

EYFS Curriculum – Reception – 2023-2024.

Terms	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and My Community	Once Upon A Time	Starry Night	Ready Steady Grow	Sunshine and Sunflowers	Big Wide World
Key Learning	Our School Community Me and my family Let's be friends Working out our differences People who help us	Into the Woods Animal Tales Royal Tales A story fit for a King Favourite fairy tales	Time for bed Night owls Out in Space How to get to sleep Day and night	Food & Farming Let's Grow - food Being healthy Down on the farm Farms then and now	Come Outside Grow a garden – flowers Garden Explorers Fun in the sun Plan a picnic	Fantastic Journeys All around the world People around the world World Explorers Planning a journey
Celebrations & Special Times	Welcome to school life Season of Autumn Harvest Festival Diwali	Remembrance Bonfire Night Christmas Nativity	Wonderful Winter Chinese New Year Internet Safety Day	Signs of Spring Easter World Book Day	Shadows & Reflections	Moving On - Changes Transitions & Memories
Experiences, Trips & Visits	People Who Help Us – Imagination Village Woodland Walk – changes in our seasons (Autumn)	Pantomime in School Nativity Performance Santa Visit Enterprise – EAD creating for our Christmas Fair	Day & night walks Exploring Ice	Tweddle Farm Educational Visit Food Tasting	Rossmere Park Educational Visit Live Caterpillars in School Living Eggs – chicks in school	Summer Fair End of Year celebrations Goodbye picnic

Week 1	Our School Community	Into the Woods	Time for Bed	Food and Farming	Come Outside	Fantastic Journeys
Memorable Experience	<u>Our School Community</u> Explain to the children that they are part of the school community. Go for a walk around the school so the children can meet people in the school community who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Use photographs to allow children to revisit.	<u>Fairy-tale magic</u> Arrange for the children to watch a pantomime based on a familiar fairy tale.	<u>Day and Night Walk</u> Go for a walk during the day around the school grounds. Take pictures or a video of all the places you visit. Encourage parents to take the children on a night walk. During the night walk, spend time looking into the sky at the moon and stars. Take out torches and encourage the children to shine them at objects they saw during the day walk.	<u>Food and Farming</u> Arrange a visit to a local farm where the children can observe the animals that live there, discover which crops are grown and find out about the machines that help farmers do their work.	<u>Outside Explorers</u> Arrange a visit to a local public park. Explore the environment and talk about the plants, trees and wildlife that live there. Talk about how the plants are cared for and what they need to grow and survive.	<u>Fantastic Journeys</u> Arrange a fantastic journey and see how many forms of transport you can see.
Skills	To identify and show an understanding of the meanings of new words by using them in discussion and role play. Listens to familiar stories and able to recall. To understand how to listen carefully and why listening is important.	Listen carefully in a range of situations and be aware of the importance of listening. During small group or one to one discussion, ask questions to find out more and understand what has been said to them. Listen to familiar stories and be able to recall facts. Use writing to communicate thoughts, ideas, experiences, and events. To use phonic knowledge to write labels and captions –	To be able to ask a relevant scientific question to find out more, explain how things work and why they might happen. To notice and talk about the differences in day length between the seasons. To ask relevant questions in context.	To initiate and participate in conversation. To be able to identify similarities and differences between farming now and in the past by comparing images.	To observe and describe living things and their habitats within the local environment. To draw or paint a place from observation or imagination. To talk about stories that have been read to them and retell them through role play and small world play.	To be able to talk about observations they have made. To be able to use new vocabulary in the correct context. To ask relevant questions and make relevant comments in context.

		listening to and hear sounds in cvc words.	To initiate and participate in conversation. To think of and write a short, simple sentence.			To write simple phrases and sentences that can be read by others.
Knowledge	<p>Knowing a community is made up of a group of people who share or live in the same place.</p> <p>Knowing there are different types of communities, such as the family community, the school community, and the local community.</p> <p>Knowing schools are places where we come to learn and make new friends.</p> <p>Knowing adults in school are there to help us and keep us safe.</p> <p>Knowing the adults at schools have different jobs.</p>	<p>Knowing many traditional tales are set in woodlands and forests.</p> <p>Knowing fairy tales are stories that have been told to children for hundreds of years.</p> <p>Knowing fairy tales are set in the past.</p> <p>Knowing that words can be written.</p> <p>Knowing what taught letters look like.</p> <p>Knowing taught red words by sight when reading.</p>	<p>Knowing the days are longer in Summer and shorter in Winter.</p> <p>Knowing that sleep is important for human health.</p> <p>Knowing darkness is caused by the absence of light.</p> <p>Knowing the Moon moves around (orbits) the Earth.</p>	<p>Knowing a habitat is a place where living things live.</p> <p>Knowing local habitats include woodlands, gardens, and ponds.</p> <p>Knowing other habitats include hot places, such as deserts, and cold places, such as the Arctic.</p> <p>Knowing a farm is an area of land and its buildings used for growing crops and rearing animals.</p> <p>Knowing a barn is where goats, cows, horses, pigs, sheep and birds live.</p>	<p>Knowing a habitat is a place where living things live. Local habitats include woodlands, gardens, and ponds.</p> <p>To know that when observing something you must look very closely to be able to represent it.</p>	<p>Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>Knowing there are different modes of transport for different purposes.</p> <p>Knowing how transport in the past looks different to modern day.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>

	Knowing that words can be written.					
Enriching – Cultural/ Scientific/ Understanding the World	Cultural – schools in different countries, how do they differ?		Science Investigation – How can we make a shadow?	History - How has farming changed? Past compared to present.	Art Project – creating landscape art. Famous Artist Claude Monet.	History – Transport now and then – How has transport changed over the years?
Week 2	Me and My Family	Animal Tales	Night Owls	Let's Grow	Grow a Garden	All Around the World
Skills	To use a wider range of vocabulary based on the current project focus.	Listen to familiar stories and be able to recall facts.	To ask relevant questions in context. To initiate and participate in conversation.	To be able to ask a relevant scientific question to find out more, explain how things work and why they might happen.	To know parts of plants include roots, stem, leaves, flowers and petals.	To be able to describe how the weather, plants and animals of one place is different to another using simple geographical terms. To be able to use questioning skills to deepen

	<p>To engage in story times.</p> <p>To recognise or talk about the letters in their name.</p>	<p>Use writing to communicate thoughts, ideas, experiences, and events.</p> <p>To use phonic knowledge to write labels and captions – listening to and hear sounds in cvc words.</p>	<p>To think of and write a short, simple sentence.</p> <p>To listen to stories and begin to anticipate what may happen next.</p>	<p>To be able to identify different parts of a plant including the seed,</p> <p>To be able to compare plants and foods from different countries to their own diet.</p>	<p>To think of and write a short, simple sentence.</p> <p>To demonstrate use and understanding of recently introduced vocabulary.</p> <p>To learn and develop techniques to assemble.</p>	<p>understanding based on what is seen in books.</p> <p>To write simple phrases and sentences that can be read by others.</p>
Knowledge	<p>Knowing families are all different sizes.</p> <p>Knowing we are all unique and special.</p> <p>Knowing there are things we are good at and things we can learn more about.</p>	<p>Knowing traditional tales often include animals as main characters.</p> <p>Knowing some creatures in fairy tales are made up, such as trolls.</p> <p>Knowing fairy tales often start with 'Once upon a time'</p>	<p>Knowing day and night and weather can affect the way their environment appears.</p> <p>Knowing animals are living things. There are lots of different types of animals, such as birds, insects and reptiles.</p>	<p>Knowing plants need soil, water and sunlight to grow and survive.</p> <p>Knowing some plants produce seeds so that they can grow new plants.</p>	<p>To know plants need air, sunlight, warmth, water and nutrients from soil to grow.</p> <p>To know papers and fabrics can be used to create art, including tearing, cutting, tearing and sticking.</p>	<p>To know a globe is a 3-D model of the Earth and maps show 2-D images of places.</p> <p>To know a habitat is the natural home or environment of a living thing. Habitats include oceans, woodlands, ponds and gardens.</p>

		and end with 'and they all lived happily ever after'.	<p>Knowing some animals come out at night and sleep during the day.</p> <p>To know why an animal would be described as nocturnal.</p> <p>To know diurnal animals come out during the day and sleep during the night.</p>	<p>Knowing seeds come in different shapes, sizes and colours.</p> <p>Knowing some seeds are edible and some are poisonous.</p> <p>Knowing different countries, communities and cultures have different food and traditions.</p>	<p>Knowing how to write taught letters.</p>	<p>To know that daily life and culture can be different for people living in a variety of countries across the world.</p> <p>To know that a sentence starts with a capital letter, has finger spaces and ends with a full stop.</p>
Enriching – Cultural/Scientific/Understanding the World	<p>Cultural – family traditions in other parts of the world. What do my family do that is different to other families?</p> <p>Art – representing own families by drawing.</p>	<p>Science Investigation – can we build a boat for the Three Billy Goats to allow them to cross the stream? Will the boat float? Test in the Forest School.</p>		<p>Science Investigation</p> <p>What does a seed need to grow? What happens when a seed doesn't have water/sunlight or compost?</p>	<p>Science – Observing how a seed turns into a young plant by growing our own.</p>	<p>Geography – what makes our climate different to that of others in the world?</p>

Week 3	Let's Be Friends	Royal Tales	Out in Space	Being Healthy	Garden Explorers (Chicks in School)	People Around The World
Skills	<p>To be aware of their immediate environment using vocabulary to describe what they see.</p> <p>To draw freely.</p> <p>To draw, write and copy when guided.</p> <p>Knowing that words can be written.</p>	<p>To identify similarities and differences to help us to make comparisons between our life and life in the past.</p> <p>To blend sounds into words to read short words.</p> <p>Listen to familiar stories and be able to recall facts.</p>	<p>To ask relevant questions in context.</p> <p>To initiate and participate in conversation.</p> <p>To think of and write a short, simple sentence.</p> <p>To listen to stories and begin to anticipate what may happen next.</p>	<p>To demonstrate an understanding of what is read.</p> <p>To use own and new vocabulary to discuss thoughts and ideas about a text.</p> <p>To think of and write a short, simple sentence.</p>	<p>To listen to stories and anticipate what may happen next.</p> <p>To be able to talk about first hand experiences based on real life observations.</p> <p>To check written work and make any changes where necessary.</p> <p>To think of and write a short, simple sentence.</p>	<p>To demonstrate an understanding of what is being read, using recently introduced vocabulary.</p> <p>To be to use questioning and curiosity of what is shared in books to deepen own understanding.</p> <p>To write simple phrases and sentences that can be read by others.</p>

Knowledge	<p>Knowing we need rules to keep us safe and happy.</p> <p>Knowing it is important to listen to adults at school and follow what they say.</p> <p>Knowing some decisions are good choices. Some things are also wrong choices.</p> <p>Knowing I need to take turns when playing with my friends at school.</p> <p>Knowing a friend is someone who I like to spend time with. Friends make us happy.</p>	<p>Knowing stories, books and pictures are used to help people find out about events in the past and people who lived in the past.</p> <p>Knowing objects from the past can look different to objects now.</p> <p>Knowing kings, queens, princes and princesses are part of royal families. The United Kingdom has a royal family.</p> <p>To know that we can retrieve information from books. These books are called non-fiction texts.</p>	<p>To know darkness is caused by the absence of light.</p> <p>To know the moon orbits planet Earth.</p> <p>To know space is beyond planet Earth.</p> <p>To know our planet, Earth, is just one planet out of the eight that are in space.</p> <p>To know astronauts can visit space if they wear a special space suit and have oxygen tanks.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing how to write the taught letters.</p>	<p>Knowing it is important to eat lots of fruit and vegetables and drink milk or water to stay healthy.</p> <p>Knowing good hygiene is important to keep us healthy.</p> <p>Knowing regular exercise helps to keep us healthy.</p> <p>Knowing exercise makes our hearts beat faster, and we get out of breath.</p> <p>To know how to write taught letters.</p>	<p>To know the life cycle of a butterfly/chick and the stages of growth in a specific order.</p> <p>To know butterflies, ladybirds and bees are insects, insects are small animals.</p> <p>To know different characteristics of insects.</p> <p>To observe first hand how an egg grows into a chick.</p>	<p>To know we are part of a global community.</p> <p>To begin to understand that heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture and artefacts handed down by previous generations.</p> <p>To know how to show acceptance of people who may look different to themselves.</p> <p>To know there are lots of different ways of live in our world.</p> <p>To know that a sentence starts with a capital letter, has finger spaces and ends with a full stop.</p>
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Enriching – Cultural/ Scientific/ Understanding the World	UTW – How do children share their friendship in other parts of the world? Explore.	History – exploring royal objects knowing these are old and from the past.	History – astronauts that have travelled into space – who are they?	UTW - Where in the world do specific fruits grow? Grapes/coconuts/ Orange/Bananas etc.	UTW – What do our chicks need to ensure they are healthy?	UtW – exploring different communities within our community and world.
Week 4	Working Out Our Differences	A Story Fit For a King	How To Get To Sleep	Down on the Farm (Educational Visit – Hall Hill Farm)	Fun in The Sun	World Explorers
Skills	<p>To articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p>To play cooperatively with others and take turns.</p> <p>To see themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.</p>	<p>During small group or one to one discussion, ask questions to find out more and understand what has been said to them.</p> <p>To select appropriate tools and media to draw with.</p> <p>To select appropriate materials when constructing and making.</p> <p>To talk about stories that have been read to them and retell them through role play and small world play.</p>	<p>To use writing to communicate thoughts, ideas, experiences and events.</p> <p>With support, observe, record, and talk about materials and living things.</p> <p>To think of and write a short, simple sentence.</p>	<p>To be able to make and use simple maps in their play to represent places and journeys, real and imagined.</p> <p>To demonstrate an understanding of what is read.</p> <p>To use own and new vocabulary to discuss thoughts and ideas about a text.</p>	<p>To be able to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>To develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as, jumping, skipping, hopping, running and climbing.</p> <p>To be able to talk about stories and make connections with events in their own lives or other familiar stories.</p>	<p>To be able to describe how to look after their environment.</p> <p>To be able to use and understand recently introduced vocabulary.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

	To be able to mark make and identify their marks.			To think of and write a short, simple sentence.	To think of and write a short, simple sentence.	To be able to spell words by identifying sounds in them and representing the sounds with a letter or letters.
Knowledge	<p>Knowing to ask questions to find out more and understand what has been said to them.</p> <p>Knowing everyone is different and special.</p> <p>There might be things that make them similar to or different from others, including their appearance or things that they like to do.</p> <p>Knowing that words can be written.</p>	<p>To know different materials have different properties and can be used for different purposes.</p> <p>To learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p>	<p>Knowing brushing teeth twice daily and avoiding sugary drinks and snacks help keeps teeth healthy.</p> <p>Knowing about basic hygiene and personal needs and talks about the importance of good oral health.</p> <p>Knowing about healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene.</p>	<p>Knowing parent and baby mammals include cow and calf, sheep and lamb, and cat and kitten etc.</p> <p>Knowing animal babies are known by different names than adult animals.</p> <p>To know a farm is an area of land and its buildings are used for growing crops and rearing animals.</p>	<p>To know it is important to wear sun cream, sun hats and drink plenty of water to keep hydrated on hot sunny days.</p> <p>To know how to spell words by identifying sounds and representing sounds with letters.</p>	<p>To know different countries around the world have different habitats, plants and animals.</p> <p>To know litter and plastic waste cause harm to animals around the world.</p> <p>To know litter has a harmful effect on the areas where we live, work and play.</p>

				To know a map is a picture or drawing of an area of land or sea.		
Enriching – Cultural/ Scientific/ Understanding the World		Science Investigation – Building a roof for a construction model, can we make it waterproof? Exploring different media.	Investigation – what happens if we don't attend to our oral hygiene?	Farm Visit	KtW – How do people who live in hot countries stay safe in the sun?	KuW – conduct a litter pick in our local area – Rossmere Park.
Week 5	People Who Help Us	Favourite Fairy Tales	Day and Night	Farms then and now	Plan a Picnic	Planning a Trip
Skills	To talk about the different occupations that familiar adults and members of their community have. To draw freely.	To understand that choosing a 'favourite' is a personal choice. Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. Provide explanations and reasons for favourite choices.	To represent scientific observations by mark making, drawing or creating simple charts and tables. To offer explanations for why things happen, making use of vocabulary, such as, because, then and next. To think of and write a short, simple sentence.	To be able to describe some similarities and differences between things in the past and the present. To think of and write a short, simple sentence.	To be able to make and use simple maps in their play to represent places and journeys, real and imagined. To be able to use writing to communicate thoughts, ideas, experiences and events. To be able to spell words by identifying the sounds and then writing the sounds with letters.	To use writing to communicate thoughts, ideas, experiences and events. To begin to notice and talk about the different places around the world, including oceans and seas. To describe how the weather, plants and animals of one place is different to another

	<p>To draw, write and copy when guided.</p> <p>To make a representation of their name.</p>			<p>To be able to demonstrate an understanding of what is being read.</p>	<p>To be able to talk about why it is important to stay safe in the sun.</p> <p>To be able to articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p>	<p>using simple geographical terms.</p> <p>To describe a contrasting environment to their own.</p> <p>To be able to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
Knowledge	<p>Knowing there are adults in our community who help us.</p> <p>Knowing the emergency services help us.</p> <p>Knowing the emergency services include the fire service, the police and paramedics.</p> <p>Knowing to call the emergency services, dial 999.</p>	<p>To know how to express my feelings and thoughts about why a character might be a favourite.</p> <p>To use my knowledge of fairy tales to describe characters.</p> <p>To know that words can be written.</p> <p>Knowing what taught letters look like.</p>	<p>To know what is typical of events that happen in the daytime and at night.</p> <p>To know what animals are classified as nocturnal.</p> <p>Knowing how taught letters look like.</p> <p>Knowing how to write the taught letters.</p>	<p>Knowing a farm is an area of land and its buildings used for growing crops and rearing animals.</p> <p>Knowing a plough is a piece of machinery and ploughing the fields used to be done with the help of horses, now with tractors.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Knowing a map is a picture or drawing of an area of land or sea.</p> <p>Knowing how to write some of their ideas in a sentence.</p> <p>Knowing how to read back their own writing.</p>	<p>To know globes and maps can show us the location of different places around the world.</p> <p>To know and be able to talk about how environments might differ from one another.</p> <p>To know how to use some basic geographical vocabulary linked to texts in discussions and when sharing own thoughts and ideas.</p>

	Knowing other people who help us are doctors, nurses, teachers and postal workers.					
Enriching – Cultural/Scientific/Understanding the World	History of emergency vehicles, do they look different from those we have today?		Science Investigation – How do we have day and night?	History – How is farming now different to farming in the past?	Utw – Tasting foods around the world. We have lots of countries that make up our world. Which foods come from which countries?	Geography – observe and discuss some basic maps and discuss representation points.
Week 6	Exploring Autumnal Changes	Celebrations	Wonderful Winter	Signs of Spring Changes	Reflections	Transitioning
Memorable Experiences	<u>Woodland Walk</u> Arrange a woodland walk to look for signs that autumn is coming. Provide digital recording equipment for the children to take photographs of any wildlife they see. Encourage the children to use their senses on the walk to describe what they can see, hear, smell and touch.	<u>Celebrations</u> Explain that a celebration is a way of remembering a special event or day. Give the children time to discuss their experiences of celebrations and ask questions to find out more about celebrations, such as when they take place, special clothes that are worn, special foods that are eaten and ceremonies	<u>Wonderful Winter</u> Note: If it is icy or frosty, go on a winter walk and take pictures of the things you see that show it is winter. If it is snowy, have fun with the children making snowmen, snow angels and snowballs.	<u>Looking for Signs of Spring</u> Take the children outside for a spring walk, preferably to a local pond or park, where they can see and explore a range of spring plants and animals. Allow plenty of time for them to explore the environment and ask questions.	<u>Reflections</u> Go on a reflection hunt around the school. Explain that the children are going to look for shiny surfaces and see if they can see their reflection in them.	<u>Transition</u> Arrange for a visit for the children to see their Year 1 classroom and teachers. Take photographs of the Year 1 staff and the different areas the children will use, including the cloakroom, toilet area and playground. Provide time for the children to explore their new

		associated with the celebration. Encourage the children to speak clearly and listen to each other to gain new knowledge. Discuss similarities and differences between the celebrations and encourage the children to bring in pictures of their own special celebrations to talk about and use them to create a child-led display with captions.				classroom and use the resources.
Skills	<p>To be able to explore the natural world around them and give simple descriptions, following observation, of changes.</p> <p>With support, observe, record and talk about materials and living things.</p> <p>To notice basic features within their environment.</p> <p>To show an interest in reading books across the environment.</p>	<p>During small group or one to one discussion, ask questions to find out more and understand what has been said to them.</p> <p>To listen to familiar stories and be able to recall facts.</p>	<p>To be able to listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To use and understand recently introduced vocabulary.</p>	<p>To be able to name plant parts include root, stem, leaf, flower and petal.</p> <p>To know poetry is a form of writing used to express ideas and feelings.</p> <p>To be able to record observations about the way the local environment changes throughout each season.</p> <p>To write recognisable letters to write labels.</p>	<p>To be able to ask a relevant scientific question to find out more, explain how things work and why they might happen.</p> <p>To be able to talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</p> <p>To use non-fiction texts to locate information and facts.</p>	<p>To be able to select vocabulary and pictures to express their feelings and consider the feelings of others.</p> <p>To be able to name and describe the trusted adults in their lives.</p> <p>To be able to articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p>To be able to talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>To be able to use writing to communicate thoughts, ideas, experiences, and events.</p>

Knowledge	<p>To know parts of plants and trees include trunk, branch, twig, roots, stem, flowers, and leaves.</p> <p>To know some plants and trees change with the seasons.</p> <p>Knowing that words can be written.</p> <p>Knowing how to write the taught letters.</p>	<p>To know a celebration is a way of remembering a special event or day.</p> <p>To know light is an important element in many Autumn and Winter celebrations.</p> <p>To know everyone is different and special.</p> <p>Knowing there might be things that make them similar or different to others, including their appearance or things they like to do.</p>	<p>To know there are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow.</p> <p>Knowing different places have different climates and weather.</p> <p>Knowing some animals live in very cold places and have special features that help them to live in the cold.</p> <p>To know a non-fiction book is one that tells you facts and information about the world around you.</p> <p>To know Non-fiction books do not have to be read in chronological order.</p>	<p>Knowing there are four seasons in the United Kingdom: spring, summer, autumn and winter.</p> <p>Knowing the season of spring follows winter.</p> <p>Spring is a season associated with new life.</p> <p>To know how to write letters correctly based on what has been taught to write labels.</p>	<p>To know we can see our reflections in mirrors and other shiny surfaces.</p> <p>To know reflections happen when light hits a smooth, shiny surface and it bounces back.</p> <p>To know an echo is made by sounds bouncing (reflecting) off a hard surface.</p>	<p>To know trusted adults include parents, carers, friends, family and other people who help us.</p> <p>To know some feelings make them feel good and some not so good. It is important to be able to indicate feelings.</p>
Enriching – Cultural/ Scientific/ Understanding the World	Science Investigation - How can we use our senses to describe?	UttW – the significance of the Christian celebration of Christmas.		Science – knowing the signs of new life in our environment through observation and discussion – Forest School.	Science Investigation – Extension from how to make a shadow – what is needed for a shadow to be created?	

Week 7	Animals and Their Habitats	Christmas Around The World	Winter Experiences	Life Cycles	Shadows	Memories and Celebrations
Skills	<p>With support, observe, record and talk about materials and living things.</p> <p>To use a range of materials to construct with.</p> <p>To draw, write and copy when guided.</p> <p>To listen to and hear initial sounds in familiar words.</p>	<p>To be able to describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p> <p>During small group or one to one discussion, ask questions to find out more and understand what has been said to them.</p> <p>To listen to familiar stories and be able to recall facts.</p>	<p>To be able to observe how activities are going and adapt their ideas if necessary.</p> <p>To be able to choose and explore appropriate tools for simple practical tasks.</p> <p>To be able to demonstrate an understanding of what has been read to them.</p> <p>To be able to anticipate what might happen.</p>	<p>To be able to identify the stages of a life cycle and discuss to demonstrate understanding.</p> <p>To think of and write a short, simple sentence.</p> <p>To be able to demonstrate an understanding of what is being read.</p> <p>To use knowledge gained from reading texts to enhance conversations.</p>	<p>To be able to create art in different ways on a theme, to express their ideas and feelings.</p> <p>To use non-fiction texts to locate information and facts.</p>	<p>To be able to talk about past and present events in their own lives and those who are important to them.</p> <p>To write simple phrases and sentences that can be read by others.</p> <p>To be able to put familiar events in chronological order, using pictures and discussion.</p> <p>To be able to recognise and begin to talk about how their lives have changed as they have grown.</p> <p>To be able to see themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.</p>
Knowledge	To know living things change over time. This includes growth and decay.	To know Christmas is a winter celebration.	To know different tools are needed for different tasks. For example, pencils and	Knowing birds eggs are surrounded by a shell.	To know a shadow is a dark shape that can be	To know everyone is different and special. There might be things that make them similar to or different from others,

	<p>To Identify common features for different groups of animals, including wild and domestic animals.</p> <p>To know many different animals live in a woodland, such as rabbits, badgers, and foxes.</p>	<p>To know Christmas is a Christian celebration that celebrates the birth of Jesus, who Christians believe is the son of God.</p> <p>To know Christmas is celebrated in different ways around the world.</p> <p>To know places can have different climates, weather, food, culture, religions, wildlife, transport, and amenities.</p> <p>Show an awareness of the similarities and differences between people in different communities and groups from around the world.</p>	<p>paper are needed for drawing pictures.</p> <p>To know what is likely to happen if we change the state of ice and know how to explain thoughts and ideas.</p> <p>To know and recall key events from familiar and new stories that are read.</p>	<p>Knowing living things change over time. This includes growth and decay.</p> <p>To know the life cycle of a variety of animals – frog, chick & caterpillar.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>seen on a surface like a floor or a wall.</p> <p>To know different types of art include painting, drawing, collage, textiles, sculptures and printing.</p> <p>To know information can be retrieved from non-fiction texts.</p>	<p>including their appearance or things that they like to do.</p> <p>To know change happens to everyone. Changes happen in families and environments.</p> <p>To know that writing can communicate meaning.</p>
<p>Enriching – Cultural/Scientific/Understanding the World</p>	<p>UttW – creating small homes for animals to live in, in our Forest School. Knowing and naming natural materials available.</p>	<p>UttW – how is Christmas celebrated around the world?</p>	<p>Science Investigation – How can water change?</p>	<p>UttW – Exploring the processes and differences in life cycles.</p>	<p>Art – using chalk to create shadow drawings of the children’s outlines.</p>	