

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TOPIC TITLE WILD THINGS	TOPIC TITLE JOURNEYS AND EXPLORATION	TOPIC TITLE SIMILARITIES AND DIFFERENCES	TOPIC TITLE NATURE AND ENVIRONMENT	TOPIC TITLE FANTASY JOURNEYS	TOPIC TITLE FAMILY AND FRIENDS
Key Questions	<ul style="list-style-type: none"> Starting my new class New Beginnings How have I changed? My family What is the weather today? 	<ul style="list-style-type: none"> What are my favourite toys? What are new toys made from? What are old toys made from? How have toys changed? Why is sharing important? 	<ul style="list-style-type: none"> How is a village different to a town or a city? What do we know about our village? Is our village old or new? How do we know? 	<ul style="list-style-type: none"> What animals do we know? How do animals change as they grow? How does a caterpillar become a butterfly? What lives in the playground? What lives in the village? What is the weather today? 	<ul style="list-style-type: none"> What plants do we know? What grows in the school playground? What grows in the village? How can I grow my own vegetables? What does a seed need to help it grow? 	<ul style="list-style-type: none"> Where do people go on their holidays? Where have I been on my holidays? How did I travel there? How was it different? What clothes do we need for our holidays? * What is the weather today?
Predictable Interests / Learning experiences	<p>New routines</p> <p>Class expectations</p> <p>Village Walk</p> <p>Rev. Jane visit</p> <p>Black History Month</p>	<p>Children in Need</p> <p>Remembrance</p> <p>Museum Visit</p> <p>Bonfire night</p> <p>Nativity performance</p> <p>Christmas</p>	<p>Village walk</p> <p>Safer Internet Day</p>	<p>Easter</p> <p>World Book Day</p> <p>Mosque visit</p> <p>Ramadan</p>	<p>Growing things in the school garden.</p> <p>Butterflies</p> <p>Village walk</p>	<p>Travel</p> <p>Sandsend Trip</p> <p>Sports Day</p>
Texts (whole class)	<ul style="list-style-type: none"> * Where the Wild Things Are *Anansi the Spider 	<ul style="list-style-type: none"> *Cave baby *Naughty Bus 	<ul style="list-style-type: none"> *The Comet *The Odd Egg 	<ul style="list-style-type: none"> *The Sea Saw *Extraordinary Gardener 	<ul style="list-style-type: none"> *Night Pirates *The Magic Bed 	<ul style="list-style-type: none"> *Oi Frog! *Izzy Gizmo
Texts (Drawing Club and Story Dough)	<ul style="list-style-type: none"> *The Colour Monster *The Friendship Bench *Super Duper You! *Astro Girl *Elmer 	<ul style="list-style-type: none"> *Dogger *The Paper Dolls *Stanley's Stick 	<ul style="list-style-type: none"> *Martha Maps it Out *Funnybones 	<ul style="list-style-type: none"> *A Walk in the Woods *Out and About: a First Book of Poems 	<ul style="list-style-type: none"> *The Boy who Sailed the World *We're Going on a Bear Hunt 	<ul style="list-style-type: none"> *Lost and Found *Mr Gumpy's Motor Car *Little People Big Dreams: Amelia Earhart
Vocabulary	<p>Family member names</p> <p>Feelings words</p>	<p>Descriptive words to describe toys and books.</p> <p>Giving reasons:</p>	<p>Descriptive words associated with senses.</p> <p>Words to describe our</p>	<p>Words to describe our environment.</p>	<p>Words to describe growth and the cycle of growth</p>	<p>Descriptive words for other environments.</p> <p>Descriptive words for how</p>

	<p>Months of the year</p> <p>Words to describe the weather and seasons</p>	<p>vocabulary to support this.</p> <p>Different types of materials and words to describe them.</p>	<p>environment.</p>	<p>Animal names.</p> <p>Language associated with a life cycle.</p>	<p>Plant names.</p>	<p>other environments and travel makes you feel – excited, apprehensive.</p>
<p>Possible Links to KS1</p>	<p>Seasonal Change</p> <p>Timelines</p>	<p>Materials</p> <p>Future and past</p>	<p>The Human Body</p> <p>Our village and school</p>	<p>Animals</p> <p>The UK</p>	<p>Plants</p> <p>Significant people</p>	<p>Scientific investigations</p> <p>Environments different to our own</p>

Early Years Progression						
	TOPIC TITLE WILD THINGS	TOPIC TITLE JOURNEYS AND EXPLORATION	TOPIC TITLE SIMILARITIES AND DIFFERENCES	TOPIC TITLE NATURE AND ENVIRONMENT	TOPIC TITLE FANTASY JOURNEYS	TOPIC TITLE FAMILY AND FRIENDS
Personal, Social and Emotional Development	<p>Managing Self: me and my body</p> <ul style="list-style-type: none"> * NSPCC Pantosaurus *Be able to talk about their own bodies and who is a safe adult. *My interests and new experiences *Settling in: new faces, rules and routines. *Our class rules and the Slingsby Values for Life 	<p>Self-regulation: my feelings</p> <ul style="list-style-type: none"> *Express their feelings and consider the feelings of others. *Talk about our feelings and the feelings of others using words like 'angry' and 'worried' *How to cope with their feelings and the feelings of others. *Developing confidence with unfamiliar people *Understand gradually how others might be feeling. *Talk with others to solve conflicts; find a compromise with adult support. 	<p>Building relationships: special relationships</p> <ul style="list-style-type: none"> *Explore why families and special people are important. *Why and how we share. *How we are similar and different. *Express their feelings and consider the feelings of others. *Play alongside others, developing themes *Developing social confidence. 	<p>Building relationships: my family and friends</p> <ul style="list-style-type: none"> *Exploring special times for others *How to be a good friend: sharing, taking turns and being kind. *See themselves as a valuable individual *Begin to show resilience and perseverance *Begin to manage emotions. 	<p>Managing self: taking on challenges</p> <ul style="list-style-type: none"> *Why we have rules and why they are important * What is perseverance and why is it important? *Demonstrate resilience and perseverance (carrying through ideas and selecting resources) *Considering the feelings and perspective of others: suggest a compromise. 	<p>Managing self: my wellbeing</p> <ul style="list-style-type: none"> *Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity •healthy eating • being a safe pedestrian

<p style="text-align: center;">Physical Development</p>	<p>*Exploring the space and equipment: settling in. *Moving freely with confidence in a range of ways * Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed *Developing independence when getting dressed and undressed.</p> <p>* Makes horizontal, diagonal, vertical and circular strokes using gross motor movements. * Makes horizontal, diagonal, vertical and circular strokes using fine motor movements. *Holding pencils between thumb and two fingers instead of whole hand</p>	<p>*Mounting stairs, steps or climbing equipment using alternative steps *Walking downstairs two feet to each step *Standing momentarily on one foot *Be increasingly independent, as they get dressed and undressed.</p> <p>* Manipulates a range of tools and equipment in one hand, including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons * Understands key directional terms (horizontal, diagonal, vertical and circular) *Beginning to hold pencil correctly and showing good control in fine motor movements. *Beginning to form some letters correctly (direction and position)</p>	<p>*Begins to negotiate space successfully when playing racing and chasing games *Starting to experiment with different types of movements *Jumping off objects safely and carefully</p> <p>*Developing a dominant hand. *Developing their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing, paintbrushes, scissors, knives, forks and spoons * Beginning to hold pencil correctly and showing good control, forming letters correctly (direction and position) when writing their own name</p>	<p>*Travelling with confidence and skill when moving around, under, over and through various equipment *Kicks a ball with either foot, throws a ball with increasing strength and can catch a ball with two hands, using chest to trap it if necessary.</p> <p>*Refines skills with one handed equipment. * Holds a pencil correctly and shows good control and position when preparing to write. * Letters are increasingly formed correctly.</p>	<p>*Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk *Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>*Handles tools, objects, construction and malleable materials safely and with increasing control and intention *Forms letters correctly with increasing independence.</p>	<p>* Demonstrate strength, balance and coordination when playing * Shows increasing control when pushing, patting throwing, catching, and kicking a ball</p> <p>*Consistently holds a pencil with a tripod grip, forming letters correctly *Shows care and accuracy when drawing.</p>
<p style="text-align: center;">Communication and Language</p>	<p>*Listens to familiar stories with increasing attention and recall. *Listens to others or in 1-1 groups when conversation interests them.</p> <p>*Uses language to share feelings, experiences and</p>	<p>*Joins in with repeated refrains and anticipates key events in stories. *Can shift to a different task if attention fully obtained.</p> <p>*Builds up vocabulary that reflects the breadth</p>	<p>*Follows instructions provided they are not over engaged in their own choice of activity. *Listens to the opinion of others in a small group.</p>	<p>* Follows longer, more complex instructions involving a two-part sequence when asked generally. *Beginning to be able to change their own focus of attention</p>	<p>*May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span *Uses language to</p>	<p>*Listens and responds to ideas expressed by others in conversation or discussion</p> <p>*Extends vocabulary by repeating new words, being able to explain their meaning.</p>

	<p>thoughts.</p> <ul style="list-style-type: none"> *Holds a conversation, jumping from topic to topic. *Uses talk to pretend an object represents something else in role play. <p>*Settling in: understanding simple instructions without visual clues; beginning to follow two step instructions when asked directly.</p>	<p>of their experience.</p> <ul style="list-style-type: none"> *Describes how they made a model or did an activity. *Can retell a past event in the correct order. <p>* Settling in: understanding simple questions involving who, what and where.</p> <p>*Asks simple questions about stories or themselves.</p>	<ul style="list-style-type: none"> *Beginning to use more complex sentences, using and and because. *Retells simple stories sometimes using the vocabulary from books *Begins to use a range of tenses. <p>*Understands how and why questions</p> <p>*Understands instructions with more than two steps.</p>	<ul style="list-style-type: none"> *Sometimes uses tenses correctly *Questions why things happen and gives explanations. *Talks more extensively about things that are important to them. <p>*Beginning to understand humour through books, stories and rhymes.</p>	<p>imagine and recreate roles and experiences in play situations</p> <ul style="list-style-type: none"> *Links statements and sticks to a main theme or intention <p>*Understands questions who, why, when, where and how.</p> <p>*Listens and responds to the ideas of others</p>	<ul style="list-style-type: none"> *Explains their ideas and feelings in full sentences which may be extended and use different tenses with modelling by an adult. *Understands a range of complex sentence structures including negatives, plurals and different tenses.
<p>Literacy</p>	<ul style="list-style-type: none"> *Has a favourite story or rhyme, song or poem. *Listens to and joins in with familiar stories. *Recognises their own name. *Beginning to segment sounds in words and blend them with the support of an adult where necessary. <p>*The features of a book: how to hold it, turn pages and the front cover.</p> <p>*Writing my name: initial letters</p>	<ul style="list-style-type: none"> *Recognises the initial sounds in words *Beginning to segment and blend simple words, with support where necessary <p>*Tell a familiar story to a friend, using puppets or props.</p> <p>*Writing my name: in full</p>	<ul style="list-style-type: none"> * Blend sounds into words, so that they can read short words made up of known letter–sound correspondences, in line with the Little Wandle Phonics programme. <p>*Begins to talk about familiar stories, using modelled vocabulary.</p> <p>*Beginning to transcribe short CVC words with support.</p>	<ul style="list-style-type: none"> * Blend sounds into words, so that they can read short words made up of known letter–sound correspondences, including tricky words in line with the Little Wandle Phonics programme. <p>*Engages in extended talk about familiar stories, using vocabulary from the text.</p> <p>*Transcribes CVC words and words with known grapheme correspondence with increasing independence.</p>	<ul style="list-style-type: none"> *Read simple phrases and sentences made up of words with known letter–sound correspondences including tricky words, in line with the Little Wandle Phonics programme. <p>*Begins to make predictions about what might happen next.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s, making phonetically plausible attempts at more complex words.</p>	<ul style="list-style-type: none"> *Read aloud simple sentences and books that are consistent with their Phonics knowledge. *Retell stories using their own and modelled vocabulary. *Talk about and explain the meaning of vocabulary encountered. * Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words *Writing simple sentences which can be read by themselves and

						others.
Maths (WRM Scheme)	<ul style="list-style-type: none"> *Settling in: rules and routines. *Where do things belong? *Enjoys tackling problems involving prediction and comparison (matching and sorting; size, mass and capacity) *Compares objects and numbers *Talk about and compare patterns in the environment *Continues, copies and creates repeating patterns. *Represent, compare and compose numbers to 3. 	<ul style="list-style-type: none"> *Understand position through words alone *Identify and describe triangles, circles, squares and rectangles * Represent, compare and compose numbers to 5. *Identify one more and one less of numbers within 5. 	<ul style="list-style-type: none"> * Recognise zero. *Subitise to 5. *Compare, weight and capacity. * Represent, compare and compose numbers to 8. *Begin to recall number bonds to 5. *Make pairs. *Explore doubles. 	<ul style="list-style-type: none"> *Compare length and height. *Represent, compare and compose numbers to 10. *Begin to recall number bonds to 5. *Recognises cube, sphere, cylinder and cone. *Continues, copies and creates repeating patterns. 	<ul style="list-style-type: none"> *Count beyond 10. *Explore and identify numbers to 20. *Count forwards and backwards within 10 *Explore one more and one less within 20. *Select, rotate and manipulate shapes for a purpose. 	<ul style="list-style-type: none"> *Explore grouping and sharing. *Explore doubles within 10. * Verbally count beyond 20. *Explore odd and even numbers within 10.
Understanding the World	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> * To know that some photographs and drawings represent the past. * To know some language for talking about the past, although it may be used inaccurately. * To know that they started as a baby but have since grown and changed. * To know that someone's age is the time since they were born. <p>*To recount activities from their past, using photo's as a prompt.</p> <p>*To begin to use photographs and stories to compare the past with today.</p> <p>*To begin to ask questions about the differences that</p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> * To know that some photographs and drawings represent the past. * To know some language for talking about the past, although it may be used inaccurately. <p>*To begin to recognise similarities and differences between the past and today.</p> <p>*To begin to ask questions about the differences that they see using photos and stories</p> <p>* To use photographs and images to make observations about the past.</p> <p><u>The Natural World</u></p>	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> *Know the name of the school they attend and the village it is located. *Know that a map is a picture of a place. *Begin to know some vocabulary to describe the characteristics of different places. *Begin to know some vocabulary to describe directions. <p>*Make observations about the characteristics of places.</p> <p>*Represent and comment on some of the features they notice in their school</p>	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> * To know the words to describe the different seasons. *To begin to know some of the characteristics of the different seasons. * To know that the different seasons are marked by certain weather conditions and be able to use language associated with the weather. <p>*Observe the weather across the seasons.</p> <p>*Observe and discuss the effect of the changing seasons.</p> <p>*Begin to use the names of the seasons in the correct context.</p> <p>*Begin to ask questions</p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> * To know some language for talking about the past using it with increasing accuracy. * To know that some photographs or drawing represent the past. <p>*Recognise similarities and differences between the past and today.</p> <p>* To use photographs and images to make observations about the past.</p> <p>*To ask questions about the differences that they see using photos and stories</p> <p>* Use photographs and stories to compare the past and today.</p>	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> *To know the name of the country they live in. *To know that there are differences between places in this country and other countries. *To know vocabulary to describe the characteristics of different places. <p>*Discuss how environments in stories and images are different to the one they live in.</p> <p>*Make observations about the characteristics of different places.</p> <p><u>Where do we belong?</u></p> <ul style="list-style-type: none"> • use new vocabulary to recall and name simply

	<p>they see using photos and stories * To use photographs and images to make observations about the past.</p> <p><u>People, Culture and Communities</u> Who is a Christian and what do they believe? * talk about the fact that Christians believe in God. *Recognise some Christian symbols and images. *Talk about some simple ideas about Christian beliefs.</p> <p><u>The Natural World</u> *begin to develop an understanding of changes in weather and the effect on their environment.</p>	<p>*Talk about what they see, using a wide vocabulary. *Explore and talk about different materials. *Think about the effect their behaviour can have on the environment.</p> <p><u>People, Culture and Communities</u> Which times are special and why? *give examples of special occasions and suggest features of a good celebration *recall simple stories connected with Christmas and Hannukah * say why Christmas and Hannukah is a special time for Christians and Jewish people.</p>	<p>and school grounds. * Create real or imaginary maps even if the features are indistinguishable. *Begin to look at and comment on maps</p> <p>Which places are special and why? *talk about somewhere that is special to themselves, saying why *be aware that some religious people have places which have special meaning for them * hold conversations about the things that are special and valued in a place of worship</p> <p><u>The Natural World</u> *Begin to learn vocabulary to describe different bodies of water. * Recognise features on maps, including that blue usually represents water. *Develop an understanding of growth and changes over time.</p>	<p>about the world around them. *Understand the key features of the life cycle of an animal.</p> <p><u>People, Culture and Communities</u> Who is a Muslim and what do they believe? *identify the Qu’ran as a sacred text *recognise religious words connected with being a Muslim *talk about a religious story using new vocabulary</p> <p><u>The Natural World</u> *understand the effect of the changing seasons on the natural world around them. *Develop an understanding of growth and changes over time. *Show care and concern for living things.</p>	<p><u>People, Culture and Communities</u> Where do we belong? * share and record occasions when things have happened in their lives that made them feel special • use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication</p> <p><u>The Natural World</u> *Develop an understanding of growth, decay and changes over time. *Show care and concern for living things. *Make observations and talk about changes.</p>	<p>what happens at Ramadan and Eid al-Fitr *talk about how this helps Muslims to share a sense of belonging</p> <p><u>The Natural World</u> *Think about the effect their behaviour can have on the environment.</p>
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<p style="text-align: center;">Expressive Arts and Design</p>	<p>Focus: junk modelling *Explore materials through junk modelling *Use tools for a purpose, especially scissors. *Explore different joining techniques. *Beginning to create and plan collaboratively, sharing ideas, resources and skills. *Use available resources to create props or create imaginary ones to support play. *Play alongside other children who are engaged in the same theme *Beginning to problem solve to develop their design.</p> <p>Music: sound *Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</p>	<p>Focus: mark making *Explore mark making through different materials * Develop an understanding of using lines to enclose a space and begins to use drawings to represent things. *Begin to develop observational skills (for example, by using mirrors to include the main features of faces) *Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. *Use tools for a purpose</p>	<p>Focus: textiles *Develop fine motor skills through threading and weaving. *Begin to use a needle and thread. *Develop and refine their ideas through a design process *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Use tools for a purpose *Create representations of both imaginary and real-life ideas, events, people and objects. *Choose particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</p>	<p>Focus: painting *Explore paint, texture and colour. *Know the names of different colours and explore what happens when they are mixed. *Use language to describe the different tones of colour. *Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. and develop their thinking around their interests. *Create representations of both imaginary and real-life ideas, events, people and objects. *Begin to build a collection of songs and actions</p> <p>Music: music and movement *Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Focus: structures Exploring what is meant by 'waterproof', 'floating' and 'sinking', pupils experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own</p> <p>Music: Transport *Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>	<p>Focus: sculpture. Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.</p> <p>Music: Big Band * Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p>
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Early Learning Goals for the end of year assessment

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <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>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly <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>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers <p>Show sensitivity to their own and to others' needs.</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Comprehension</p> <ul style="list-style-type: none"> • 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. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Past and Present</p> <ul style="list-style-type: none"> • 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 <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

					<ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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