

EYFS Curriculum Overview – 2022/2023 **HISTORY AND GEOGRAPHY**

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
Myself	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and family's history. -Show interest in different occupations -Continue to develop positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos -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. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be SpiderMan in the game, and suggesting other ideas. -Increasingly follow rules, understanding why they are important. -Do not always need an adult to remind them of a rule. -Develop appropriate ways of being assertive. 	<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 discovering similarities and differences.</p>

	<ul style="list-style-type: none"> -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Begin to understand how others might be feeling <p>Children in reception</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries. -See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others. -Manage their own needs <p>ELG</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>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> <ul style="list-style-type: none"> -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. -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. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs. 	
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<p>The Colour Monster</p>	<p>3and 4 Year Olds</p> <ul style="list-style-type: none"> -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -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. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Begin to understand how others might be feeling <p>Children in Reception</p> <ul style="list-style-type: none"> -See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others. -Manage their own needs 	<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>Express their own ideas</p>
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	<p>ELG</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> -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. -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. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs. 	<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>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. 	<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>Children in Reception</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>ELG</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>Autumn/ Bonfire night/ Harvest</p>	<p>3 and 4 Year Olds</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>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"> -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. <p>Children in Reception</p> <ul style="list-style-type: none"> -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups <p>ELG</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. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter -Sing a range of well-known nursery rhymes and song 	<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	
Christmas Stickman	3 and 4 year olds -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Begin to understand how others might be feeling -Use all their senses in hands-on exploration of natural materials -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. Children in Reception -Talk about members of their immediate family and community. -Compare and contrast characters from stories, including figures from the past. -Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Describe what they see, hear, and feel whilst outside -Understand the effect of changing seasons on the natural world around them	Learn the Christmas Story Learn about Advent Celebrations and Traditions Learn Stickman story Retell the story Make a stickman using natural materials Look at the changing seasons Discuss how to dress appropriately in the different seasons Talk about how the character is feeling, how his family may be feeling, how you would feel. Floating and sinking sticks Heavier and lighter

	<p>ELG</p> <ul style="list-style-type: none"> - 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>society.</p> <ul style="list-style-type: none"> - 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 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	
<p>People who Help us</p>	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> - Show interest in different occupations - Continue to develop positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p>Children in Reception</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Understand that some places are special to members of their community 	<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>ELG</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>Arctic</p> <p>Dinosaurs</p> <p>Farm</p> <p>Jungle</p>	<p>3 and 4 Year Olds</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>Children in Reception</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>ELG</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>Winter</p> <p>Spring</p>	<p>3 and 4 Year Olds</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"> -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. <p>Children in Reception</p> <ul style="list-style-type: none"> -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups <p>ELG</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>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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	<p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>-Sing a range of well-known nursery rhymes and song</p> <p>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	
<p>Healthy Living</p>	<p>3 and 4 Year Olds</p> <p>-Talk about what they see, using a wide vocabulary.</p> <p>-Continue to develop positive attitudes about the differences between people.</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>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>-Begin to understand how others might be feeling</p> <p>Children in reception</p> <p>-Understand that some places are special to members of their community.</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-See themselves as a valuable individual.</p> <p>-Build constructive and respectful relationships.</p> <p>-Express their feelings and consider the feelings of others.</p>	<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"> -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Think about the perspectives of others. -Manage their own needs <p>ELG</p> <ul style="list-style-type: none"> -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, nonfiction texts and (when appropriate) maps. -Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs. 	<p>Respect others</p> <p>Know everyone is different</p>
Space	<p>3 and 4 year olds</p> <ul style="list-style-type: none"> -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. 	<p>Learn planets</p> <p>Look at constellations</p> <p>Look at the phases of the moon</p>

	<ul style="list-style-type: none"> -Show interest in different occupations. -Explore how things work. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice <p>Children in Reception</p> <ul style="list-style-type: none"> -Compare and contrast characters from stories, including figures from the past. -Explore the natural world around them. - Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live <p>ELG</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. -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>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>Minibeasts</p> <p>Sea Creatures</p>	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Talk about the differences between materials and changes they notice <p>Children in Reception</p> <ul style="list-style-type: none"> -Draw information from a simple map. -Recognise some environments that are different to the one in which they live. <p>ELG</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. -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>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>-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>	
Traditional Tales	<p>3 and 4 Year Olds</p> <p>-Talk about what they see, using a wide vocabulary</p> <p>Children in Reception</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>ELG</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>
Kings and Queens	<p>3 and 4 Year Olds</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>Learn about our Monarch History.</p> <p>Know different names for royal belongings. E.g. crown.</p>

-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Children in Reception

-Talk about members of their immediate family and community.

-Name and describe people who are familiar to them.

-Comment on images of familiar situations in the past.

-Understand that some places are special to members of their community.

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

ELG

-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

been read in class.

-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.

Know what the Queen/Kings job is.

Know the difference between our country and others around us.

Know where the King/Queen lives.

Know past and present royals.

The role of the monarchy in England

King Charle's Coronation

<p>Transport and Machines</p>	<p>3 and 4 year olds</p> <ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary -Explore how things work. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice. <p>Children in Reception</p> <p>Comment on images of familiar situations in the past</p> <p>Draw information from a simple map.</p> <p>ELG</p> <ul style="list-style-type: none"> -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</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>Beetbots - Travelling</p> <p>Metal Detectors - Forces</p> <p>Looking at past and present ways of travelling</p> <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>
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<p>Summer Seaside</p>	<p>3 and 4 Year Olds</p> <ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. <p>Children in Reception</p> <ul style="list-style-type: none"> -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Understand the effect of changing seasons on the natural world around them. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups <p>ELG</p>	<p>Learn the different seasons and the effect on the environment.</p> <p>Learn new vocabulary e.g. seaside, beach, sea, sandcastle</p> <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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	<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>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>-Sing a range of well-known nursery rhymes and song</p> <p>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	
Pirates	<p>3 and 4 Year Olds</p> <p>-Talk about what they see, using a wide vocabulary</p> <p>Children in Reception</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>ELG</p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>The children will learn to use their imagination in their role play.</p> <p>Read fiction texts. And look at pirates in the past</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>

		Learn about the sea.
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