealing and hiding numbers of objects. ● Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system ● Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. ● Encourage children to show a number of fingers 'all at once', without counting. ● Display numerals in order alongside dot quantities or tens frame arrangements. ● Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements. ● Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. ● Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. ● Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them. ● Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same. ● Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. ● Distribute items evenly, for example: "Put 3 in each bag," or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. ● Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same. ● Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. ● Provide 'staircase' patterns which show that the next counting number includes the previous number plus one. ● Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers ● Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. ● Model conceptual subitising: "Well, there are three here and three here, so there must be six." ● Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched." ● Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't? 	<ul style="list-style-type: none"> ● Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"
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	<ul style="list-style-type: none"> Have a sustained focus on each number to and within 5. Make visual and practical displays in the classroom showing the different ways of making numbers to 5 so that children can refer to these. Help children to learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns 	
Observation checkpoint: December	<p>Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects.</p>	<p>Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term “more” in practical contexts.</p> <p><i>Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight.</i> <i>Time - understand first/next</i> <i>Sorting/matching - sort groups of objects according to different criteria</i></p>
Observation checkpoint: march	<p>Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2”</p>	<p>Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects.</p> <p><i>Time - Understand yesterday/today/tomorrow. Recite days of the week.</i> <i>Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape</i> <i>Use shapes to make pictures/models.</i> <i>Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.</i></p>
Observation checkpoint: may	<p>Discuss composition of numbers to 4, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)</p>	<p>Recite numbers to 20 and back from 20. Count on from a given number to 20 and back from a given number 0 - 10. Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. Say the number one more/less than a given number 1 - 10. Explore sharing into equal groups in practical contexts, commenting on what they notice.</p> <p><i>Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind.</i> <i>Time - Use and understand before/after</i> <i>Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.</i> <i>Pattern - continue a simple AB, ABC pattern</i></p>
Early learning goal	<p>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>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</p>



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous me!	Let's celebrate!	Fantastic beasts!	Ticket to ride!	Secret garden!	Wonderful water!

Expressive arts education programme	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 quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Implementation	Creating with materials		Being imaginative and expressive
	Art <ul style="list-style-type: none">• Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).• Selects coloured drawing implements for a purpose.• Uses drawing tools to make marks, lines and curves.• Draws accurate representations of people and objects. To talk about their own and others’ work.• Can recognise and name different colours.• Understands that when colours are mixed, new colours are created.• Can select and create different colours.• Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects.• Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).• Can work from direct observation and imagination.• Enjoys playing with and using a variety of textiles and fabric.• Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.• Has a go at threading a needle.• Shows experience in simple weaving: paper, twigs.• Shows experience in fabric collage: layering fabric, adding different textiles and media.• Explores malleable media such as clay, salt dough, playdoh and sand.• Can impress and apply simple decoration.• Can cut shapes using scissors and other modelling tools.	Music <ul style="list-style-type: none">• Give children an insight into new musical worlds.• Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.• Invite musicians in to play music to children and talk about it.• Encourage children to listen attentively to music.• Discuss changes and patterns as a piece of music develops.• Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.• Provide related costumes and props for children to incorporate into their pretend play.• Explore and engage in music making, performing solo or in groups.• Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.• Play movement and listening games that use different sounds for different movements.• Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.• Play music with a pulse for children to move in time with and encourage them to respond to changes.• Encourage children to create their own music.• Record and watch back a performance.• Perform to an audience.	DT <ul style="list-style-type: none">• Talk about healthy and unhealthy foods.• Talk about having a balance of these.• Talk about likes and dislikes.• Use a range of tools with care and precision.• Provide opportunities to work together to develop and realise creative ideas.• Encourage them to think about and discuss what they want to make.• Look at products to generate inspiration and conversation about art and artists.• Provide children with a range of materials for children to construct with.• Discuss problems and how they might be solved as they arise.• Reflect with children on how they have achieved their aims.• Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.• Provide a range of materials and tools and teach children to use them with care and precision.

	<ul style="list-style-type: none"> Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Build a construction/sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. 	<ul style="list-style-type: none"> Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. 	
Observation checkpoint: December	<p>Enjoy mark-making opportunities. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use objects as representations in pretend play, e.g. a cuboid block as a telephone. Use blocks/construction toys to build "small worlds" e.g. a pen on a farm.</p>	<p>Respond to music with movement. Request a favourite song/rhyme. Know and join in with some nursery rhymes or favourite songs and poems. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Develop storylines through small-world or role-play.</p>	
Observation checkpoint: march	<p>Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like or could improve about what they have created. Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p>	<p>Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar sings/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>	
Observation checkpoint: May	<p>Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy".</p>	<p>Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster". Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. Create more complex narratives in their pretend play, building on the contributions of their peers. Organise themselves into collaborative creative opportunities (role play, performance, artwork).</p>	
Early learning goal	<p>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>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Understanding the world education 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.				
Implementation:	Past and present	People, culture & communities		The natural world	
	<p>History links</p> <ul style="list-style-type: none">During dedicated talk time, listen to what children say about their family.Share information about your own family, giving children time to ask questions or make comments.Encourage children to share pictures of their family and listen to what they say about the pictures.Using examples from real life and from books, show children how there are many different families.Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	<p>Geography links</p> <ul style="list-style-type: none">Describe the immediate environment, using new vocabulary where appropriate.Know the name of the road, and town that school is located in.Talk about a range of contrasting environments within their local regionLook at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features.Draw simple maps of their immediate environment, or maps from imaginary story	<p>Religious education links</p> <ul style="list-style-type: none">Talk about religion from sources of information and use some simple everyday religious terms.Talk about their communityShow some awareness of religions.Listen to what children say about their own experiences with people who are familiar to them.Begin to talk about their own experiences and feelings.Begin to recall parts of religious storiesEngage with religious and cultural communities and their practices throughout the curriculum at	<p>Science links</p> <ul style="list-style-type: none">Create opportunities to discuss how we care for the natural world around us.Offer opportunities to sing songs and join in with rhymes and poems about the natural world.After close observation, draw pictures of the natural world, including animals and plants.Name and describe some plants and animals that children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.Teach children about a range of contrasting environments within both their local and national region.Model the vocabulary needed to name specific natural features of the world.Share non-fiction texts that offer an insight into contrasting environments.Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.Observe and interact with natural processes, such as ice melting, light	

	<ul style="list-style-type: none">Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.Include a focus on the lives of both women and men.Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.Feature fictional and non-fictional characters from a range of cultures and times in storytelling.Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.Listen to what children say about their own experiences with people who are familiar to them.	<p>settings they are familiar with.</p> <ul style="list-style-type: none">Find out about places in the world that contrast with locations they know well.Use relevant, specific vocabulary to describe contrasting locations.Use images, video clips, shared texts and other resources to bring the wider world into the classroom.Share non-fiction texts that offer an insight into contrasting environments.Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	<p>appropriate times of the year – ongoing</p> <ul style="list-style-type: none">Can recognise some symbols of religion both verbal and visual.Find out about places of worship and places of local importance to the community.Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy and sad.	<p>travelling through transparent material, an object casting a shadow, a magnet attracting an object etc.</p>
Observation checkpoint: December	Discuss who is in their family and show some sense of their own history, e.g. <i>“I was born first and then the twins”</i> or <i>“before I was born, Mummy lived in Spain but now we live in London”</i> .	Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors.	Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. <i>“a heavy log”</i> <i>“wet leaves”</i> .	
Observation checkpoint: march	Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. <i>“When I was a baby, I had a Christening”</i> or <i>“At my third birthday, I had a dinosaur cake”</i> Understand that the past is the time <i>“before now”</i> .	Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of our community, e.g. Brook Green playground, Tescos, the River Thames. Know the church is special to us as Christians.	Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make references to changes to the natural world, weather and our habits. Make more careful observations (e.g. <i>“The ice has melted; look it’s a puddle now”</i>) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.	
Observation checkpoint: may	Discuss images of the past and contrast them in discussion, e.g. <i>“They are travelling on a horse and cart because there were no cars like we have then”</i> . Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.	Look at maps of our school/area and discuss the features they notice. Make their own maps. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. <i>“There are no lions in England but there are in Africa”</i> or <i>“In Spain, the weather is warmer than here”</i> .	Offer simple, logical explanations for what they have observed, e.g. <i>“Maybe it melted because the weather is warmer”</i> or <i>“It is light so I think that helps it float”</i> . Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion.	

			Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.
Early learning goal	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>