

## EYFS Curriculum Overview - 2022/2023

Autumn	Spring	Summer
The Colour Monster	Winter	Traditional Tales
Myself	Arctic and Animals	Kings and Queens
Autumn/Harvest	Dinosaurs (Animals)	Transport
Hedgehogs and Bonfire Night	Farm and Animals	Minibeasts (Animals)
Owl Babies	Jungle and Animals	Under the Sea and Animals
People who help us +	Space	Summer/Seaside
Vets and Pets	Healthy Living	Pirates
Stickman and Christmas	Spring	
RE (Myself, Welcome, Birthdays, Advent)	RE (Celebrations, Gathering, Growing)	RE (Good News, Friends, Our World)

## Autumn Term

TOPIC	DEVELOPMENT MATTERS OBJECTIVES	KEY FACTS VOCABULARY
<b>Myself</b>	<p><b>3 and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>-Talk about what they see, using a wide vocabulary.</li> <li>-Begin to make sense of their own life-story and family's history.</li> <li>-Show interest in different occupations</li> <li>-Continue to develop positive attitudes about the differences between people.</li> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>-Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>-Develop their sense of responsibility and membership of a community.</li> <li>-Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations.</li> <li>-Play with one or more other children, extending and elaborating play ideas.</li> <li>-Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be SpiderMan in the game, and suggesting other ideas.</li> <li>-Increasingly follow rules, understanding why they are important.</li> </ul>	<p>My body - parts and senses</p> <p>More difficult parts of the body - elbow, wrist, ankle, eyebrow... and internal - heart, lungs, bones, muscles, brain</p> <p>My home and family - where do you live and who do you live with</p> <p>Explaining who is who -eg grandma is mums mum or dads mum, auntie is mums sister or dads sister etc</p> <p>Learn address and birthdays.</p> <p>Likes and dislikes - sharing with each other and</p>

	<ul style="list-style-type: none"> <li>-Do not always need an adult to remind them of a rule.</li> <li>-Develop appropriate ways of being assertive.</li> <li>-Talk with others to solve conflicts.</li> <li>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>-Begin to understand how others might be feeling</li> </ul> <p><b>Children in reception</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>-Name and describe people who are familiar to them.</li> <li>-Comment on images of familiar situations in the past.</li> <li>-Understand that some places are special to members of their community.</li> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-See themselves as a valuable individual.</li> <li>-Build constructive and respectful relationships.</li> <li>-Express their feelings and consider the feelings of others.</li> <li>-Show resilience and perseverance in the face of challenge.</li> <li>-Identify and moderate their own feelings socially and emotionally.</li> <li>-Think about the perspectives of others.</li> </ul>	<p>discovering similarities and differences.</p> <p>All different All equal - anti bullying</p> <p>Learning to be part of a classroom</p> <p>Learning school rules</p> <p>Following instructions</p> <p>Learning about others</p> <p>Discussing feelings</p> <p>Learning to share and play together.</p>
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	<p>-Manage their own needs</p> <p><b>ELG</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>-Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers.</p>	
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	-Show sensitivity to their own and to others' needs.	
<b>The Colour Monster</b>	<p><b>3and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>-Develop their sense of responsibility and membership of a community.</li> <li>-Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations.</li> <li>-Play with one or more other children, extending and elaborating play ideas.</li> <li>-Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas.</li> <li>-Develop appropriate ways of being assertive.</li> <li>-Talk with others to solve conflicts.</li> <li>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>-Begin to understand how others might be feeling</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-See themselves as a valuable individual.</li> <li>-Build constructive and respectful relationships.</li> <li>-Express their feelings and consider the feelings of others.</li> <li>-Show resilience and perseverance in the face of challenge.</li> <li>-Identify and moderate their own feelings socially and emotionally.</li> <li>-Think about the perspectives of others.</li> </ul>	<p>Be able to identify different emotions</p> <p>Know when we may feel these different emotions</p> <p>Be able to express their emotions and discuss why</p> <p>The children will learn how to play individually and as part of a group</p> <p>Learn to share and why it is important</p> <p>Learn resilience and the importance</p> <p>Learn Perseverance and the importance</p> <p>Listen and respect one another</p> <p>Grow in confidence</p>

	<p>-Manage their own needs</p> <p><b>ELG</b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers.</p> <p>-Show sensitivity to their own and to others' needs.</p>	<p>Express their own ideas</p> <p>Manage their feelings</p> <p>Understand and learn how others may feel as a consequence to an action</p> <p>Empathy</p> <p>Form positive attachment with adults and peers by being present and following instructions/rules.</p>
<p>Owls</p> <p>Hedgehogs</p> <p>Vets and Pets</p>	<p><b>3 and 4 Year Olds</b></p> <p>-Use all their senses in hands-on exploration of natural materials.</p> <p>-Explore collections of materials with similar and/or different properties.</p> <p>-Talk about what they see, using a wide vocabulary.</p> <p>-Understand the key features of the life cycle of a plant and an animal.</p>	<p>Favourite animals - names and body parts eg paw, claw, tusks, hooves, beak, talons, etc</p> <p>Patterns and textures/ fur, skin, wool, feathers etc</p>

	<ul style="list-style-type: none"> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>-Talk about the differences between materials and changes they notice</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Draw information from a simple map.</li> <li>-Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>-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.</li> </ul>	<p>Animal environments – forest, desert, jungle, ocean, mountains etc</p> <p>How to look after our environment for animals – reduce, reuse, recycle</p> <p>Textures of Animal skins etc.</p> <p>What animals eat/drink/live?</p> <p>Create a map of their journey through a farm/jungle and what they may see</p>
<p><b>Autumn</b></p> <p><b>Bonfire</b></p> <p><b>Night</b></p> <p><b>Harvest</b></p>	<p><b>3 and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Explore collections of materials with similar and/or different properties.</li> <li>-Talk about what they see, using a wide vocabulary</li> <li>-Understand the key features of the life cycle of a plant and an animal.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p>Changes in the environment – trees, plants, weather, day length</p> <p>Watching change over time – leaves</p> <p>Evergreens</p>

	<ul style="list-style-type: none"> <li>-Listen with increased attention to sounds.</li> <li>-Respond to what they have heard, expressing their thoughts and feelings.</li> <li>-Remember and sing entire songs.</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them.</li> <li>-Describe what they see, hear and feel whilst outside.</li> <li>-Understand the effect of changing seasons on the natural world around them.</li> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>-Develop storylines in their pretend play.</li> <li>-Explore and engage in music making and dance, performing solo or in groups</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>-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.</li> <li>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>-Sing a range of well-known nursery rhymes and song</li> </ul>	<p>Animal behaviour in autumn - hibernation, migration</p> <p>How to look after pets and ourselves on Bonfire night</p> <p>Learning about when harvest is and the processes</p> <p>Can name some machinery</p> <p>Know about historical figures e.g. Guy Fawkes</p> <p>Learn names for different crops</p> <p>Learn a repertoire of songs and rhymes.</p>
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	-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	
<b>Christmas Stickman</b>	<p><b>3 and 4 year olds</b></p> <ul style="list-style-type: none"> <li>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>-Begin to understand how others might be feeling</li> <li>-Use all their senses in hands-on exploration of natural materials</li> <li>-Explore collections of materials with similar and/or different properties.</li> <li>-Talk about what they see, using a wide vocabulary.</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community.</li> <li>-Compare and contrast characters from stories, including figures from the past.</li> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-Explore the natural world around them.</li> <li>-Describe what they see, hear, and feel whilst outside</li> <li>-Understand the effect of changing seasons on the natural world around them</li> </ul>	<p>Learn the Christmas Story</p> <p>Learn about Advent</p> <p>Celebrations and Traditions</p> <p>Learn Stickman story</p> <p>Retell the story</p> <p>Make a stickman using natural materials</p> <p>Look at the changing seasons</p> <p>Discuss how to dress appropriately in the different seasons</p> <p>Talk about how the character is feeling, how his family may be feeling, how you would feel.</p> <p>Floating and sinking sticks</p> <p>Heavier and lighter</p>

	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>- some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p>society.</p> <ul style="list-style-type: none"> <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 past through settings, characters and events encountered in books read in class and storytelling</li> <li>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	
<p><b>People who Help us</b></p>	<p><b>3 and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>-Show interest in different occupations</li> <li>-Continue to develop positive attitudes about the differences between people.</li> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community.</li> <li>-Name and describe people who are familiar to them.</li> <li>-Understand that some places are special to members of their community</li> </ul>	<p>Learn different occupations</p> <p>Learn names of equipment</p> <p>Similarities between our country and others</p> <p>Learn the names of a contrasting country</p> <p>Explore different jobs</p> <p>Discuss jobs in their families</p>

	<p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>ELG</b></p> <p>-Talk about the lives of the people around them and their roles in society.</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>been read in class.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps</p>	
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## Lent Term

TOPIC	DEVELOPMENT MATTERS OBJECTIVES	KEY FACTS VOCABULARY
<p><b>Arctic</b></p> <p><b>Dinosaurs</b></p> <p><b>Farm</b></p> <p><b>Jungle</b></p>	<p><b>3 and 4 Year Olds</b></p> <p>-Use all their senses in hands-on exploration of natural materials.</p> <p>-Explore collections of materials with similar and/or different properties.</p> <p>-Talk about what they see, using a wide vocabulary.</p> <p>-Understand the key features of the life cycle of a plant and an animal.</p> <p>-Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Favourite animals - names and body parts eg paw, claw, tusks, hooves, beak, talons, etc</p> <p>Patterns and textures/ fur, skin, wool, feathers etc</p>

	<p>-Talk about the differences between materials and changes they notice</p> <p><b>Children in Reception</b></p> <p>-Draw information from a simple map.</p> <p>-Recognise some environments that are different to the one in which they live.</p> <p><b>ELG</b></p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Animal environments – forest, desert, jungle, ocean, mountains etc</p> <p>How to look after our environment for animals – reduce, reuse, recycle</p> <p>Textures of Animal skins etc.</p> <p>What animals eat/drink/live?</p> <p>Create a map of their journey through a farm/jungle and what they may see</p>
<p><b>Winter/Spring</b></p>	<p><b>3 and 4 Year Olds</b></p> <p>-Use all their senses in hands-on exploration of natural materials.</p> <p>-Explore collections of materials with similar and/or different properties.</p> <p>-Talk about what they see, using a wide vocabulary</p> <p>-Understand the key features of the life cycle of a plant and an animal.</p> <p>-Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Learn the new seasons</p> <p>Know how to dress appropriately</p> <p>Spot signs of the changing seasons</p> <p>Discuss colours</p> <p>Look at the life cycle of a tree</p>

	<ul style="list-style-type: none"> <li>-Plant seeds and care for growing plants.</li> <li>-Understand the key features of the life cycle of a plant and an animal</li> <li>-Listen with increased attention to sounds.</li> <li>-Respond to what they have heard, expressing their thoughts and feelings.</li> <li>-Remember and sing entire songs.</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them.</li> <li>-Describe what they see, hear and feel whilst outside.</li> <li>-Understand the effect of changing seasons on the natural world around them.</li> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>-Develop storylines in their pretend play.</li> <li>-Explore and engage in music making and dance, performing solo or in groups</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>-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.</li> </ul>	<p>Look at the animals that are around/hibernating</p> <p>Plant seeds watch them grow</p> <p>Care for plants</p> <p>Science experiment plants in different temperatures/light/water</p>
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	<ul style="list-style-type: none"> <li>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>-Sing a range of well-known nursery rhymes and song</li> <li>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>	
<b>Healthy Living</b>	<p><b>3 and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>-Talk about what they see, using a wide vocabulary.</li> <li>-Continue to develop positive attitudes about the differences between people.</li> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>-Begin to understand how others might be feeling</li> </ul> <p><b>Children in reception</b></p> <ul style="list-style-type: none"> <li>-Understand that some places are special to members of their community.</li> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-See themselves as a valuable individual.</li> <li>-Build constructive and respectful relationships.</li> <li>-Express their feelings and consider the feelings of others.</li> </ul>	<p>Learn about different foods and their impact on our bodies</p> <p>Importance of exercise and balanced diet</p> <p>Hobbies</p> <p>Learn new skills</p> <p>Discuss personal hygiene</p> <p>Manage feelings</p> <p>Think about others feelings</p> <p>Make a healthy lunch</p> <p>Learn small amounts of sugary foods are okay for our bodies</p> <p>Learn some statistics</p>

	<ul style="list-style-type: none"> <li>-Show resilience and perseverance in the face of challenge.</li> <li>-Identify and moderate their own feelings socially and emotionally.</li> <li>-Think about the perspectives of others.</li> <li>-Manage their own needs</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> <li>-Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>-Form positive attachments to adults and friendships with peers.</li> <li>-Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Respect others</b></p> <p><i>Know everyone is different</i></p>
<b>Space</b>	<p><b>3 and 4 year olds</b></p> <ul style="list-style-type: none"> <li>-Explore collections of materials with similar and/or different properties.</li> <li>-Talk about what they see, using a wide vocabulary.</li> </ul>	<p><b>Learn planets</b></p> <p><b>Look at constellations</b></p> <p><b>Look at the phases of the moon</b></p>

	<ul style="list-style-type: none"> <li>-Show interest in different occupations.</li> <li>-Explore how things work.</li> <li>-Explore and talk about different forces they can feel.</li> <li>-Talk about the differences between materials and changes they notice</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Comment on images of familiar situations in the past.</li> <li>-Compare and contrast characters from stories, including figures from the past.</li> <li>-Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> <li>-Recognise some environments that are different to the one in which they live</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>-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.</li> </ul>	<p>Learn equipment</p> <p>Light and Dark</p> <p>Learn about people who have been on the moon</p> <p>Learn songs and rhymes</p> <p>Explore gravity (experiment)</p> <p>Look at forces</p> <p>Look at how craters are made</p>
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## Pentecost Term

<p><b>Minibeasts</b></p> <p><b>Sea Creatures</b></p>	<p><b>3 and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Explore collections of materials with similar and/or different properties.</li> <li>-Talk about what they see, using a wide vocabulary.</li> <li>-Understand the key features of the life cycle of a plant and an animal.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>-Talk about the differences between materials and changes they notice</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Draw information from a simple map.</li> <li>-Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p>Favourite animals - names and body parts eg paw, claw, tusks, hooves, beak, talons, etc</p> <p>Patterns and textures/ fur, skin, wool, feathers etc</p> <p>Animal environments - forest, desert, jungle, ocean, mountains etc</p> <p>How to look after our environment for animals - reduce, reuse, recycle</p> <p>Textures of Animal skins etc.</p> <p>What animals eat/drink/live?</p> <p>Create a map of their journey through a farm/jungle and what they may see</p>
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	<p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	
<p><b>Traditional Tales</b></p>	<p><b>3 and 4 Year Olds</b></p> <p>-Talk about what they see, using a wide vocabulary</p> <p><b>Children in Reception</b></p> <p>-Name and describe people who are familiar to them.</p> <p>-Comment on images of familiar situations in the past.</p> <p>-Compare and contrast characters from stories, including figures from the past.</p> <p>-Recognise some environments that are different to the one in which they live.</p> <p><b>ELG</b></p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Read traditional tales and learn story sequences.</p> <p>Talk about different characters in a story.</p> <p>Re tell stories.</p> <p>Learn 'fiction'</p> <p>Know different features of a book.</p> <p>Learn rhymes and repeated refrains.</p> <p>Order events.</p>
<p><b>Kings and Queens</b></p>	<p><b>3 and 4 Year Olds</b></p> <p>-Talk about what they see, using a wide vocabulary.</p> <p>-Show interest in different occupations.</p> <p>-Explore how things work.</p> <p>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Learn about our Monarch History.</p> <p>Know different names for royal belongings. E.g. crown.</p> <p>Know what the Queen/Kings job is.</p>

	<p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community.</li> <li>-Name and describe people who are familiar to them.</li> <li>-Comment on images of familiar situations in the past.</li> <li>-Understand that some places are special to members of their community.</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Talk about the lives of the people around them and their roles in society.</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> </ul> <p>been read in class.</p> <ul style="list-style-type: none"> <li>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>	<p>Know the difference between our country and others around us.</p> <p>Know where the King/Queen lives.</p> <p>Know past and present royals.</p> <p>The role of the monarchy in England</p> <p>King Charles's Coronation</p>
Transport and Machines	<p><b>3 and 4 year olds</b></p> <ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Explore collections of materials with similar and/or different properties.</li> </ul>	<p>Beetbots - Travelling</p> <p>Metal Detectors - Forces</p> <p>Looking at past and present ways of travelling</p>

	<ul style="list-style-type: none"> <li>-Talk about what they see, using a wide vocabulary</li> <li>-Explore how things work.</li> <li>-Explore and talk about different forces they can feel.</li> <li>-Talk about the differences between materials and changes they notice.</li> </ul> <p><b>Children in Reception</b></p> <p>Comment on images of familiar situations in the past</p> <p>Draw information from a simple map.</p> <p><b>ELG</b></p> <ul style="list-style-type: none"> <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 past through settings, characters and events encountered in books read in class and storytelling.</li> <li>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>	<p>Looking at how transport works.</p> <p>Knowing different transport</p> <p>Children using iPad</p> <p>Looking how things work and design their own machine</p> <p>Reading Non-Fiction Texts - Machines</p> <p>Reading Fiction Texts - The Naughty Bus</p> <p>Maddie space and I - Machines</p>
<p><b>Summer Seaside</b></p>	<p><b>3 and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials.</li> <li>-Explore collections of materials with similar and/or different properties.</li> </ul>	<p>Learn the different seasons and the effect on the environment.</p> <p>Learn new vocabulary e.g. seaside, beach, sea, sandcastle</p>

	<ul style="list-style-type: none"> <li>-Talk about what they see, using a wide vocabulary</li> <li>-Understand the key features of the life cycle of a plant and an animal.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>-Listen with increased attention to sounds.</li> <li>-Respond to what they have heard, expressing their thoughts and feelings.</li> <li>-Remember and sing entire songs.</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them.</li> <li>-Describe what they see, hear and feel whilst outside.</li> <li>-Understand the effect of changing seasons on the natural world around them.</li> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>-Develop storylines in their pretend play.</li> <li>-Explore and engage in music making and dance, performing solo or in groups</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>-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.</li> </ul>	<p>Be able to describe what a seaside looks like.</p> <p>Know different sea and land creatures.</p> <p>Explore the 5 different senses.</p> <p>Read both fiction and non fiction texts.</p> <p>Learn rhymes and songs linking to the seaside/summer.</p> <p>Create summer/seaside pictures from both memory and guidance.</p>
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	<ul style="list-style-type: none"> <li>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>-Sing a range of well-known nursery rhymes and song</li> <li>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>	
Pirates	<p><b>3 and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>-Talk about what they see, using a wide vocabulary</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>-Compare and contrast characters from stories, including figures from the past.</li> <li>-Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p>The children will learn to use their imagination in their role play.</p> <p>Read fiction texts.</p> <p>Learn vocabulary such as, pirates, treasure, chest, ship.</p> <p>Sinking and floating pirate ships. (Make)</p> <p>Create new storylines.</p> <p>Retell different stories.</p> <p>Learn about the sea.</p>