

Long Term Plan

This EYFS Long Term Plan has been made in conjunction with the Statutory Framework for the Early Years Foundation Stage 2021 and Development Matters 2021. It is a working document, and therefore themes / topics may change depending on the children's interests and fascinations. We want the children to experience purposeful learning opportunities that reflect things that are happening in the real world. We also plan in opportunities to extend the children's use of vocabulary.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me! Autumn	Festivals and Celebrations Winter Wonderland	When I Grow Up...	Who Lives Where?	Growth and Change	Once Upon a Time...
Special Celebrations	Starting School Cerebral Palsy Awareness Day Harvest Festival	Halloween Diwali Bonfire Night Remembrance Day Anti-Bullying Week Christmas	Chinese New Year Valentine's Day Well-being Week	Pancake Day Mother's Day Easter World Book Day	St George's Day Eid-al Fitr World Earth Day Keeping Safe Week	Father's Day Transition to Year 1
Texts, used as a Stimulus: Texts and themes may change due to the children's interests.						


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Small World Area:	Dolls House	November: Potions & Spells December: Winter Wonderland	Small World Village Scene	Under the Sea Jungle Farm (Outside)	Enchanted Forest	Pirates & Princesses
Role Play Area:	Home Corner Throughout the Autumn term, the role play area will develop with the children by adding enhancements such as: Menus, shopping lists, phone books, hats, bags etc.		People Who Help Us Themed Role Play e.g. Doctors, Dentist, Vets etc.	Animal Themed Role Play e.g. Safari, Pet Shop etc.	Garden Centre	You Choose!
Vocabulary: Example of various vocabulary that will be taught throughout the year.	<p>Family, mum, dad, sister, brother, auntie, uncle, cousin, grandma, grandpa</p> <p>Autumn, leaves, conkers, harvest, red, orange, crispy, spiky, leaf fall, seasons, tree, tractor, pine cones, squirrels, hedgehog, hibernation</p>	<p>Fire, lights, fire safety, emergency</p> <p>Frosty, winter, snowy, hibernating, cold, white, icy, Non-fiction, Antarctica, Earth, waddle, krill, swimming, hatch, freezing, miserable, feathers, huddle, slippery, flippers, beaks, South Pole,</p> <p><u>Celebrations</u> Christmas, nativity, Jesus, Mary, Joseph, stable, Bethlehem, Myrrh, Frankincense, Gold, angel, shepherd, kings</p> <p>Festivals of light, Diwali, Eid, Halloween, Bonfire Night, Birthdays, Christmas</p> <p>Rangoli patterns, mehndi, diva lamps, Rama, Sita</p>	<p>People who help us, jobs, police officers, firefighters, doctors, nurses, vets, teachers, postman/lady, chef, waiter, baker, dentist</p> <p><u>Police</u> Officer, robber, arrest, walkie talkie, radio, badge, stranger</p> <p><u>Doctors & Nurses</u> Paramedic, stethoscope, bandages, heartbeat, hospital</p> <p><u>Celebrations</u> Chinese New Year, dragon, zodiac, chopsticks, lanterns</p>	<p>Woodlands, Farm, Jungle, Zoo, Arctic, Ocean, Desert</p> <p>Various animals e.g. Hedgehog, badger, horse, sheep, monkey, tiger, penguin, polar bear, star fish, octopus, camel, rattle snake</p> <p>Spring, daffodils, buds, blossom, growth</p> <p>Africa, Safari, Elephants, Giraffe, Wildebeest, Hyena, Vulture, Plains, Savannah</p> <p>Dinosaurs, Mary Anning, Fossils, Excavation, digging</p> <p><u>Celebrations</u> Pancakes, Pancake Day, Easter</p>	<p>Grow, seeds, plant, stem, leaves, roots, shoots, petals, sunflowers, soil, water, light, air</p> <p>Life cycles, butterflies, caterpillars, chrysalis, eggs, baby, toddler, child, teenager, adult, elderly</p> <p>Colour mixing, colours, light, dark, shades, primary colours, secondary colours</p> <p>King, Queen, Royal Family, Buckingham Palace, King Charles, Coronation Day</p> <p><u>Celebrations</u> St George, Flag, king, queen, knight, England, country</p> <p>Eid-al Fitr, Ramadan, moon, sharing (giving)</p>	<p>Story, Traditional Tales, fairy tale, setting, character, story map, description</p> <p>fairy, princess, prince, good, evil, king, queen, giant, bears</p> <p>bean stalk, forest, castle, under the sea, house,</p> <p>Once upon a time, In the end, happily ever after, first, second, next, then, finally</p>

Progression of Skills

This document shows when fundamental skills are introduced throughout Reception. Please note, that many skills are on-going and continually practised through the year to ensure the children are secure and can utilise them independently.

	Autumn 1 All About Me!	Autumn 2 Festivals and Celebrations	Spring 1 When I Grow Up...	Spring 2 Who Lives Where?	Summer 1 Growth and Change	Summer 2 Once Upon a Time...
Communication and Language	Communication and Language is developed throughout the year, through high quality interactions, daily group discussions, circle times, stories and singing. All children are assessed using Language Link, and Intervention Groups are set up, to support those children who have gaps in their understanding.					
	<ul style="list-style-type: none"> Introduce carpet routines and rules to promote good listening Understand how to listen carefully and why listening is important. Promoting and modelling active listening skills Listen carefully to a variety of texts. Listening, responding and retelling stories. Answering who, what, where, when questions. Listening and Attention Games – Silly soup, listening bingo, alliteration, rhyming etc Following instructions Learn and use new vocabulary. Start conversations with adults / peers Encourage children to talk about experiences. 		<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Engage in fiction and non-fiction texts. Describe some events in detail. Engage at story time. Using a wider range of vocabulary. Use talk to help work out problems and organise thinking and activities. Enjoy listening to longer stories. Express their ideas and feelings about their experiences using: full sentences, use of tenses and making use of conjunctions. Articulate their ideas and thoughts in well-formed sentences. 		<ul style="list-style-type: none"> Learn and use new vocabulary Listen attentively and respond to what they hear with relevant questions. Connect one idea or action to another using a range of connectives. Make comments about what they have heard and ask questions to clarify understanding. Learn and use new vocabulary in different contexts. Offer explanations for why things might happen. Hold conversations in back and forth exchanges with adults and peers. Participate in small group and class discussions, using new vocabulary. 	
Personal, Social & Emotional Development	Children in Reception have a 'Circle Time' session once a week, which has a PSED focus. Just like KS1 and KS2, Reception follow the 'Jigsaw' Scheme of Work, and the knowledge gained in Reception is built upon as the children transition throughout school. In addition to 'Circle Time', rules, routines, boundaries and high expectations will continually be a focus for the children, during Reception. They will be reinforced continually and built upon throughout the year.					
	<ul style="list-style-type: none"> Settling in, learning and following classroom and school rules Making friends, building relationships and how to solve problems when they occur. Identifying our feelings, using words such as: 'happy', 'sad', 'angry' Begins to manage their own personal needs. Begin to take turns, with support from an adult and independently. Join in a growing range of activities. Express their feelings and consider others Anti-bullying week –how we can be kind? Me and My Family – Who lives with me? 		<ul style="list-style-type: none"> Playing with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Continue to build constructive and respectful relationships. Select and use activities and resources, with help when needed. Manage their own personal needs Identify and moderate their own feelings socially and emotionally. Show confidence in new social situations Follows instructions with several steps or actions. 		<ul style="list-style-type: none"> An understanding of their own feelings and regulates behaviour appropriately Give focused attention Shows independence, resilience and perseverance in the face of a challenge Manages basic hygiene and understands the importance of healthy food choices Conflict resolution Work and play cooperatively. See themselves as a valuable individual Set and work towards simple goals, being able to wait for what they want Keeping Safe Week – Road and Sun Safety Transition to Year 1 	

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Physical Development	<p style="text-align: center;">Fine Motor</p> <p style="text-align: center;">In Reception, the children have daily opportunities to develop their Fine Motor Skills, by participating in a range activities, such as: threading, cutting, playdough, peg boards etc. Children who are identified as having poor fine motor skills, are targeted daily.</p>					
	<p style="text-align: center;">Gross Motor</p> <p style="text-align: center;">In Reception, the children have daily, free-flow access to our Outside Provision, no matter what the weather. Our Outside Environment is set-up and designed to help develop the children's gross motor skills, for example: climbing and balancing equipment, water area, sand area, wheel barrows, brushes, throwing and catching equipment etc. In addition to this, the children have access to the 'Track' at lunchtimes, where they can utilise balance bikes, pedal bikes and scooters. The children also have a weekly PE lesson, delivered by Mr Rowe.</p>					
	<ul style="list-style-type: none"> • Walk, jump, run and crawl with increasing control • Develop the skills they need to manage the day successfully e.g. lining up, queuing etc. • Manage personal hygiene. • Exploring different ways of moving • Balance Bikes and Scooters • Ball Skills – Throwing and catching • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game. • Use large movements to wave flags, paint and make marks • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes • 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 • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently use a range of large and small apparatus indoors and outdoors, alone or in a group. • Develop overall body-strength, balance, coordination and agility. • Develop the foundations of a handwriting style which is fast, accurate and efficient 	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing • 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, paintbrushes and cutlery • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions, including: gymnastics, sport and swimming • Begin to show accuracy and care when drawing 			

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Literacy	<p>At Abingdon Primary School, we follow 'Read Write Inc', which is a systematic synthetic phonics scheme. Following 4 weeks of whole class teaching in Autumn 1, the children are streamed into small groups across Reception, to ensure progress. In our Literacy Sessions, we used some of Jane Considine's 'Fantastic Foundation' Units to help support the children in writing.</p> 					
Reading	<ul style="list-style-type: none"> Joining in with nursery rhymes and songs, and showing an interest in stories. Phonological awareness of the initial sounds in words, rhyming, alliteration, syllable clapping. Name recognition Hear and say initial sounds Begin to orally blend cvc words (Fred Talk) Sequencing and retelling familiar fiction and non-fiction texts. Read individual letters (set 1) by saying the sounds for them, in line with RWI. Blend sounds into words, so they can read cvc words. Begin to read cvc words 		<ul style="list-style-type: none"> Begin to read 'red tricky words'. Begin to recognise set 2 'special friends', in line with RWI. Reception Library and Mystery Reader Engage in extended conversations about stories, learning new vocabulary. Read simple words, phrases and sentences, containing some 'red' tricky words Be able to answer simple questions about the text they have read Develop fluency and speed 		<ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written, to check it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play Read words consistent with their phonic knowledge by sound-blending 	
Writing	<ul style="list-style-type: none"> Experimenting with mark-making and writing patterns, in a range of mediums. Begin to develop a dominant hand and work towards the tripod grip. Children will start to give meaning to marks they make. Letter formation of RWI Set 1 Sounds. Write initial sounds. Name writing Beginning to write cvc words 		<ul style="list-style-type: none"> Continuing to practice letter formation. Writing 'red tricky words' Writing cvc words independently Labelling and writing lists. Introduce writing simple 'I can see...' sentences, with capital letters, finger spaces and a full stop. Writing instructions e.g. Jam Sandwiches, Crispy Cakes Descriptive writing e.g. fact files 		<ul style="list-style-type: none"> Independent writing books and challenges. Writing instructions and lists e.g. How to plant a sunflower seed Writing character descriptions Forming lower-case and capital letters correctly Story writing – beginning, middle and end Writing sentences that can be read by others. Spell words by identifying sounds in them and representing the sounds with a letter Write recognisable letters, most of which are correctly formed 	

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Mathematics White Rose Maths and NCETM Mastering Number	<ul style="list-style-type: none"> • Matching, Sorting and Comparing • Comparing size, mass and capacity. • Copying and continuing simple patterns. • Finding, representing and subitising numbers 1, 2, 3, 4, and 5. • Composition of 1, 2, 3, 4 and 5. • Finding 1 more and 1 less than a given number. • Comparing quantities and sets, using the language of comparison e.g. 'more/fewer than • Identifying, naming and comparing circles and triangles. • Identifying and naming shapes with 4 sides. • Exploring shapes in the environment. • Exposing children to different representations e.g. Numicon, counters, dice patterns etc. • Develop 1:1 correspondence, when counting. • Matching numerals to quantities 0-5. • Number formation practice. • Introduction to part-part whole models 		<ul style="list-style-type: none"> • Introduce zero. • Continue to find, subitise, represent and compose numbers to 5. • Counting to 10 and beyond. • Exploring the composition of numbers within 1 and 10 • Ordering numbers on a Number Line and with Numicon. • Matching numerals to quantities within 1-10. • Number formation practice. • Introduce the concept of doubling within 10. • Exploring height, weight and length. • Odd and Even Numbers. • Exploring 3D Shapes. 		<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Introduce addition and subtraction. • Sharing and grouping. • Expose the children to a 100 square. • Matching numerals and quantities within 1-20. • Exploring numbers beyond 10. • Representing tricky 'teen' numbers. • Compose and decompose shapes, so children can recognise a shape can have other shapes within it. • Automatically recall number bonds for numbers 0-5 and some to 10. • Subitise up to 5. • Numbers to 100! 	
Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Talk about members of their immediate family • Talk about what they see, using a wide vocabulary • Recognise the differences between themselves and their friends • Recognise that people have different beliefs and celebrate special times in different ways • Talk about signs of Autumn and the weather • Understand the effect of changing seasons on the natural world around them • Describe what they see, hear and feel whilst outside • Talk about how people celebrate Christmas • Talk about the features of different celebrations for different faiths • Find and name the Arctic and Antarctic. Discuss contrasting environments e.g. Arctic vs UK 		<ul style="list-style-type: none"> • Discuss different occupations and roles in society • Observe changes e.g. Melting and Freezing. • Explore floating and sinking. • Make observations of the animals that live in different habitats • Discussions about animals in the past (e.g. Mary Anning and Dinosaurs) • Explore Chinese New Year • Explore the natural world around them • Recognise some environments that are different to the one in which they live (e.g. UK vs Africa) • Talk about signs of Spring and the weather • Looking after the environment e.g. Plastic pollution 		<ul style="list-style-type: none"> • Plant seeds and care for growing plants • Understand the key features of the life cycle of plants and animals (including humans) • Know the names of the parts of a plant. Talk about what a plant needs to grow. • Exploring air transport in the past (e.g. Concorde, Wright Brothers, Amelia Earhart) • Understand the past through settings, characters and events encountered in books read in class and storytelling (e.g. Castles, Kings, Queens, Knights) • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Draw information from a simple map • Looking after the environment (e.g. pollution, recycling etc.) • Looking at toys in the past • Learning about the Royal Family and recent changes. 	

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Expressive Arts and Design	Being Imaginative and Expressive					
	In Reception, the children sing a variety of songs and nursery rhymes daily, and develop early musicianship, by exploring a range of percussion instruments, as part of the Outside Continuous Provision. Additionally, the children are taught Music each week, using the 'Charanga Scheme of Work'.					
	Creating with Materials					
	The children have daily access to the 'Craft Table' where the children can safely use and explore a variety of materials, techniques and tools.					
	<ul style="list-style-type: none"> Show different emotions in their drawings Draw with increasing complexity and detail, such as representing a face with a circle Begin to develop complex stories using small world equipment Independent self-portraits, modelled self-portraits and family pictures Using a range of materials and resources, Take part in simple pretend play, using an object to represent something else even though they are not similar Explore a variety of construction materials and plan for what they want to make Bonfire Night chalk pictures Rangoli Rice patterns Remembrance Day Craft E.g. Poppies Christmas decorations and Christmas Cards Christmas sing-a-long performance Sing a range of well-known nursery rhymes Begin to move in response to music 	<ul style="list-style-type: none"> Develop storylines in their pretend play Sing in a group or on their own, increasingly matching the pitch and following the melody Children to select the tools and techniques, they need to assemble materials that they are using Chinese New Year crafts e.g. Chinese Lanterns Create collaboratively, sharing ideas, resources and skills Mother's Day Crafts and Cards Easter Crafts Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Explore colour and colour-mixing Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Sharing their creations, explaining the process they have used Mixing primary colours Mixing light and dark shades Invent, adapt and recount narratives and stories with peers and their teacher Safely use and explore a variety of materials, tools and techniques. 			
Links to the Key Stage 1 and the National Curriculum	<p>KS1 Art – Using a range of materials resources to create (Chalk pictures, collaging, painting, Rangoli patterns etc.)</p> <p>KS1 Science – Seasonal Changes, States of Matter, part of the body and senses.</p> <p>KS1 RE – Exploring different religions (such as: Christianity, Judaism and Islamic Reglions)</p>	<p>KS1 Science – Animals including humans, habitats</p> <p>KS1 Geography – Contrasting UK with non-European Country</p> <p>CA – Going on Safari</p>	<p>KS1 Science – Naming plants, structure of a plant and seasonal changes</p> <p>CA – The Secret Garden</p> <p>CB – Down in the Deep Dark Wood</p> <p>KS1 History – Changes in Living Memory (King's Coronation) and looking at Kings and Queens</p> <p>CA – Dungeons and Dragons</p> <p>KS1 Art & DT – Colour Mixing, exploring lighter and darker, making Jam Sandwiches and Chocolate Crispy Cakes</p>			

End of Year Expectations for Reception – Early Learning Goals (ELG's)

Communication and Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation Show 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>ELG: Managing Self 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>ELG: Building Relationships 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 to others' needs.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing 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> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>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>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>ELG: Past and Present 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>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, 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.</p> <p>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>ELG: The Natural World 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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>