

OUR FAMILY: Changes			
<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>● Can find it difficult to pay attention to more than one thing at a time.</li> <li>● Begin to understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>● Begin to understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>● Describe events in some detail.</li> <li>● Start conversations with an adult or friend</li> <li>● Learn rhymes and songs</li> <li>● use a wider range of vocabulary.</li> <li>● Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>● Learn rhymes, poems and songs.</li> <li>● Begin to engage in non-fiction books.</li> </ul>	<p><b><u>Literacy: Phonics</u></b></p> <p><b><u>Phase 2:</u></b> s a t p i n m d g o c k c k e u r h b f l phonics assessment</p> <p><b><u>Tricky words:</u></b> is, I, the</p> <p>Reading scheme: Collins Big Cats</p>	<p><b><u>Literacy: Texts</u></b></p> <p>Traditional Tales - Little Red Hen (Ladybird) My Body Book, Your Body, Your Senses (Ways into Science) Squirrels Busy Day by Lucy Barnard</p> <p><b><u>Literacy: Reading</u></b></p> <ul style="list-style-type: none"> <li>● Print has meaning</li> <li>● We read english text from left to right</li> <li>● Name the different parts of the book</li> <li>● Page sequencing</li> <li>● Develop their phonological awareness, so they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother</li> <li>● Engage in extended conversations about stories - learning new vocabulary</li> <li>● Read individual letters by saying the sounds for them</li> <li>● Read a few common exception words matched to the school’s phonic programme: is, I, there</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>● Anticipate - where appropriate - key events in stories</li> <li>● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b><u>Literacy: Writing</u></b></p> <ul style="list-style-type: none"> <li>● Print has meaning</li> <li>● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list</li> <li>● Write some or all of their name.</li> <li>● Write some letters accurately.</li> </ul>
		<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>● Baseline</li> <li>● Exploring Patterns</li> <li>● Positional Language</li> <li>● Sorting into groups</li> <li>● Number: One, two, three, four, five</li> </ul>	
		<p><b><u>Personal, Social, Emotional Development</u></b></p> <p><u>Being Me in My World</u></p> <p>Jigsaw PSHE scheme</p>	
<p><b><u>Expressive Arts and Design</u></b></p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and colour-mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Expressive Arts and Design - Music: Charanga <u>Me!</u></p>		<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>● Begin to make sense of their own life-story and family’s history.</li> <li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>● Understand the effect of changing seasons on the natural world around them.</li> <li>● Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul>	<p><b><u>Physical Development</u></b></p> <p><u>Gymnastics Unit 1</u> <u>Gymnastics Unit 2</u></p> <p>The PE Hub</p>

OUR FAMILY: Celebrations			
<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>● Begin to enjoy listening to longer stories and can remember much of what happens.</li> <li>● Begin to use a wider range of vocabulary.</li> <li>● Begin to understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>● Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>● Sing a large repertoire of songs.</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>● Begin to develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>● May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> <li>● Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>● Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>● Begin to engage in story times.</li> </ul>	<p><b><u>Literacy: Phonics</u></b></p> <p><b><u>Phase 2:</u></b> Ff, ll, ss, , j V, w, x, y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p><b><u>Tricky words:</u></b> put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Reading scheme: Collins Big Cats</p>	<p><b><u>Literacy: Texts</u></b> Kipper’s Birthday by Mick Inkpen Sparks in the Sky- Twinkl Diwali by Nancy Dickman Marvellous Me! By Lisa Bullard The Night Before my Birthday by Natasha Wummer Shelf the Hanukkah Elf The Snowman by Monica Hughes Winter</p> <p><b><u>Literacy: Reading</u></b></p> <ul style="list-style-type: none"> <li>● Develop their phonological awareness, so they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother</li> <li>● Read individual letters by saying the sounds for them.</li> <li>● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>● Read a few common exception words matched to the school’s phonic programme: put, full, pull, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</li> <li>● Begin to read words consistent with their phonic knowledge by sound-blending</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>● Anticipate - where appropriate - key events in stories</li> <li>● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<p><b><u>Understanding the world</u></b></p> <p>Continue to develop positive attitudes about the differences between people Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Begin to make sense of their own life-story and family’s history. Recognise that people have different beliefs and celebrate special times in different ways. 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. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants Understand the important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b><u>Personal, Social, Emotional Development</u></b></p> <p><u>Celebrating Difference</u></p> <p>Jigsaw PSHE scheme</p>	<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>● Focus: Numbers up to 5</li> <li>● Comparing Quantities</li> <li>● One more/one less</li> <li>● Shape</li> <li>● Measure: weight</li> </ul>	<p><b><u>Literacy: Writing</u></b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list Write some or all of their name. Write some letters accurately.</p>	
<p><b><u>Physical Development</u></b></p> <p><u>Dance Unit 1</u> <u>Dance Unit 2</u></p> <p>The PE Hub</p>	<p><b><u>Expressive Arts and Design</u></b></p> <p>Sing a range of well-known nursery rhymes and songs Sing in a group or on their own, increasingly matching the pitch and following the melody. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with the music</p>		

Spring 1 -

## MY WORLD, OUR WORLD: Our World

**Communication and Language**

- Enjoy listening to longer stories and can remember much of what happens.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Understand how to listen carefully and why listening is important. • Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Begin to describe events in some detail.
- Begin to develop social phrases.
- Engage in story times.

**Physical Development**

Body management Unit 1  
Body management Unit 2  
 The PE Hub

**Literacy: Phonics****Phase 3:**

ai, ee, igh, oa,  
 oo, oo, ar, or,  
 ur, ow, oi, ear,  
 Air, er (with double  
 letters: dd, mm, tt, bb,  
 rr, gg, pp, ff  
 Longer words

**Tricky words:**

was you they, my, by,  
 all, are, sure, pure

Reading scheme: Collins  
 Big Cats

**Literacy: Texts**

Busy People: Teacher, Vet, Librarian... by Lucy George  
 Emergency! By Margaret Mayo and Alex Ayliffe  
 The Train Ride by June Crebbin  
 My World, Your World by Melanie Walsh

**Literacy: Reading**

- Blend sounds into words so that they can read short words made up of known letter - sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them .
- Read a few common exception words matched to the school's phonic programme: was, you, they, my, by, all, are, sure, pure
- Begin to read simple phrases and sentences made up of words with known letter-sound correspondences
- Begin to say a sound for each letter in the alphabet and at least 10 digraphs
- Begin to read words consistent with their phonic knowledge by sound-blending
- 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.

**Literacy: Writing**

- Begin to form lower-case letters correctly
- Spell words by identifying the sounds and then writing the sounds with letter/s.
- Spell words by identifying sounds in them and representing sounds with a letter or letters

**Mathematics**

- Addition/Subtraction within 5
- Numbers to 10
- Introducing 0

**Personal, Social, Emotional Development**Dreams and Goals

Jigsaw PSHE scheme

**Understanding the world**

Continue to develop positive attitudes about the differences between people.  
 Talk about the lives of the people around them and their roles in society.  
 Recognise some environments that are different to the one in which they live.  
 Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.  
 Explore the natural world around them, making observations and drawing pictures of animals and plants.  
 Draw information from a simple map.  
 Talk about the lives of the people around them and their roles in society.  
 Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.

**Expressive Arts and Design**

- Play with one or more other children, extending and elaborating play ideas.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Develop their own ideas and then decide which materials to use to express them.
- Create collaboratively sharing ideas, resources and skills.
- Share their creations, explaining their process they have used.

Expressive Arts and Design -  
 Music: Charanga

Spring 2 -

MY WORLD, OUR WORLD: Growth			
<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> <li>● Use a wider range of vocabulary.</li> <li>● Connect one idea or action to another using a range of connectives.</li> <li>● Describe events in some detail.</li> <li>● Begin to listen to and talk about stories to build familiarity and understanding</li> <li>● Engage in non-fiction books.</li> <li>● Begin to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>● Begin to make comments about what they have heard and ask questions to clarify their understanding.</li> <li>● Begin to hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>● Begin to Participate in small group, class and 1-to-1 discussions, offering their own ideas, using recently introduced new vocabulary..</li> <li>● Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b><u>Literacy: Phonics</u></b></p> <p><b><u>Phase 3:</u></b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs longer words words ending in –ing compound words longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p> <p><b><u>Tricky words:</u></b> Review all taught so far Secure spelling</p> <p>Reading scheme: Collins Big Cats</p>	<p><b><u>Literacy: Texts</u></b></p> <p>Jack and the Beanstalk, ladybird The Tiny Seed by Eric Carle The Hungry Caterpillar by Eric Carle One child, One Seed by Kathryn Cave Olivers Vegetables by Vivian French</p> <p><b><u>Literacy: Reading</u></b></p> <ul style="list-style-type: none"> <li>● Blend sounds into words so that they can read short words made up of known letter - sound correspondences.</li> <li>● Read a few common exception words matched to the school’s phonic programme: review tricky words taught so far.</li> <li>● Read simple phrases and sentences made up of words with known letter-sound correspondences</li> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>● Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>● Read words consistent with their phonic knowledge by sound-blending</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>● Anticipate - where appropriate - key events in stories</li> <li>● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b><u>Literacy: Writing</u></b></p> <ul style="list-style-type: none"> <li>● Form lower-case letters correctly</li> <li>● Spell words by identifying the sounds and then writing the sounds with letter/s.</li> <li>● Begin to write short sentences with words with known letter-sound correspondences</li> <li>● Begin to re-read what they have written to check that it makes sense</li> </ul>
	<p><b><u>Physical Development</u></b></p> <p><u>Agility travel: unit 1</u> <u>Agility travel: unit 2</u></p> <p>The PE Hub</p>	<p><b><u>Understanding the world</u></b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants Understand the important processes and changes in the natural world around them,</p>	<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>● Addition/Subtraction tp 10</li> <li>● Numerical Patterns: sharing, odd/evens</li> <li>● Measure: capacity</li> <li>● Consolidation to 10</li> </ul> <p><b><u>Personal, Social, Emotional Development</u></b></p> <p><u>Healthy Me</u></p> <p>Jigsaw PSHE scheme</p>

including the seasons and changing states of matter.  
Plant seeds and care for growing plants.

Our World

Summer 1 -

**ON THE MOVE: Creatures Great and Small**

<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>● Describe events in some detail.</li> <li>● Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</li> <li>● Develop social phrases.</li> <li>● Listen to and talk about stories to build familiarity and understanding.</li> <li>● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>● Use new vocabulary in different contexts.</li> <li>● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>● Begin to hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>● Begin to Participate in small group, class and 1-to-1 discussions, offering their own ideas, using recently introduced new vocabulary.</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, no-fiction, rhymes and poems, when appropriate.</li> <li>● Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b><u>Literacy: Phonics</u></b></p> <p><b><u>Phase 4:</u></b> short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCVC CCCVCC, longer words longer words, compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p><b><u>Tricky words:</u></b> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</p> <p>Reading scheme: Collins Big Cats</p>	<p><b><u>Literacy: Texts</u></b></p> <p>Brown Bear, Brown Bear, what do you hear? By Eric Carle Polar Bear, Polar Bear, what do you hear? by Eric Carle The Very Busy Spider by Eric Carle Dear Zoo by Rod Campbell Class Two at the Zoo by Julia Jarman and Lynne Chapman</p> <p><b><u>Literacy: Reading</u></b></p> <ul style="list-style-type: none"> <li>● Blend sounds into words so that they can read short words made up of known letter - sound correspondences.</li> <li>● Read a few common exception words matched to the school's phonic programme: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</li> <li>● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words</li> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>● Begin to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>● Anticipate - where appropriate - key events in stories</li> <li>● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b><u>Literacy: Writing</u></b></p> <ul style="list-style-type: none"> <li>● Form lower-case letters correctly</li> <li>● Write short sentences with words with known letter-sound correspondences</li> <li>● Re-read what they have written to check that it makes sense</li> <li>● Write recognisable letters, most of which are formed correctly</li> <li>● Write simple phrases and sentences that can be read by others</li> </ul>
			<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>● Number bonds to 10</li> <li>● Numerical Patterns: doubling</li> <li>● Numbers to 10 and beyond</li> <li>● Measure</li> <li>● -Length, height and distance</li> <li>● Consolidation</li> </ul>
			<p><b><u>Personal, Social, Emotional Development</u></b></p> <p><u>Relationships</u></p> <p>Jigsaw PSHE scheme</p>
			<p><b><u>Physical Development</u></b></p> <p><u>Manipulation and Coordination Unit 1</u> <u>Manipulation and Coordination Unit 2</u></p> <p>The PE Hub</p>
<p><b><u>Understanding the world</u></b></p> <p>Explore the natural world around them. Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction and maps</p>			<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>

<p>Recognise some environments that are different to the one they live          Explore the natural world around them, making observations and drawing pictures of animals and plants          Understand the important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<ul style="list-style-type: none"> <li>● Share their creations, explaining their process they have used.</li> </ul> <p>Expressive Arts and Design -          Music: Charanga  <b>Big Bear Funk - Transition</b></p>
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Summer 2 -

ON THE MOVE: Journeys			
<p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>● Make Comments about what they have heard and ask questions to clarify their understanding.</li> <li>● Begin to hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>● Begin to Participate in small group, class and 1-to-1 discussions, offering their own ideas, using recently introduced new vocabulary.</li> <li>● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, no-fiction, rhymes and poems, when appropriate.</li> <li>● Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b><u>Literacy: Phonics</u></b></p> <p><b>Phase 4:</b>          long vowel sounds CVCC          CCVC          long vowel sounds CCVC          CCCVC CCV CCVCC          Phase 4 words ending –s          /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words          root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/          Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> <p><b>Tricky words:</b>          Review all taught so far          Secure spelling</p> <p>Reading scheme: Collins          Big Cats</p>	<p><b><u>Literacy: Texts</u></b></p> <p>The Naughty Bus by Jan Oke          I am Amelia Earhart by Brad Meltzer          The Hundred Decker Bus by Mike Smith          Handa’s Surprise by Eileen Browne          Habu and the Lost Zebra by Beth Solomon</p> <p><b><u>Literacy: Reading</u></b></p> <ul style="list-style-type: none"> <li>● Blend sounds into words so that they can read short words made up of known letter - sound correspondences.</li> <li>● Read a few common exception words matched to the school’s phonic programme: review tricky words taught so far.</li> <li>● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words</li> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>● Anticipate - where appropriate - key events in stories</li> <li>● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b><u>Literacy: Writing</u></b></p> <ul style="list-style-type: none"> <li>● Form lower-case letters correctly</li> <li>● Write short sentences with words with known letter-sound correspondences</li> <li>● Re-read what they have written to check that it makes sense</li> <li>● Write recognisable letters, most of which are formed correctly</li> <li>● Write simple phrases and sentences that can be read by others</li> </ul>
			<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>● Exploring Patterns</li> <li>● Shape</li> <li>● Counting on/Counting back</li> <li>● Time</li> </ul>
			<p><b><u>Personal, Social, Emotional Development</u></b></p> <p><u>Changing Me</u></p> <p>Jigsaw PSHE scheme</p>
			<p><b><u>Physical Development</u></b></p> <p><u>Cooperate and solve problems : unit1</u>  <u>Cooperate and solve problems : unit2</u></p> <p>The PE Hub</p>
<p><b><u>Understanding the world</u></b></p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>			<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>● Create collaboratively sharing ideas, resources and skills.</li> </ul>

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and -when appropriate -maps.

Recognise some similarities and differences between life in this country and life in other countries

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and -when appropriate -maps.

Explore the natural world around them, making observations and drawing pictures of animals and plants

Understand the important processes and changes in the natural world around them, including the seasons and changing states of matter.

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design -

Music: Charanga

**Reflect, Rewind and Replay - consolidation**