



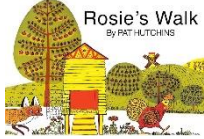
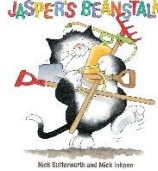
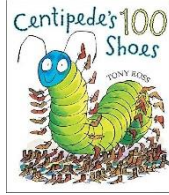
Long Term Overview of Learning Themes 2024-25

These are the overarching themes that will be covered throughout the year. Children’s interests will be used to guide additional learning opportunities and these will be identified on short-term plans. High quality texts have been carefully selected and children will explore these in detail, giving them a sound knowledge of some key texts. A wide range of other books will also be used to extend learning throughout the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Themes	Marvellous Me	The World Around Us	Superheroes	Keeping Healthy / Keeping Safe	All Creatures Great and Small	Changes
Key Texts	You Choose Family and Me This is Me 	The Best Diwali Ever In Every House on Every Street Whatever Next 	Supertato Real Superheroes A Superpower Like Mine 	Handa’s Surprise This is how we Keep Healthy The is how we Stay Safe 	Lifesize Baby Animals Farmyard Hullabaloo The Very Hungry Caterpillar 	One Little Frog We Found a Seed The Enormous Turnip 



Long Term Overview of Learning Themes 2024-25

Additional texts to support mathematical concepts	Rosie's Walk positional language 		Jasper's Beanstalk days of the week and sequencing 		Centipede's 100 Shoes Exploring larger numbers 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible activities and questions to explore	Learning routines and structure of the day. Self portraits Talking about likes/dislikes.	Finding out more about our local area. Exploring maps Looking at houses from other countries Does everyone live in our house like ours?	Finding out different occupations. What jobs do people do and how do they help us? Talk about jobs children may like to do in the future.	Food tasting – different cultures Learning about different food types and a balanced diet. Do we all like to eat the same things?	Minibeast hunt Reading/ writing minibeasts facts Do any minibeasts live in our school?	Raising live butterflies Helping with transition activities for new children. Does everything change?
Enrichment Opportunities	Autumn walk	Diwali Christmas Anti-bullying week Children in Need	Have visitors in to talk about their occupations Mental health week Chinese New Year	Easter World book day Holi Mothers' Day	School trip Eid	Nursey visit Transition activities



Communication and Language Progression of Skills

Foxbridge provides a language-rich environment; high quality texts form a key part of developing children's communication and language skills as do the skilled interactions between teachers and children.

	Skills focused on at the start of the reception year	Ongoing skills to be developed throughout the year	Skills focused on towards the end of the reception year	Teaching and learning opportunities to develop communication and language skills throughout the curriculum
Vocabulary	Learn new vocabulary linked to learning themes and children's interests	Use new vocabulary throughout the day.	Use varied vocabulary in different contexts and express ideas using full sentences.	<ul style="list-style-type: none"> • Key vocabulary will be identified at the start of each learning theme. Vocabulary will be modelled by teachers and children will be encouraged to use it in a range of contexts. • High quality texts used as a basis for planned activities. • Regular story and song sessions throughout the day. • Planned activities for children to explore the meanings of new words and to engage in extended conversations. • Vocabulary wall to display focus words. Regularly revisit it to build on prior learning. • The book area will be inviting with carefully chosen books. Copies of books used in lessons will be in there to encourage children to revisit them to consolidate learning. • Good listening skills explicitly taught and modelled. • Phase 1 phonics to be focused upon in the first half term to get children attuned to environmental sounds. This also supports their developing awareness of rhythm and rhyme and alliteration. • Children given the opportunity to follow 2 part instructions with the use of visuals to support as necessary.
Listening	Understand how to listen carefully and why listening is important.	Listen to, and learn a range of rhymes and song. Engage with a range of stories and non-fiction books.	<p>Listen to, and talk about, selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Re tell some familiar stories and facts that they have learnt.</p> <p>To understand and follow increasingly complex instructions independently.</p>	
Express	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in detail and use talk to explain thinking and ideas.</p>	

Conversation	Initiate a conversation with peers and adults.	Engage in extended conversations with adults and peers and develop social phrases. Begin to use some connectives such as and or but.	Connect one idea to another using a range of connectives and correct tenses.	<ul style="list-style-type: none"> • Use of talk partners throughout the curriculum. • Opportunities for free play and turn taking games. • Children's own interests planned for to ensure high levels of curiosity and engagement. • Adult's to continually model correct use of language and ask open questions to encourage discussion. • Children encouraged to talk about the choices that they make within the provision.
Questioning	To understand and answer "how" and "why" questions Notices things in the environment and comments on them. Begin to ask questions.	Understand and follow 2-part instructions or question or instruction that has two parts, such as: "Get your coat and wait at the door". Ask relevant questions about what they see and hear.	Ask questions to find out more and to check they understand what has been said to them.	

Communication and Language

End of year expectations: Early Learning Goals (ELGS)

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

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.





Personal, Social and Emotional Development Progression of Skills

Skills focused on at the start of the reception year	Ongoing skills to be developed throughout the year	Skills focused on towards the end of the reception year	Teaching and learning opportunities to develop PSED throughout the curriculum
<p>Support to learn class routines and develop good behaviour for learning skills.</p> <p>Engage in conversations about factors that support overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity <ul style="list-style-type: none"> • healthy eating • teeth brushing • sensible amounts of screen time • having a good sleep routine • being a safe pedestrian <p>Learn routines to become increasingly independent with personal hygiene e.g. hand washing and toileting.</p> <p>Develop confidence to try new activities.</p>	<p>Children to be able to follow routines and rules with increasing independence. Talk about why we need rules.</p> <p>Develop an understanding of factors that support overall health and wellbeing.</p> <p>Children developing ability to manage own personal hygiene needs without prompting from an adult.</p> <p>Engage in new activities independently.</p>	<p>Children to identify and moderate their own feelings socially and emotionally. Explain the reason for the rules that they are following. Respond to and follow increasingly complex instructions independently. Demonstrate excellent behaviour for learning.</p> <p>Be able to talk about factors that support overall health and wellbeing. Be able to discuss things that they do to maintain good health.</p> <p>Manage own hygiene and personal needs independently.</p> <p>Initiate activities and show increasing levels of resilience when trying new things.</p>	<ul style="list-style-type: none"> • Carefully planned induction period to ensure smooth transition into school. • Consistent use of visuals to support children with routines • Positive behavior system used consistently by everyone • Different emotions explicitly taught and children encouraged to talk about and name their emotions. • Emphasis on supporting children with resolving conflicts that may occur. Encourage children to see things from the point of view of others. This will also be done through using high quality texts at story times. • Show that children are valued by ensuring that they are represented. E.g. work on displays, planning reflecting their interests. • Team building games where children need to cooperate to achieve shared aims. • Routines to support good hygiene to be explicitly taught and reinforced. • E-safety teaching as part of everyday practice • Opportunities to talk about how we keep ourselves healthy. High quality texts used to support this. • Provide opportunities for children to plan tasks that they are going to engage in. • Provide open ended activities where children can challenge themselves. • Teach good table manners at lunch time and age appropriate independence skills e.g. tidying up after yourself, pouring drinks, using cutlery. • Create a culture where it is ok to get things wrong- model this to children and celebrate it. • Quality texts used as a vehicle to discuss viewpoints of others. • Recognition boards • Emotion coaching approach to support dysregulated children.

Personal, Social and Emotional Development

End of year expectations: Early Learning Goals (ELGS)

Self-Regulation

Children at the expected level of development will:

- 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.

Managing Self

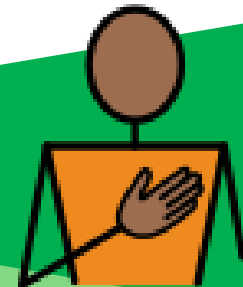
Children at the expected level of development will:

- 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

Building Relationships

Children at the expected level of development will:

- 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.





Literacy Progression of Skills

At Foxbridge Primary School, we want to develop a lifelong love of reading. Reading consists of language comprehension and word reading.

Skills focused on at the start of the reception year	Ongoing skills to be developed throughout the year	Skills focused on towards the end of the reception year	Teaching and learning opportunities to develop Literacy throughout the curriculum
<p>Count out and clap syllables. identify and suggest rhymes.</p> <p>Listen carefully to stories and talk in detail about them. Explore the meaning of new words.</p> <p>Identify the sounds that they can hear in words. Blend and segment words. Begin to learn some letter-sound correspondences.</p> <p>Improve fine motor skills to develop hand/ eye coordination and strengthen hand muscles. Copy patterns using anticlockwise movements. to support development of an effective pencil grip.</p> <p>Engage in emergent writing activities, starting to write some recognisable letters</p> <p>Talk about what they have “written” during mark making activities.</p>	<p>Continue developing awareness of rhyme and rhythm in words. Continue rhyming strings.</p> <p>Re tell stories in the correct sequence. Talk about information they have heard in non-fiction texts.</p> <p>Apply phonic skills to read CVC words. Read some common exception words and simple phrases.</p> <p>Continue developing an effective pencil grip and form recognisable letters using correct formation.</p> <p>Spell words by identifying the sounds and then writing them. Begin to spell some common exception words accurately.</p> <p>Read own writing back – e.g. own name, CVC words, some common exception words</p>	<p>Continue developing awareness of rhyme and rhythm in words. Continue and generate rhyming strings.</p> <p>Re tell stories in detail and using own words. Use vocabulary from books they have read/ had reads to them.</p> <p>Read simple phrases and sentences, including some exceptions words. Talk about what they have just read.</p> <p>Secure pencil grip, upper and lowercase letters formed correctly.</p> <p>Write short sentences and use a capital letter and full stop.</p> <p>Re read was had been written to ensure that it makes sense.</p>	<ul style="list-style-type: none"> • Daily whole class, adult led phonics sessions following ELS scheme (detail on short term plans) • Additional, targeted, phonics teaching for those children taking longer to retain taught sounds. • Timetabled story times, at least daily – frequent opportunities to answer questions about what they have heard. • Group and one to one reads each week • High quality book area where books are rotated to reflected the interest of the children and current learning in class. • Home reading books to be closely matched to child’s phonic ability. • Key stories for reception referred back to regularly to ensure that children gain a thorough understanding of some high-quality texts. • Regular, age appropriate handwriting practice sessions. At the start of the year there will be an emphasis on developing hand muscles through the use of fine motor activities to ensure finger muscles are strengthened. • Independent writing to be encouraged and celebrated to develop children’s motivation to write. • Give opportunities to write for a range of purpose and “publish” it through displays or class books. • Regular opportunities built into literacy sessions and story times to retell stories and discuss them in-depth. Opportunities during these times for children to anticipate events and answer/ask questions about what they have heard. • Regular parent events will be held throughout the year to show parents how they can support their child with their developing literacy skills. • To recite the alphabet and know the names of all letters • To match capital and lower-case letters

Literacy

End of year expectations: Early Learning Goals (ELGS)

Comprehension

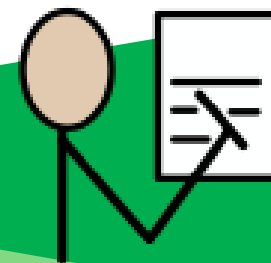
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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.

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.





Maths Progression of Skills

Skills focused on at the start of the reception year	Ongoing skills to be developed throughout the year	Skills focused on towards the end of the reception year	Teaching and learning opportunities to develop Maths throughout the curriculum
<p>Recite numbers in order</p> <p>Develop 1 to 1 correspondence</p> <p>Begin to subitise numbers to 3</p> <p>Use the words more and less to describe quantities.</p> <p>Use apparatus to explore how numbers can be partitioned</p> <p>Experiment with symbols and marks</p> <p>Talk about and explore shapes</p> <p>Notice and talk about patterns with adult support.</p> <p>Notice and talk about objects of different sizes, shapes and weights.</p>	<p>Recite number names beyond 10</p> <p>Develop cardinal principle- link numbers to amounts</p> <p>Subitise to 5</p> <p>Compare numbers in practical contexts</p> <p>Use apparatus to explore the composition of numbers to 10</p> <p>Write some numbers accurately</p> <p>Create models using a range of 2D and 3D shapes</p> <p>Identify and recreate simple patterns</p> <p>Compare length, weight and capacity</p>	<p>Recite number names beyond 10</p> <p>Count at least 20 objects accurately.</p> <p>Subitise to at least 5</p> <p>Understand the concept of one more or on less</p> <p>Automatically recall number bonds to 10</p> <p>Begin to record number sentences</p> <p>Use, name and describe some 2D and 3D shapes</p> <p>Continue, copy and create repeating patterns</p> <p>Compare and order objects according to length, weight and capacity.</p>	<ul style="list-style-type: none"> • Daily adult led sessions following <i>Master the Curriculum</i> planning (detail on short term plans.) • Maths area set up with equipment for children to self-access and use in all areas of the curriculum e.g using a tape measure in the construction area. • High quality resources in the continuous provision for children to develop their maths skills independently. E.g. jigsaw puzzles, measuring equipment, range of containers in sand and water play, 2D and 3D shapes for children to make models with, small world and construction toys, sand timers. • Opportunities for problem solving to be exploited throughout the day e.g. how many children are in school today? Do we have enough apples for everyone etc. • Provide opportunities for children to compare, order and sort objects according to different criteria. • Opportunities for playing board games. • Adults to model use of mathematical language throughout the day in different contexts e.g. "which piece of string do you think is longer? How many cups of water do you think this pan will hold?" • Provide opportunities and give children encouragement to record numbers e.g. using tallies. • Go on number and shape hunts both indoors and outdoors • Use stories to develop mathematical concepts e.g. The hungry caterpillar, one duck stuck, What's the time Mr. Wolf? • During free play activities, encourage children to share out objects and experiment with different ways of partitioning groups of objects. • Frequent singing of number rhymes and songs

Maths

End of year expectations: Early Learning Goals (ELGS)

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.

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.





Physical Development Progression of Skills

Skills focused on at the start of the reception year	Ongoing skills to be developed throughout the year	Skills focused on towards the end of the reception year	Teaching and learning opportunities to develop Physical Development throughout the curriculum
<p>Experiment with moving in a variety of ways e.g.:</p> <ul style="list-style-type: none"> Rolling Crawling Walking Jumping Running Hopping Skipping Climbing <p>Use one handed tools and equipment with some accuracy.</p> <p>Develop a preference for a dominant hand and begin to find an effective pencil grip.</p> <p>Practice throwing and catching balls of different sizes</p>	<p>Develop confidence in moving in a variety of ways and develop increased control over the body.</p> <p>Develop overall body strength , coordination and balance.</p> <p>Develop ability to use one handed tools independently.</p> <p>Develop an effective pencil grip to copy patterns and letters accurately.</p> <p>Develop balls skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>Move with confidence and control in a variety of ways. Show an awareness of safety and space.</p> <p>Progress to a more fluent style of moving, developing control and grace. Begin to put sequences of moves together.</p> <p>Use a range of tools competently e.g. cutlery, scissors, spoons pencils.</p> <p>Hold a pencil effectively to create increasingly accurate drawings and form letters correctly.</p> <p>Demonstrate confidence with a range of ball skills to include throwing, catching, kicking, passing, batting and aiming.</p>	<ul style="list-style-type: none"> • Regular opportunities to access outdoor space • Teach skills for lining up and queuing • Teach and model how to eat with good manners in a group, taking turns and being considerate to others • Weekly PE lessons • Range of resources in the outdoor area to include balance bikes and pedal bikes • Continuous provision to contain resources that support the development of fine and gross motor control e.g. scissors, puzzles, paintbrushes, jugs for pouring etc. • Embed opportunities to develop core strength and stability e.g. crawling on all fours, tummy crawling, pulling themselves up onto a rope • Opportunities for children to develop an effective pencil grip during self-chosen activities. • Teach and model correct letter formation and ensure it is applied consistently. Parent workshops to encourage home support. • Regular handwriting practice • Children to be taught the correct posture for sitting at a table • Give children challenges when they are ready e.g. run faster, jump higher. • Provide opportunities for children to spin, rock, slide and bounce. • Children to have access to balls of different sizes and made from different materials. • Introduce children to ball games. • Show children how to bat a ball and give frequent opportunities for practice.

Physical Development

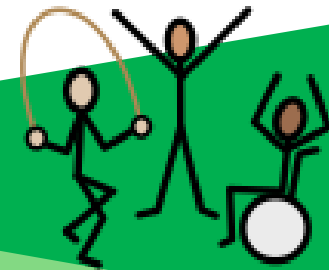
End of year expectations: Early Learning Goals (ELGS)

Gross Motor Skills

- Children at the expected level of development will:
- 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.

Fine Motor Skills

- Children at the expected level of development will:
- 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.





Expressive Arts & Design Progression of Skills

Skills focused on at the start of the reception year	Ongoing skills to be developed throughout the year	Skills focused on towards the end of the reception year	Teaching and learning opportunities to develop Expressive Arts & Design throughout the curriculum
<p>Listen to and join in with a range of songs, rhymes and stories</p> <p>Take part in pretend play activities and begin to add own narratives.</p> <p>Encourage children to explore and talk about a range of different materials</p> <p>Listen to a range of different music and express preferences.</p>	<p>Learn a range of songs and rhymes by heart.</p> <p>Develop storylines in pretend play</p> <p>Explore, use and refine a variety of artistic effects. Talk about reasons for choices.</p> <p>Move to, and talk about music, express their feelings and responses.</p>	<p>Perform a range of rhymes, songs and stories.</p> <p>Invent and adapt own narratives using props and materials as appropriate.</p> <p>Talk about creations and explain what has been used to make it and why as appropriate.</p> <p>Identify and discuss different music, express preferences.</p>	<ul style="list-style-type: none"> • Children to have access to high quality role play and small world resources in addition to flexible and open ended resources to develop imaginative play. • Give opportunities for exploring colour and colour mixing • Provide opportunities for children to work together to develop and realise creative ideas • Teach children different techniques for joining materials- provide opportunities for these skills to be practiced independently. • Share examples of work from different artists, discuss techniques used, which are our favorites and why. • Encourage children to notice and talk about features in the natural world, help them to describe colours, shapes and textures • Frequent opportunities to make models and pictures from different materials. • As children’s skills develop, encourage them to plan what they are going to create. • Encourage children to build on previous learning by refining and developing their ideas. • Give opportunities for children to listen to a range of music from across the globe. Discuss what they can hear and how it makes them feel. • Provide children with musical instruments that they can explore . • Teach them how to use a range of percussion instruments. Discuss the different sounds that they make. • Provide costumes and props to encourage children to perform for each other and adults during child initiated activities. • Give opportunities to watch and talk about dance and performance art. Encourage children to express their feelings and responses.

Expressive Arts & Design

End of year expectations: Early Learning Goals (ELGS)

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.

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.





Understanding the World Progression of Skills

Skills focused on at the start of the reception year	Ongoing skills to be developed throughout the year	Skills focused on towards the end of the reception year	Teaching and learning opportunities to develop Understanding the World throughout the curriculum
<p>Use all senses to explore natural materials. Talk about what they see and notice within their environment.</p> <p>Talk about own life story and anything that they know about their family's history.</p> <p>Show an interest in different ways of life/ occupations.</p> <p>Notice and talk about changes they see around them. Explore life cycles of plants and animals and understand the need to respect and care for living things.</p> <p>Talk about things that are special to us. Are these things the same or different for all of us?</p>	<p>Develop an understanding of where they live and how that fits into the world.</p> <p>Develop understanding of sense of past. Notice some things that are different.</p> <p>Develop an understanding of different occupations- talk about what jobs different people do,</p> <p>Make observations and predictions about the natural world e.g. life cycles, changing materials, seasons.</p> <p>Learn about a range of different religions and cultures. Talk about how they are similar / different to each other.</p>	<p>Talk about their environment and understand how it is different / similar to other places.</p> <p>Talk about the past and discuss things that are similar/ different to present day.</p> <p>Understand, and talk about, the different roles of people in society and how they support communities.</p> <p>Talk about changes that they see, drawing on the vocabulary that has been taught.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Know that some places are special to members of their community.</p>	<ul style="list-style-type: none"> • Children to have opportunities to explore maps and encourage them to create their own, e.g. planning route to school. • Explore maps and locate different countries on there. Encourage conversations about what it might be like to live there. • Regular opportunities to talk about experiences in their own lives and those that they know. • Find out about different roles in society- invite visitors into school to talk to children about their role. • Notice, and talk about, the changes of the seasons – go on regular season walks and note what we see/ what has changed. • Use a wide range of high quality texts to explore the past and consider how things have changed to the present day. • Regular opportunities to plant and observe the growth of a range of different plants both indoors and outdoors. • High quality texts that represent a diverse community to be used throughout the curriculum and in story times. • Toys and resources to reflect the diversity of like in modern Britain. • Learn about and celebrate events from a range of religions and cultures throughout the year. Children learn about why they are special to those people and how they are similar/ different to other celebrations. • Encourage children to notice similarities and differences between people and talk positively about these. • Seek out opportunities for children to use basic chronology e.g. did this event happen before or after you were born? • Use images from the past as discussion points – compare and contrast with present day. • Teachers to bring attention to changes in the environment – e.g rain water freezing/ melting.

Understanding the World

End of year expectations: Early Learning Goals (ELGS)

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.

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.

The Natural World

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

