























2023-2024	Nursery Yearly Overview Curriculum					
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Whole School Subject Focus	PSED	History	Geography	History	Geography	Science
<p>Focus Theme</p>  <p>These themes are broad and are chosen in line with the whole school focus however these may be changed or adapted depending on the interests of each individual cohort.</p>	<p><u>Me and My Community</u></p>  <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also begins to teach children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p>	<p><u>Once Upon a Time</u></p>  <p>This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	<p><u>Build it up</u></p>  <p>This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.</p>	<p><u>Dangerous Dinosaurs</u></p>  <p>This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>	<p><u>Big Wide World</u></p>  <p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>	<p><u>Creep, Crawl and Wiggle</u></p>  <p>This mini project teaches children about invertebrates that live in their gardens and local environment.</p>
<p>WOW Moments and Enrichments</p> 	<ul style="list-style-type: none"> • Walks around our school • Invite in 'people who help us' 	<ul style="list-style-type: none"> • A picture of me in the past • Grandparents' Day 	<ul style="list-style-type: none"> • Local walk • Visiting local building site • Den building • Fairy house building 	<ul style="list-style-type: none"> • Museum Visit • Dinosaur Visit – Teach Rex 	<ul style="list-style-type: none"> • Bring your own vehicle day • Cleethorpes day including train ride and The Jungle Zoo visit 	<ul style="list-style-type: none"> • Minibeast workshop • Minibeast hotel exploration/creation
<p>Other Themes</p>  <p>Focussing on: each of the seasons and seasonal change; religious festivals; and national days of significance.</p>	<ul style="list-style-type: none"> • Autumn • Rosh Hashanah • European Day of Languages 	<ul style="list-style-type: none"> • Halloween • Diwali • Bonfire Night • Remembrance Day • Children in Need • Road Safety Week • Anti-Bullying • Advent • Christmas 	<ul style="list-style-type: none"> • Chinese New Year • Valentine's Day • Random Acts of Kindness Day • Safer Internet Day • Children's Mental Health and Wellbeing 	<ul style="list-style-type: none"> • Spring • Pancake Day • World Book Day • Red Nose Day • Mother's Day • Easter • Science Week 	<ul style="list-style-type: none"> • African World Heritage Day • World Bee Day • Space Day • Bike Week • King's Coronation 	<ul style="list-style-type: none"> • Father's Day • Sport's Day • Butterfly Awareness • World Oceans Day • Healthy Eating Week
<p>Personal, Social and Emotional Development</p>  <p>Managing self – Self Regulation.</p>	<p><u>Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> • Learning our school rules and values • Making friends • Basic choice making • Toilet hygiene • Confidence to explore our environment 	<p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> • Caring for others • Kindness • Positive relationships • Turn-taking • Independent choice making • Road Safety 	<p><u>Caring and Responsibility</u></p> <ul style="list-style-type: none"> • The people that help us • Environmental responsibility • Showing sensitivity to others • Own and others' feelings • Looking after the environment 	<p><u>Families & Committed Relationships</u></p> <ul style="list-style-type: none"> • Our families • Different families • Kindness towards friends • Mother's day • Why families are important 	<p><u>Healthy Body, Healthy Mind</u></p> <ul style="list-style-type: none"> • About our bodies • Anatomical names • NSPCC Pantosaurus • Healthy food choices and trying new foods • Exercise and its importance 	<p><u>Coping with Change</u></p> <ul style="list-style-type: none"> • Revisiting our changes since birth • Changes through the year • Anticipating change • Embracing change • Transition to Year 1

<p>Communication and Language</p>  <p>Key Threads: developing speaking and listening skills through daily story times, High quality interactions, 1:1 back and forth exchange and group discussion, PSHE time, sharing circles, Singing, speech & language interventions.</p>	<ul style="list-style-type: none"> Listening to simple stories and understand what is happening with the help of pictures Introduce nursery rhyme/ action song per week Listen to people talk with interest Understand simple instructions 	<ul style="list-style-type: none"> Understand to listen carefully Learn new vocabulary Use new vocabulary throughout the day Ask questions to find out more and to check they understand what has been said to them 	<ul style="list-style-type: none"> Articulate ideas and thoughts into well-formed sentences. Connect one idea or action to another using a range of connectives Describe events in some detail 	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases Continue to engage in story times 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Retell the story with familiarity to the texts words and phrases Use new vocabulary in different contexts 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Engage in non-fiction books Listen to and talk about a range of non-fiction books
<p>Physical Development</p>  <p><u>Fine Motor:</u> A constant array of activities and provocations are offered throughout the year focussing on developing muscles in order to be able to hold a pencil effectively, use small tools and show accuracy and care when drawing and writing.</p>	<p><u>Introduction to PE</u></p> <ul style="list-style-type: none"> Spin, roll and independently use ropes and swings Enjoy kicking, throwing and catching balls. Sit on push along wheeled toys likes bikes and scooters 	<p><u>Fundamentals</u></p> <ul style="list-style-type: none"> Revise and refine the current movements they have run, jump, crawl etc. Progress towards an more fluid style of movement using control and grace 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p><u>Games</u></p> <ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes Work together as a team to complete a task
 <p>All units focus on: developing overall strength and revising/refining fundamental movement skills; handling equipment effectively; moving confidently in a range of ways; safely negotiating space; showing good control and co-ordination in small and large movements; talking about ways to keep healthy and safe; and knowing the importance for good health and physical exercise.</p>						
<p>Mathematics</p>  <p>Key threads: Develop a deep understanding of understanding numbers to 10; Subitising; number bonds; doubling; verbally counting beyond 20; comparing quantities up to 10; and number patterns.</p>	<p>Master the Curriculum</p> <ul style="list-style-type: none"> Colours – red, blue and yellow. Colours – green and purple Matching – towers and buttons Matching – shape and handprints Sorting – shapes and sizes 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> Number 1 – counting and subitising Subitising 2 Number 2 – counting Patterns – outdoor and movement 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> Number 3 – subitising Number 3 – counting Number 4 – counting Number 4 – composition Number 5 – counting Number 5 – composition 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> Number 6 – counting Height and Length – long and short, tall and short Mass – heavy and height Capacity – nearly full and empty 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> Sequencing – rhyme, the hungry caterpillar Positional language – in and out front and behind More than and fewer than 2D Shape – circles, triangles, rectangles 3D shapes – cylinders spheres, cubes and cuboids 	<p>Master the Curriculum</p> <ul style="list-style-type: none"> Number composition – numbers 3 and 4 What comes after? – build a number line What comes after? Numbers to 5
 <p>Alongside WRM, we also use the NCETM Mastering Number programme. This programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p>						

<p>Literacy: Comprehension</p>  <p>Key Threads: retelling stories and narratives using their own words; developing, remembering and using new vocabulary; anticipating key events in stories; accessing a range of fiction, non-fiction, rhymes and poems.</p>	<p><u>Focus Texts:</u></p> <p>Circles all around Us Lost and Found We're all Wonders</p> <p><u>Topic Enrichment Texts:</u></p> <ul style="list-style-type: none"> Enjoy sharing books with an adult. Pay attention and recognise characters in the pictures Talk about the characters of the story 	<p><u>Focus Texts:</u></p> <p>Owl Babies Peace at Last The Gruffalo</p> <p><u>Topic Enrichment Texts:</u></p> <p>Alfie At Nursery School Shirley Hughes</p> <p>The Baby's Catalogue Allan Ahlberg and Janet Ahlberg</p> <p>Mog The Forgetful Cat Judith Kerr</p> <p>My Two Grannies Floella Benjamin</p> <p>Major Glad, Major Dizzy Jan Oke</p> <p>Classic Nursery Rhymes Nicolas Baxter</p> <p>The History Of Toys Deborah Jaffe</p> <p>Clothes Then And Now Richard Northcott</p> <p>Houses Then And Now Rose Goldsmith</p> <p>Lost In A Toy Museum: An Adventure David Lucas</p>	<p><u>Focus Texts:</u></p> <p>Iggy Peck Architect Three Little Pigs What We'll Build</p> <p><u>Topic Enrichment Texts:</u></p> <p>What To Do With A Box Jane Yolen and Chris Sheban</p> <p>The Three Little Wolves And The Big Bad Pig Eugene Trivizas and Helen Oxenbury</p> <p>Spot The Bird On The Building Site Sarah Khan and Joelle Dreidemy</p> <p>A House In The Woods Inga Moore</p> <p>Push! Dig! Scoop!: A Construction Counting Rhyme Rhonda Gowler Greene and Daniel Kirk</p> <p>My First Trucks And Diggers: Lets Get Driving! DK</p>	<p><u>Focus Texts:</u></p> <p>Handa's Surprise Snail and the Whale The Train Ride</p> <p><u>Topic Enrichment Texts:</u></p> <p>Our World: A First Book Of Geography Sue Lowell Gallion and Lisk Feng</p> <p>Fatou, Fetch The Water Neil Griffiths and Peggy Collins</p> <p>Don't Spill The Milk! Christopher Corr and Stephen Davies</p> <p>Mama Panya's Pancakes Mary and Rich Chamberlin and Julia Cairns</p> <p>Look Inside: Our World Earth Heroes Emily Bone and Marianna Oklejak</p> <p>Under The Same Sky Britta Teckentrup</p> <p>Penguin On Holiday Salina Yoon</p> <p>How To Count: 1 To 5 In Five Languages Kenard Pak</p>	<p><u>Focus Texts:</u></p> <p>Harry and Bucketful of Dinosaurs The Dinosaur the Pooped the Planet Dear Dinosaur</p> <p><u>Topic Enrichment Texts:</u></p> <p>Cave Baby Julia Donaldson and Emily Gravett</p> <p>Tyrannosaurus Drip Julia Donaldson and David Roberts</p> <p>Dinosaur Roar! Henrietta Stickland and Paul Stickland</p> <p>Some Dinosaurs Are Small Charlotte Voake</p> <p>Creature Features: Dinosaurs Natasha Durley</p> <p>The ABC Of Dinosaurs Sienna Nightingale</p> <p>The Littlest Dinosaurs Bryce Raffle & Steven Kothlow</p>	<p><u>Focus Texts</u></p> <p>Whose in the Loo Aaargh Spider What the Ladybird Heard The Very Hungry Caterpillar</p> <p><u>Topic Enrichment Texts:</u></p> <p>The Bad-Tempered Ladybird Eric Carle</p> <p>The Crunching Munching Caterpillar Sheridan Cain and Jack Tickle</p> <p>Mad About Minibeasts Giles Andreae and David Wojtowycz</p> <p>Minibeast Bop Tony Mitton and Guy Parker-Rees</p>
<p>Literacy: Writing</p>  <p>Key Threads: write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.</p>	<p><u>Writing Outcomes</u></p> <p>Mark Making 'Dough disco'</p>	<p><u>Writing Outcomes</u></p> <p>Recognise the difference between lower case and capital letters</p> <p>Begin to form some lower case letters correctly</p> <p>Recognise the beginning letter of their name</p>	<p><u>Writing Outcomes</u></p> <p>Identify the initial sound in some words.</p> <p>Begin to learn how to write their name</p>	<p><u>Writing Outcomes</u></p> <p>Children to write pretend marks some having meaning</p> <p>Children to be able to explain what they have written</p>	<p><u>Writing Outcomes</u></p> <p>Children to be able to write their name independently</p> <p>Children to form some letters correctly</p>	<p><u>Writing Outcomes</u></p> <p>Ensure secure pencil control</p> <p>Ensure children are actively engaged in writing</p>
	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1/2

<p>Literacy: Word Reading</p>  <p>Key threads: know and 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>	<p>Bug Club Pre – reception</p> <ul style="list-style-type: none"> • Understand that print has meaning • Begin to spot rhymes 	<p>Bug Club Pre – reception</p> <ul style="list-style-type: none"> • Understand print can have different purpose • Know we read a text from left to right 	<p>Bug Club Pre – reception</p> <ul style="list-style-type: none"> • To be able to point to the title of the book • To be able to spot and suggest rhymes 	<p>Bug Club Pre – reception</p> <ul style="list-style-type: none"> • To be able to count/ clap syllables in words • Recognise words with the same initial sound 	<p>Bug Club Pre – reception</p> <ul style="list-style-type: none"> • Engage in conversations about books • Begin to learn and use new vocabulary 	<p>Bug Club Pre – reception</p> <ul style="list-style-type: none"> • Children to be able to pick their favourite books • To be able to retell their favourite stories from memory
<p>Understanding the World</p>  <p>Key Threads: Children will develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> • The Natural World: Autumn – Changing Seasons • Notice difference between people • Use all senses in hands-on exploration of natural resources. • Talk about what they see using a wide vocabulary • Show interest if different jobs in our community 	<ul style="list-style-type: none"> • The Natural World: Weather • 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. 	<ul style="list-style-type: none"> • The Natural World: Winter including Floating and Sinking • Begin to make sense of their own life-story and family's history. • Show interest in different occupations 	<ul style="list-style-type: none"> • The Natural World: Weather • Explore how things work. • 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. 	<ul style="list-style-type: none"> • The Natural World Spring – Growing and Changing • Plant seeds and care for growing plants. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice 	<ul style="list-style-type: none"> • The Natural World Summer – Growing and Changing • Continue developing 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>Expressive Arts and Design</p>  <p>Key Threads: 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; invent, adapt and recount narratives and stories with peers and their teacher;</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar • Begin to develop complex stories using small world equipment like animals, dolls and doll houses. • Use the construction to build imaginary towns and buildings. • Explore colour and colour-mixing 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	<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. • Sing the pitch of a tone sung by another person ('pitch match'). 	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

sing and perform a range of well-known nursery rhymes and songs.						
<p style="text-align: center;">Key Skills</p> 	<p>Gather information Talk to an adult about what they are building. To be able to build with others To make marks on paper</p> <p>Using maps Can they explain where they live (house, bedrooms ets)</p> <p>Making maps Use their imagination to make maps and go on an exploration (We're Going on a Bear Hunt)</p> <p>Locational and Place Knowledge Know they live in a house Know who they live with and who they are to them Know they live in Grimsby</p> <p>Human and physical geography Know, find and name some natural features in their local environment Know about important members of society such as police officers, nurses or firefighters Know about how other cultures live Know about the features of their own immediate environment</p>	<p>Chronological knowledge and understanding Order and sequence familiar events. Describe many story settings, events and characters. Talk about past and present events in their own lives.</p> <p>Historical terms Extend vocabulary e.g. past, present.</p> <p>Historical enquiry Be curious about people and show interest in stories. Explain own knowledge and understanding and ask appropriate questions. Question why things happen and give explanations. Recognise and describe special times or events.</p>	<p>Gather information Describe simple features that they see in their environment</p> <p>Using maps Describe the location of features in their environment</p> <p>Making maps Draw pictures to relate to different buildings</p> <p>Locational and Place Knowledge Know that there are other countries in the world Know that they live in a home which is on a street or road in Grimsby</p> <p>Human and physical geography Know about important members of society such as police officers, nurses or firefighters Know about how other cultures live and draw comparison to their own culture Know about the features of their own immediate environment and how environments might vary from one another</p>	<p>Chronological knowledge and understanding Order and sequence familiar events. Describe many story settings, events and characters. Talk about past and present events in their own lives.</p> <p>Historical terms Extend vocabulary e.g. past, before, present, future.</p> <p>Historical enquiry Be curious about people and show interest in stories. Ask appropriate questions. Know about similarities, differences, patterns and change. Question why things happen and give explanations. Recognise and describe special times or events.</p>	<p>Gather information Describe simple features that they see in their environment Find out geographical information by talking to people, examining photographs, simple maps and visiting local places</p> <p>Using maps Describe the location of features in their environment</p> <p>Locational and Place Knowledge Know that there are other countries in the world Know that they live in a home which is on a street or road in Grimsby</p> <p>Human and physical geography Know about important members of society such as police officers, nurses or firefighters Know about how other cultures live and draw comparison to their own culture Know about the features of their own immediate environment and how environments might vary from one another</p>	<p>Scientific Enquiry Use their scientific skills to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.</p> <p>Classifying Understand what minibeasts are</p> <p>Collecting and analysing data Knowing which habitats to find minibeasts in</p>
Communication and Language	Personal Social and Emotional Development.	Physical Development.	Literacy	Maths	Understanding of the World	Expressive Arts and Design.
<p>ELG: Listening, Attention and Understanding 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> <p>ELG: Speaking 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. 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>ELG: Self-Regulation 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> <p>ELG: Managing Self 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. ELG: Building Relationships 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>	<p>ELG: Gross Motor Skills 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> <p>ELG: Fine Motor Skills 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>	<p>ELG: Comprehension 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> <p>ELG: Word Reading 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> <p>ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number 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> <p>ELG: Numerical Patterns 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>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities 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> <p>ELG: The Natural World 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.</p>	<p>ELG: Creating with Materials 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> <p>ELG: Being Imaginative and Expressive 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</p>

