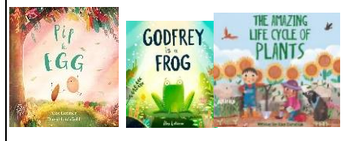
Lee Mount Academy - Reception

Curriculum Long Term Plan 2026/2027

Term	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Theme/Topic **May be adapted to allow children's interests**	**Marvellous me**	**Autumn** **Let's celebrate**	**Traditional Tales**	**Growing and changing**	**Paws and Claws**	**Fun at the seaside**
Focus topics and celebrations	Starting school Identity – my new class (class names) and ourselves Routines How have I changed My family	Autumn/Changes Celebrations – Diwali/Bonfire Night/ Christmas/ Halloween Remembrance Day	Winter Chinese New Year Shrove Tuesday	Healthy eating Lifecycles Planting and growing Easter Signs of Spring Eid Mother's Day	Dinosaurs	Summer Father's Day Transition
Wow moments/ trips	Autumn trail in Shroggs Park Church visit Library	Diwali – clay diva lamps Pumpkin hunt Christmas Show Theatre	Making Gingerbread men	Chicks (hatching eggs) World book day	Teach Rex – Baby dinosaur workshop	Trip to Lytham – St Anne's
Parental engagement	Stay and play- Pumpkin Patch	Christmas Show Parents evening	Chinese New Year Banquet	Parents evening Stay and play	Reading workshop	Stay and play
Key Literacy texts	The colour Monster The Colour Monster goes to school. Incredible you What makes me a me? 	The very helpful hedgehog Leaf man We are going on a pumpkin hunt. 	The Gingerbread man Jack and the beanstalk Goldilocks and the 3 bears 	Pip and Egg The amazing lifecycles of plants Godfrey is a Frog 	If I had a dinosaur Dinosaur Lady Meet the dinosaurs 	Look what I found at the seaside Tiddler Stella and the Seagull 
Literacy **Writing for a purpose**	• Name writing • Drawing and labelling their family • Shopping lists • Writing for a purpose in construction, role-play, workshop	• List of Autumn objects • Spooky potion list • Firework list • Leaf man – simple caption • Letter to Santa • Community invitations to • Christmas Show • Christmas cards to local care home	• Own captions • Invite (Chinese Banquet) • Simple sentences • Simple oral retell • Pancake shopping list	• Captions and labels • Own simple sentences • Simple instructions (how to plant a seed) • Life cycle for frog	• Captions and labels • Own simple sentences Write descriptions of dinosaurs. • Begin to write independent sentences	• Character description – Stella • Using familiar texts as a model for writing own stories • Writing sentences with capital letters, finger spaces and full stops, • Story writing • Focus on independent writing.

Word reading/phonics	**Whole class ELS Phonics- Phase 2** • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words I can handle books correctly and follow print left to right, top to bottom. I can locate the title I can begin to recognise words that rhyme	**Whole class ELS Phonics- Phase 3** • Oral blending • Sounding out and blending with 29 new grapheme-phoneme correspondences (GPCs) • 32 new harder to read and spell (HRS) words • Revision of Phase 2 I can Link most sounds to letters. I am beginning to blend and segment to read c.v.c. words. I am beginning to match spoken word to written words.	**Whole class ELS Phonics- Phase 3/4** • Oral blending • Sounding out and blending with 29 new grapheme-phoneme correspondences (GPCs) • 32 new harder to read and spell (HRS) words • Revision of Phase 2 I can locate and recall the title I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right.	**Whole class ELS Phonics- Phase 3/4** • Oral blending • Sounding out and blending with 29 new grapheme-phoneme correspondences (GPCs) • 32 new harder to read and spell (HRS) words • Revision of Phase 2 I can read with 1-1 correspondence I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read some common irregular words	**Whole class ELS Phonics- Phase 4** • Oral blending • No new grapheme-phoneme correspondences (GPCs) • No new harder to read and spell (HRS) words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 I can read decodable and harder to read words. I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	**Whole class ELS Phonics- Phase 5 Introduction** • Introduction to Phase 5 for reading • 20 new grapheme-phoneme correspondences (GPCs) • 16 new harder to read and spell (HRS) words I can read decodable and harder to read words. I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency Transition work with Year 1 staff

Personal, social and emotional development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
SCARF	**Me and My Relationships**	**Valuing Difference**	**Keeping myself safe**	**Rights and responsibilities**	**Growing and changing Seasons**	**Being my best**

Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Welcome to EYFS • Settling in activities • Making friends • Children talking about experiences that are familiar to them • What are your passions / goals / dreams? • About family routines and special occasions • Show an interest in the lives of other people • Follow instructions (settling in, putting my things away) • Model talk routines through the day.	**Develop vocabulary:** • Discovering Passions • Tell me a story - retelling stories: talk for writing • Story language • Listening and responding to stories • Following instructions • Takes part in discussion • Understand how to listen carefully and why listening is important. • Choose books that will develop their vocabulary (Reading for pleasure parental engagement).	**Develop vocabulary:** • Using language well • Ask's how and why questions… • Retell a story with story language • Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. • I can describe events (Chinese New Year) • Listen to and talk about stories to build familiarity and understanding. • Learn rhymes, poems and songs	**Explore vocabulary:** • Reciting poems and songs • I can learn and recite, poems and songs: • Tell me a story - retelling stories: talk for writing • Articulate a life cycle • I can listen to and engage in and talk about selected non-fiction • I can articulate my ideas and thoughts into well-formed sentences • I ask questions to find out more	**Explore Vocabulary:** • I can learn and recite, poems and songs: Rhyme of the week • I can listen to, engage in and talk about non-fiction • I can describe events in some detail: • dinosaur workshop, raising chicks (life cycle)	**Explore Vocabulary:** • I can learn and recite, poems and songs: • Rhyme of the week • I can talk about similarities and differences between things in the past and now • I can talk about the experiences I have had at different points in the school year

Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Fine motor: Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor P.E – sessions with class teacher Daily opportunities for gross motor in the outdoor provision	• Threading, cutting, weaving, playdough (Dough Disco), Fine Motor activities. • Manipulate objects with good fine motor skills • Draw lines and circles using gross motor movements Hold pencil/paint brush beyond • whole hand grasp • Pencil Grip • Taking shoes off and putting them on • Teach and model correct letter formation.	• Threading, cutting, weaving, playdough (Dough Disco), Fine Motor activities. • Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand • Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Show a preference for a dominant hand	• Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control • Encourage children to draw freely. • Holding Small Items / • Button Clothing / zips • Cutting with Scissors • Teach and model correct letter formation.	• Threading, cutting, weaving, playdough, Fine Motor activities. • Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed • Teach and model correct letter formation. • Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture	• Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually • Use one hand consistently for fine motor tasks • Cut along a straight line with scissors Start to cut along a curved line, like a circle • Develop the foundations of a handwriting style which is fast, accurate and efficient • Use a comfortable grip with good control when holding pens and pencils	• Threading, cutting, weaving, playdough, Fine Motor activities. • Form letters correctly • Cut a shape out using scissors • Draw pictures that are recognisable • Build things with smaller linking blocks, such as Duplo or Lego
Beyond the Physical						

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Our **RE Curriculum** enables children to 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 the opportunity to develop their emerging moral and cultural awareness.

History:
- Society & community
- Exploration & invasion
- Disciplinary skills
- Power
- Conflict and disaster
- Chronology
- Historical enquiry & historical interpretation Events, people & changes

Science
Our science curriculum is taught using Developing Experts. Children will focus on these 5 enquiry skills:
-Asking questions
-Making predictions
-Observing and measuring
-Interpreting and communicating results
-Evaluating

Healthy eating and health and safety are taught through our SCARF curriculum.

Geography:
- Locational knowledge
- Place knowledge
- Physical geography
- Weather and climate Other physical features and processes
- Human geography and climate change
- Mapping
- Geographical enquiry and fieldwork
- Events, people and changes
- Organisation and communication

See the 6 concepts to base questions:

Space - e.g. Where am I?

Change - e.g. How is this similar or different to other places?

Environment - e.g What other animals and plants live here?

In history know that:
Anything that happened before now is the '***past***'

They have grown and can do more now than before

There is a chronology of their life and their family's history story

Know when their birthday is

Introduce basic, everyday concepts and language of
timelines:
Days of the week, today, tomorrow, yesterday.
Order and sequence
familiar events

Basic instructions - cause and effect e.g. reading my book everyday will help me get better at reading.
Eating my breakfast gives me energy for the day ahead.

Talk about similarities and differences

Use the terms **past** and **present** to describe events in their own lives, in the lives of family members and stories

Describe differences and similarities in pictures and objects.
- Use stories to encourage children to distinguish between fact and fiction
- Be curious about people and events and begin to know how to find out about the past e.g. - Ask granny, from books, from pictures and objects

Answering '**how**' and '**why**' questions.
- Begin to ask questions about daily life
- Describe events that have happened in their own life and of those in their family
- Explain the motivations and behaviours of a character from a story and the impact on other characters e.g. why did??
- Retell stories Using vocabulary such as first, next, then, after
- Record using marks they can interpret and explain e.g.
- pictures of families, characters and events
- Identifying their family.
- Commenting on photos of their family; naming who they can see & of what relation they are to them.

I can recognise that people have different beliefs and celebrate special times in different ways

In geography:
Children can say where they live and where they go to school.

In history:
I can recognise and describe special times or events for family or friends that are happening **now** or in the **past**

In geography:
Name, locate and recognise features and places in Lee
Mount whilst on a local walk.

Know that:
The detail of the local surroundings such as; road sign, trees, grass/field, houses, bungalow, flats, phone box, post box, shops, bus stop, house numbers, shop types,

I can ask questions about aspects of my familiar world
such as the place where I live or the natural world

I can draw a simple map (walk in local area)

Recognise some environments that are different in which they live

Know that:
Park is different to the garden or the road, different types of houses, different types of streets/roads, shops (supermarket to local shop), natural and made by people, contrasting environments in stories (seaside, farms, countryside etc).

Begin to use basic geographical vocabulary to refer to key physical features of the local area (local walk)
Know that:
- In Lee Mount there are trees, field, a hill, the woods, plants and flowers
- At the farm there are larger fields, trees, crops, pond
- Through stories recognise different geographical features.

On a local walk:
Know that:
- Some things grow naturally
- (e.g. a tree) but some things have to be built (e.g. a house)
- Houses, flat, shops, park, roads and the school are all examples of buildings that have been built by humans

Observe features of the immediate and local area
during field work – what can I see in my local area and what's it like here?

Respond with simple answers to teacher-led, simple questions (i.e. What is the weather like?)

In history:
Use stories to encourage children to distinguish between fact and fiction. Answering '**how**' and '**why**' questions.

Talk about experiences at different points in the year (class calendar for each month)

In geography:
Use geographical vocabulary to compare seasons.

Know that:
The name of each season
Winter is cold and has shorter days
Spring is wet and lighter (typically plants begin to grow)
Summer is warm and has longer days
Autumn is wet and often cooler

Know that:
There are different countries in the world

Use images, video clips, shared texts and other resources to bring the wider world into the classroom.

Celebrate Chinese New Year
Recognising that people have different beliefs

Changing seasons: Winter

In geography:
Recognise similarities and differences between countries/environments/
features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?

Recognise some environments that are different in which they live. *Know that:* Park is different to the garden or the road, different types of houses, different types of streets/roads, shops (supermarket to local shop), natural and made by people, contrasting environments in stories (seaside, countryside etc).

Use geographical vocabulary to compare seasons:
Know that:
The name of each season
Winter is cold & has shorter days
Spring is wet and lighter (typically plants begin to grow)
Summer is warm and has longer days
Autumn is wet and often cooler

Begin to use basic geographical vocabulary to refer to key features of the local area.
Know that:
- In Lee Mount there are trees, field, a hill, the woods, plants and flowers

Through stories recognise different geographical features **Human geography and climate change; (link to SCARF)**
Understand why litter is harmful to the world

Understand that recycling makes new items from rubbish

Discuss what makes our school a nice place to be

I can describe special events (Easter)

Growth & Change: chick life cycle

Environment: care can concern growing caterpillars

I can understand the key features of the life cycle of a plant and animal

Growth & Change: frog life cycle
I can tell you what a plant needs to grow

Science
Know that:
-Animals are living things
- living and non-living things are different
-Animals live in different habitats.
-Animals need certain things to survive e.g. water, food, shelter, temperature.

-Living things have a life cycle – children have hands on experience of hatching ducks/ chicks and watching frogspawn change.

-Plants come from seeds.
-Plants are living things
-Plants need certain things to survive
-Plants have different parts

In history:
Compare and contrast past and present (using Mary Anning - how was her life different to yours)

Describe differences and similarities in pictures and objects.

Answering '**how**' and '**why**' questions.

Record using marks they can interpret and explain e.g. pictures of families, characters and events

Mapping:
I can draw information from a simple map

Create journey strings to illustrate stories they have heard, using appropriate objects, e.g., a range of forest items might be provided to illustrate Little Red Riding Hood's journey through the woods as well as adding printed photographs

I can talk about ways in which I can look after the environment

Science
Know that:
-Dinosaurs lived long ago
-Dinosaurs are extinct
-There are different types of dinosaurs, and some animals share similar features with dinosaurs

In history:
I can start to develop an understanding of growth, decay and changes over time

Know that they have grown and can do more now than before.

We can look back on the past school year and comment on what happened and experiences **(link to SCARF)**

Use geographical vocabulary to compare seasons:
Know that:
The name of each season
Winter is cold and has shorter days
Spring is wet and lighter (typically plants begin to grow)
Summer is warm and has longer days
Autumn is wet and often cooler

Mapping:
In continuous provision, create a 3D or 2D map of a real setting, such as their own home, or of an imagined one prompted by a story, to discuss features and / or what you can do there.

Use their own or other maps to follow and give directions and use positional language: right, left, up, down, next to, in front of etc.

- Select materials to create their own map showing a given feature such as a mountain and talk about their different interpret Find and mark features found in a landscape on a paper or digital map, adding written labels.
- Make journey strings on a walk and collect items that they tie on as they go. They then
retell the walk, naming the items found and sequencing the journey, before drawing a linear map.
- Use common digital maps such as Google maps
- use a printed and laminated large scale 1:1250 OS map of the class/school and surrounds as a base table map for children to build and / or draw on.
- add weather symbols to a class map of the UK

I can show care and concern for living things in the environment

I can talk about some of the things I have observed such as plants, animals, natural and found objects.

Changing seasons: Summer

Making connections - e.g Where does my lunch come from? **Place** - e.g. What is it like here and how do I feel here? **Scale** - e.g. how big is an ant's home?	*Know that:* -They live in a **village** called Lee Mount, in the town Halifax. -Know that their school is called Lee Mount Academy, which is on a road, called Lee Mount Road. Can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know that:* • There are different areas of school (playground, forest school area, classrooms, dinner hall, school hall, car park) • Recognise the different areas of school on a map • Can talk about what they do with their family and places they have been with their family. **Use geographical vocabulary to compare seasons:** *Know that:* The name of each season **Winter** is cold and has shorter days **Spring** is wet and lighter (typically plants begin to grow) **Summer** is warm and has longer days **Autumn** is wet and often cooler **Describe weather using geographical vocabulary** *Know that:* • There are different types of weather (sunny, hot, rainy, wet, snow, cold) • Temperature is hot or cold Record weather daily using symbols (sun, rain, cold, snow) **Changing seasons: Autumn**			-Plants have a life cycle **Changing seasons: Spring**		

Expressive Arts	**Calderdale Music Services – External Provider**					
Art	**Drawing** **Robert Delaunay** **French – Cubism** 	**Painting** **Georges Seurat** **French - P. Impressionism** 	**Print Making** **Yayoi Kusama** **Japanese - contemporary** 	**Collage/ Textiles** **Henri Rousseau** **French** 	**Sculpture** **Andy Goldsworthy** **British – Contemporary** 	TAKE ONE… Inspired by the National Gallery's Take One Picture programme

Mathematics **White Rose Maths**	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Match, sort and compare (2 weeks) Talk about measure and patterns (2 weeks) It's me 1,2,3 (2 weeks- continue into Autumn 2 – if needed)	Circles and triangles (1 week) 1,2,3,4,5 (2 weeks) Shapes with 4 sides (1 week)	Alive 5 (2 weeks) Mass and capacity (2 weeks) Growing 6,7,8 (2 weeks)	Length, Height and time (2 weeks) Building 9 and 10 (2 weeks) 3D shapes (2 weeks)	To 20 and beyond (2 weeks) How many now? (2 weeks) Manipulate, compose and decompose (2 weeks)	Sharing and grouping (2 weeks) Visualise, build and map (2 weeks) Make connections (2 weeks)

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
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 **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.	**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. **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.	**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. **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.	**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 roleplay. **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. **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.	**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. **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.	**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. **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. **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.	**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. **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.