Theme:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Marvellous Me!</u>	<u>Let's Celebrate!</u>	My Local Community	<u>Food</u>	Amazing Animals Safari and Farm	<u>Transition</u>
	MARVELLOUS	Celebrate	COMMUNITY	FOOD	animals	
			Colones forms	thicke a way		
	Science focus:	Science focus: Light and Earth and space	Science focus: Materials	Science focus: States of matter	Science focus: Animals,	
	includes humans		77.00		and Living things and their habitat	
Focus Topic	Starting School	Celebrations	Local community and different places	Healthy and non- healthy food	Safari/ farm animals	Changes
	My New Class	Space	People who help us	Exercise	Growing Life Cycles	Themselves
	New Beginnings	Light and Dark	and are important		Animals around the	Seasons
	Ourselves	Autumn		Basic food group	world Animal Patterns	Life cycles
	My Body How have I changed?				Habitats	
	What am I good at?				Food	
	My Family					
	Being Kind					
Important Dates	Roald Dahl Day (13.09)	Bonfire Night (05.11)	RSPB's Big School's Birdwatch (05.01)	St David's Day (01.03)	Eid (21.04)	Butterfly Awareness Day (04.06)
	World's Biggest Coffee	Maths Week (08.11)			St George's Day (25.04)	
	Morning (25.09)	Remembrance Day	Storytelling Week (29.01)	World Book Day (07.03)	Ramadan (23.04)	World Ocean Day (08.06)
	Black History Month (Oct)	(11.11) Diwali (12.11)	Career and Aspirations Week (05.02)	Mother's Day (10.03)	May Day (01.05)	Healthy Eating Week (13.06)
	Harvest Festival (01.10)		, ,		Outdoor Classroom Day	, ,
	National Poetry Day	World Nursery Rhyme Week (13.11)	Lunar New Year (10.02)	Science Week (11.03)	(19.05)	Father's Day (16.06)
	(05.10)	Children in Need (18.11)	Pancake Day (13.02)	(11100)	World Bee Day (20.05)	Insect Week (20.06) Summer (21.06)

		VICW ZOZI			reception ove	
	Sukkot (06.10)	Advent (27.11) Christingle (01.12) Christmas Jumper Day (07.12) Hanukkah (07.12)	Valentine's Day (14.02)	Red Nose Day (17.03) St Patrick's Day (17.03) Spring (20.03) Holi (25.03)	World Culture Day (23.05)	Health and Sports Week (08.07)
'Wow' moments / Key Events	Autumn Walk		Career and Aspirations Week Lunar New Year Celebrations Easter Bunny & Egg Hunt People who help us visit - Nurse, Fireman and Police	Science Week Spring Walk		
ENGLISH Books Can be changed depending on the children's interest	The circle around us Colour Monster What I like about me Funny bones The Rainbow Fish Elmer	Whatever Next Owl Babies Stickman Room on the Broom Aliens love underpants Rama and Sita One Snowy Night	Jolly Postman Charlie the firefighter Non -fiction - People who help us Lost and found	Supertato Enormous Turnip Jack and the Beanstalk Aaaragh Spider Mr Wolf's Pancake	The tiger who came for tea Hungry caterpillar Non -Fictions Animals Giraffe can't dance SuperWorm	Stanley stick Ruby's Worry Once they were giants
Communication	LAMDA	LAMDA	LAMDA	LAMDA	LAMDA	LAMDA

Buxlow	Reception	Overview
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Jan	icataiii o tei	VICW ZOZ-		Buxtow	reception ove	1 1 1 0 11
Language	French	French	French	French	French	French
(Listening and	Italian	Italian	Italian	Italian	Italian	Italian
attention,						
understanding	Joining in with	Understand how to listen	Identifying main	Sequence story/real	Linking events in a	Listening and
and speaking)	repeated refrains in	carefully and why	characters in a story	life events in detail	story to own	attention skills
, ,	stories		•		experiences	
		Discussing key events in	Asking and answering	Hot seating		Asking and answering
	Modelling social phrases	a story	'where' and 'how'		Asking and answering	'what' questions
	throughout the day.	_	questions	Whole class	'why' questions	·
	Asking and answering	Asking and answering		discussions	Whole class discussions	1:1 discussion
	'who' questions'	'when' questions	Small group discussions	Using future tense		Engage in non-fiction
					Using past tense	books.
	1:1 discussion	Small group discussions	Using connectives to	Retelling a familiar	Engage in non-fiction	
		Using present tense.	join ideas	story	books.	Listen to and talk
	Retelling a familiar					about selected non-
	story 'Elmer'	Engage in non-fiction	Retelling a f <mark>amil</mark> iar	Using connectives	Listen to and talk	fiction to develop a
		books. Listen to and talk	story	to jo <mark>in id</mark> eas	about selected non-	deep familiarity with
	Performing Poetry	about selected non-			fiction to develop a	new knowledge and
		fiction to develop a deep	Describe events in	Answering 'why'	deep familiarity with	vocabulary.
	Use of prosody	familiarity with new 🖊	some detail	questions	new knowledge and	
		knowledge and			vocabulary.	Retelling the story
	Engage in non-fiction	vocabulary.	Ask questions to find	Engage in non-		Ruby's worry
	books.		out more and to check	fiction books.	Retelling a familiar	
			they understand what		story - The tiger who	Introduction to
	Listen to and talk about	ARTS FOCUS - Retelling a	has been said to them.	Listen to and talk	came for Tea	Philosophy for
	selected non-fiction to	familiar story - Stick Man		about selected non-		Children (P4C)
	develop a deep	Puppet Show.	Engage in non-fiction	fiction to develop a		
	familiarity with new		books.	deep familiarity	Introduction to	
	knowledge and	Using new vocabulary		with new knowledge	Philosophy for	
	vocabulary.	through the day	Listen to and talk	and vocabulary.	Children (P4C)	
			about selected non-			
	ARTS FOCUS		fiction to develop a	A DTC FOCUS		
	ARTS FOCUS -		deep familiarity with	ARTS FOCUS -		
	Performance Poetry (I		new knowledge and	Explaining and		
	am We are)		vocabulary.	describing their		
			ADTS FOCUS	character		
			ARTS FOCUS -			
			Performing instructions			
			(Cooking show)			

	T	T = =	T = =	T	1 - ··	T =
	Core Nursery Rhymes	Core Nursery Rhymes	Core Nursery Rhymes	Core Nursery	Core Nursery Rhymes	Core Nursery
	and Songs:	and Songs:	and Songs:	Rhymes and Songs:	and Songs:	Rhymes and Songs:
	Happy Hand Washing	5 Currant Buns	We're all going to	Five Little Firemen		These Bones, These
	Song		dance like a Penguin			Bones, These Dancing
		5 Little Fingers in and		Miss Polly had Dolly		Bones
	Five Little Speckled	out	On a Cold and Frosty			One Finger, One
	Frogs		Morning	Finger Family:		Thumb Keep Moving
		Jack & Jill	_	People who Help Us		
	Five Little Ducks		One Little Hippo			Brush Your Teeth
		Hickory Dickory Dock	Balancing	I'm a Superhero (To		
	5 Little Pumpkins		3	the tune of I'm a		Incy Wincy Spider
	Р	Head, Shoulders, Knees	Paper Lanterns	Little Teapot		3, 3,
	One Potato, Two	and Toes	. apo: _aeo			Here is the Beehive,
	Potatoes	Row, Row, Row your Boat	Mix a Pancake	Spring is Here		where are all the
	. statues	The try the try year Beat	Wilk a Farreage	Spinis is not a		bees?
	Rain, Rain Go Away	Wheels on the Bus 5				bees.
	Tam, Tam Commay	Wheels on the Bas s				Wiggly Woo
	What's the Weather	Little Snowmen				1115517 1100
	What's the Weather	Little Showmen				The Waves in the Sea
						The waves in the sea
						Five Little Sea Shells
Literacy	Read individual letters	Read individual letters	Read individual letters	Read individual	Blend sounds into	Blend sounds into
(Comprehension	by saying the sounds for	by saying the sounds for	by saying the sounds	letters by saying the	words	words
word reading)	them	them	for them	sounds for them	Words	Words
word reading)	them	them	Tor them	Blend sounds into	Read some letter	Read some letter
	Blend sounds into words	Blend sounds into words	Blend sounds into	words	groups that each	groups that each
	blend sounds into words	blend sounds into words	words Read some	words	represent on sound	represent on sound
	Read a few common	Read some letter groups	letter groups that each	Read some letter	represent on sound	represent on sound
	Read a few Common	that each represent on	represent on sound	groups that each	Read a few common	Read a few common
	Evention words		represent on sound			
	Exception words	sound	Dood o four common	represent on sound	exception words	exception words
	Coguancing	Pond a four comme	Read a few common	Dond a fave same	Form conital latters	Form lowerses and
	Sequencing	Read a few common	exception words Form	Read a few common	Form capital letters	Form lowercase and
	Farm laws a salation	exception words	lower case letters	exception words	accurately Form	capital letters
	Form lower case letters		accurately - the smile	F	numbers accurately	accurately
	accurately - the	Sequencing Form lower	family (uy), the misfits	Form capital letters	Maiting Out of the second	Farm mark and
	straight-line family	case letters accurately -	(sfxz)	accurately	Writing Outcomes	Form numbers
	(iltj), the coat hanger	the bridge family	W. 31	F	Assign meaning to my	accurately
	family (coadgqe)	(nhmrbpk), the zigzag	Writing Outcomes	Form numbers	writing	
		family (vw	Assign meaning to my	accurately		Writing Outcomes
			writing			Assign meaning to my
						writing

	Tricatain Ove				reception ove	
	ARTS FOCUS -	Writing Outcomes	Writing initial sounds	Writing Outcomes	Writing initial sounds	
	Performance Poetry (I	Assign meaning to my	and CVC/ CCVC / CVCC	Assign meaning to	and CVC/ CCVC / CVCC	Writing initial sounds
	am We are)	writing	words	my writing	words	and CVC/ CCVC /
		Writing initial sounds		Writing initial		CVCC words Spell
	Writing Outcomes	and CVC/ CCVC / CVCC	Spell words by	sounds and CVC/	Spell words by	words by identifying
	Ordering the letters in	words	identifying the sounds	CCVC / CVCC words	identifying the sounds	the sounds
	my name and name					
	writing Assign meaning	Spell words by	Writing simple phrases	Spell words by	Writing simple phrases	Writing simple
	to my writing	identifying the sounds	or captions	identifying the	or captions	phrases or captions
	Writing initial sounds			sounds	•	
	and CVC words	Writing simple phrases or	Writing Tricky Words		Writing Tricky Words	Writing Tricky Words
		captions	Guided writing based -	Writing simple		
	Spell words by		short sentences.	phrases or captions	Guided writing based -	Guided writing based
	identifying the sounds	Guided writing based -		Writi <mark>ng Tr</mark> icky Words	short sentences.	- short sentences.
	Writing simple phrases	short sentences.	Text Types: Labels,	Guide <mark>d wr</mark> iting		Text Types: Labels,
	or captions		simple phrases or	based - short	Text Types: Labels,	simple phrases or
		Text Types: Labels,	captions, instructions,	sentences.	simple phrases or	captions, description,
	Text Types: Labels,	simple phrases or	information		captions, sentences,	information, poems
	simple phrases or	captions, rhyming -		Text Types: Labels,	retelling, descriptions,	
	captions, instructions	poetry, information	ARTS FOCUS - Cooking	simple phrases or	instruction.	
			Show, how to make	captions,		
			pancakes	sentences, letters,		
				descriptions		
				ART FOCUS		
				ART FOCUS -		
Dhanias	Latters and sounds	Letters and sounds Phase	Letters and sounds	description	Letters and sounds	Letters and sounds
Phonics	Letters and sounds - Phases 1&2		Phase 3	Letters and sounds Phase 3	Phase 4	Phase 4
		2 and introduce phase 3		Phase 3	Phase 4	Phase 4
	s,a,t,p	h h £ &£	sh, ch, th, ng,	110 25 115	St, nd, mp, nt, nk, ft,	Pl fl dl pl cl cp
	inmdgockckeur	h,b,f, ff , l, ss	ee, oo, ai, or, ou, ow, oa, oi, ie	ue. ar, ur igh, ear, air, ure	sk, lt, lp, tr, dr, gr, cr,	Bl, fl, gl, pl, cl, sp, st, tw, sl, sm,
	IIIIII agockckeur		oa, oi, ie	igii, eai, aii, ui e	br, fr	st, tw, st, siii,
	Tricky Words: I, the	w,v,j,x	Read Tricky words: he,	Read Tricky words:	DI, II	Spell tricky words:
	THICKY WOLUS. I, THE	y,z. zz qu	she, we, me, be, was,	my, you, her, they,	Read tricky words:	some, one, said,
	#CVC words Write own	Read Tricky words:	Spell tricky words:	all, are	some, one, said,	come, do, so, were,
	name Write lists	I the no go to	I the no go to	an, are	come, do, so, were,	when, have, there,
	Captions	T the no go to	Tale no go to	Spell tricky words:	when, have, there,	out, like, little,
	Capcions	Recount (Holiday news)	Recounts/ Retell	he, she, we, me,	out, like, little, what	what
		CVC words Write own	Describe characters	be, was,	July me, mere, mide	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
		name Write lists Labels	Lists Instructions	50, 1143,		
		The first tists Labets	Invitations			
L				<u> </u>	<u> </u>	1

Cuil	iculuili Ovel view ZUZ	LULJ DUKIUW I	reception overview
	Letters to Father Christmas	Link sound to letter name	Spell tricky words: my, you, her, they, all, are Retell Write jokes for the teapot Write messages Information Books
MATHS	Number and Place Value Numbers to 5 • 1,2,3 • 4 • 5 Addition and Subtraction sorting into groups Number and Place Value Comparing quantities of identical objects Comparing quantities of non-identical objects Addition and Subtraction one more one less Measurement Time - My day Name flat 2D shapes. Use positional language Order familiar events Recognise, create and continue patterns	Addition and Subtraction number bonds to 10 Number and Place Value Numbers to 10 6,7,8 9,10 comparing groups up to 10 Addition and Subtraction Comparing two groups to find the whole Number bonds to 10 - 10 frame Number bonds to 10 - part-whole model Geometry - Shape and Space Spatial Awareness 3D Shapes 2D Shapes Name 3-D solid shapes. We will select a named shape. Order two items by weight Order two items by capacity	Geometry - Exploring Pattern Making simple patterns Exploring more complex patterns Addition and Subtraction Adding by counting on Taking away by counting back Number and Place Value Counting to 20 Multiplication and Division Doubling Halving and Sharing Odds and Evens Time Money Measurement - Measure Length, height and distance Weight Capacity Positional language Length and height

Seeing ourselves as a valuable individual Build constructive and respectful relationships. Express their feelings and consider the feelings of conservation of others. Express their feelings and consider the feelings of others. Express their feelings of others. Express their feelings and consider the feelings of others. Express their feelings of others. Identify and moderate the fe		irricatani ovci	VICW ZOZI		DUXION	reception ove	1 7 10 17
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		VICW ZOZII		_ 0.5 (10)	Reception Ove	
	To begin to understand children's rights and this means we should all be allowed to learn and play To learn what being responsible means	To tell you how to be a kind friend To know which words to use to stand up for myself when someone says or does something unkind	might like to do when I'm older To say how I feel when I achieve a goal and know	To know how to help myself go to sleep and understand why sleep is good for me To wash my hands thoroughly and understand why this is important To know what a stranger is and how to stay safe if a	To use Calm Me time to manage my feelings To know how to be a good friend	To express how I feel about moving to Year 1 To share my memories of the best bits of this year in Reception
CIRCLE TIME	Settling In	Connect	Keep Learning	stranger approach me Be Active	Take note Introduction to P4C	Give Introduction to P4C
Physical development PD Specialist Teacher	Gross Motor Baseline Assessment Revising and refining fundamental movement skills - crawling and walking Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Fine Motor Dough Disco	Gross Motor Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, climbing and skipping Develop a more fluent style using grace Combining different movements with ease and fluency Fine Motor Dough Disco	Gross Motor Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, skipping, climbing and running Develop a more fluent style using grace Combining different movements with ease and fluency	Gross Motor Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, skipping and running Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence,	Gross Motor Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, skipping and running Develop a more fluent style using grace Combining different movements with ease and fluency Further develop and refine a range of ball	Gross Motor Revising and refining fundamental movement skills - crawling and walking, rolling, crawling, jumping, hopping, skipping and running Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence
	Scribble Whilst We Wiggle	Dough Disco Scribble Whilst We Wiggle	Further develop and refine a range of ball skills including: throwing, catching,	competence, precision and accuracy when engaging in	refine a range of ball skills including: throwing, catching,	competence, precision and accuracy when

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	Tripod Grip Writing position	Scissor skills	kicking, passing, batting, and aiming.	activities that involve a ball.	kicking, passing, batting, and aiming.	engaging in activities that involve a ball.
	Using cotton buds/paintbrushes to form letters Chopping with a knife	Using cotton buds/paintbrushes to form letters Doing up zips	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Fine Motor Weaving and wrapping Letter formation 'down letters'	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Fine Motor Sewing Capital letter formation N-Z
			Fine Motor Stacking and balancing Letter formation 'around' letters Letter formation 'down' letters	Letter formation 'curly' letters Letter formation 'zig-zag' letters	Fine Motor Pattern making Capital letter formation A-M Using small tools Doing up buttons	Doing up laces
Expressive Art and	ART Drawing:	DT Structures:	Using a knife and fork to cut ART Painting and	DT Textiles:	Structures:	DT Sculpture and 3D:
Design ART /DT	Explore mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Explore and learn about various types of permanent and temporary join. Tinker using a combination of materials and joining techniques in the junk modelling area	mixed media: Paint my world Explore paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art	Develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. Apply their knowledge and skills to design and sew their own bookmarks	Explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. Learn about the different features of boats and ships before investigating their shape and structures to build their own.	Explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.

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Understanding the	Family and Friends		Human and Physical	Food	Animals	Changes
World GEOGRAPY	Location / Place		Geography	Location / Place	Human and Physical	Transition
,,,,,,,	Knowledge		Geographical Skills	Knowledge	Geography	
	3		and Fieldwork		2 , ,	To know some
	Recognise some			Look at some food	I know different	important processes
	environments that are		Talk about significant	labels to see where	animals that live in the	and changes in the
	different to the one in		places that are close	they come from.	7 different continents.	natural world around
	which they live.		to home and form part	Use a globe or maps	I can recognise some	them, including the
	Recognise some		of our community.	to locate the	environments that are	seasons.
	similarities and		Discuss favourite	different places and	different to the one in	
	differences between		places within the	discuss how far the	which they live.	
	life in this country and		community and map	food has travelled.		
	life in other countries.		them in rela <mark>tion</mark> to our			
			homes. To know how			
			to read a simple map			
			Draw information from			
			a simple map			
			referencing important			
		1	places in the			
			community To name			
			important people in			
Hadanstan dia a tha	Aka Familia and Friands		my community			Characterical
Understanding the World	My Family and Friends Chronological		Historical			Chronological
world	understanding.		interpretation Knowledge and			understanding. Organisation and
	understanding.		understanding of past			communication.
	Begin to make sense of		events, people and			Comment on familiar
	their own life-story and		changes in the past.			situations in the past.
	family's history.		changes in the past.			To make sense of
	Compare and contrast		To know about			their own life-story
	characters from stories,		similarities and			chem own the story
	including figures from		differences in relation			
	the pass		the school Talk about			
			the features old and			
			new of the school			
			Comment on images of			
			familiar situations in			
			the past.			

Understanding the World ICT	I can begin to talk about good and bad choices when technology Explore mark making through digital drawing and painting tools	Begin to type specific letters and numbers on screen. I can give simple sequence of instructions to a partner	Begin to know the things that are personal information. E.g. name, address, telephone no etc. I am beginning to understand that we need to keep personal information private. Begin to know how to sequence instructions on programmable toys and on-screen objects	Explore mark making through digital drawing and painting tools. Begin to type letters and numbers on screen. Begin to use different digital pen tools and see their effects on screen. Begin to find specific keys on a keyboard and know what they do	I can tell an adult when I see something upsetting or worrying online. Begin to talk about why it's important to be kind and polite including when communicating online. I can use technology to explore my environment and begin to collect different information, including photos, video and sounds. I can explore ways of making and listening to sounds using simple	I can talk about good and bad choices when using Technology I can use technology to explore my environment and begin to collect different information, including photos, video and sounds. Begin to use buttons to play back sounds and video on a digital device; record sounds and speech using a microphone and computer or a
					programs and devices	recording device,
Expressive Art and Design: Music	Specialist '	Teacher. Weekly lessons wil	l focus on singing, tuned a	and non-tuned instrume	ents, composition and perf	ormance
Understanding the World RE	Harvest -Thank you- Helping others. Identify similarities and differences that connect them to, and distinguish them from, others.	Festivals of light, Hinduism -Diwali Why is light important? Christianity, The First Christmas Identify everyday actions and events from own family and cultural	Chinese New Year Identify everyday actions and events from own family. Identify significant events in their own experience.	Christianity - Easter 27th March Mother's Day 10th March Ramadan 10th March Identify immediate	Identify immediate family and relations. Identify everyday actions and events from own family and cultural background.	How do we treat others? Father's Day, Special people, and objects Identify immediate family and relations. Identify similarities
	Identify family customs and routines.	background. Identify family customs and routines	Recognises and describes special times	family and relations.	Identify family customs and routines	and differences that connect them to, and distinguish them from, others.

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	Identify significant events in their own experience. Recognise and describe special times or events for family or friends	Identify significant events in their own experience. Recognise and describe special times or events for family or friends. Identify similarities and differences between themselves and others, and among families, communities, cultures, and traditions	or events for family or friends. Identify similarities and differences between themselves and others, and among families, communities, cultures, and traditions	Identify everyday actions and events from own family and cultural background. Identify family customs and routines Identify significant events in their own experience. Recognise and describe special times or events for family or friends. Identify similarities and differences between themselves and others, and among families, communities, cultures, and traditions	Identify significant events in their own experience. Recognise and describe special times or events for family or friends. Identify similarities and differences between themselves and others, and among families, communities, cultures, and traditions.	Identify significant events in their own experience. Recognise and describe special times or events for family or friends. Identify what make them unique, and can talk about some of the similarities and differences in relation to friends or family
Understanding the World SCIENCE	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating -sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.	Understand the effect of changing seasons on the natural world around them. Look closely at similarities, differences, and change. Understand that objects cannot be seen in total darkness	Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Understand the effect of changing seasons on the natural world around them. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of	Describe what they see, hear, and feel while they are outside. Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine

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	y different light Look closel	y at healthy fo			- being a safe
Look closely at sources	s. similarities	choices.	Explore	the natural	pedestrian.
similarities, Observ	e objects at differences	, and	world a	round them,	
differences, and differe	nt light levels and change.	Look close	ely at making	observations	Explore the natural
change. explain	what they do Identify wh	ich objects similaritie	s, and dra	awing pictures	world around them.
	float or sin	difference	es, and of anim	nals.	
Develop an Learn	about the	change.			Understand the
understanding of differe	nt planets in our		Identify	different	effect of changing
growth and changes solar sy	stem and the	Find out a	bout how habitat	s of animals.	seasons on the
over time. order t	hey are from the	certain fo	ods can		natural world around
sun.		change.	Show c	are and concern	them.
Describe simple			for livin	ng things and	
features of humans and					Manage their own
events.			Includi		basic hygiene and
			School		personal needs,
					including dressing,
					going to the toilet,
					and understanding
					the importance of
					healthy food choices

