

# Reception Spring Newsletter 2026

Welcome Back! We hope your family had a peaceful and enjoyable Christmas break!

Please carefully read through the following newsletter for updates, reminders and important dates! We have also made amendments to the class timetable, so please check this too! I have also included an end of term breakdown of what the children are expected to achieve by the end of each term in reception for your reference.

The Reception team are super excited to support your child during the next stage of their Reception learning journey. As always, if you have any questions, please email Miss Spencer or catch her at the end of the day.  
[mspencer@anthonycurton.norfolk.sch.uk](mailto:mspencer@anthonycurton.norfolk.sch.uk)

## Key Dates:

Week Commencing 19<sup>th</sup>  
January

Multicultural Week

Week Commencing 16<sup>th</sup>  
February

Half Term Holiday

Thursday 5<sup>th</sup> March

World Book Day

Tuesday 10th-Thursday  
12<sup>th</sup> March

Parents Evenings

Friday 27<sup>th</sup> March

Easter Church Service 1.30pm

## What your child will be learning about this term:

	Literacy	Maths	R.E	Understanding the world
Half Term 1	Whatever Next! Meet the planets, How to catch a Star!	Counting 10, Composition of 5,	Which stories are special to different people?	Space, Multicultural week
Half Term 2	The Enormous Turnip The Very Hungry Caterpillar Jack and the Beanstalk	Calculating 5, Shape	How do different people celebrate special times?	Growing and Changing

# Reminders

- Please ensure your child brings their bookbag, water bottle and coat to school everyday.
- Please leave a bag of spare clothes at school for your child to use for accidents, and messy situations!
- Reading books are changed every Tuesday, please read your child's reading book with them at least three times at home. Please record this in their reading record.
- P.E is now every Tuesday and Wednesday, to get the most out of P.E sessions we are now asking that children come to school in their P.E kit on these days. They do not need to bring school clothes to change into afterwards.
- Precious things belong at home, please check your child's bags for toys so that they don't get damaged or lost. We welcome children bringing trophies, certificates or interesting things to show and tell to the rest of the class.
- If you need to speak to the class teacher about any problem or concern, please either email them directly, or speak with them at the end of the school day.

## Spring term Timetable

-	Monday JP/CM	Tuesday JP/CM	Wednesday JP/CM	Thursday JP	Friday JP/CM
8:40-9:00am	Register and Morning Task				
9:00-9:15am	Question of the week (Teams)	Class Worship	Class Worship/Whole school Worship	Teacher Whole School Worship	Celebration Assembly (Teams)
9:15-9:20am	Days of the week and timetable				
9:20-9:40am	Number Time	Number Time	Number Time	Number Time	Exploring time
9:40-10:15am	Exploring time (Maths groups 1-2)	Exploring time (Maths groups 4-6)	Exploring time (Maths groups 1-3)	Exploring time (Maths groups 4-6)	
10:15-10:30am	Break				
10:30-10:45am	Number of the week	R.E	Literacy	literacy	Exploring Time
10:45-11:00am	Exploring time	Exploring time	Exploring time	Exploring time	
11:00-11:45am	Phonics				Number Time
12:00-1:00pm	Lunch				
1:00-1:30pm	Whole Class Topic	P.E	P.E	Whole Class Topic	Phonics
1:30-2:00pm	Exploring time (Topic)	Exploring time (reading groups 1-3)	Exploring time (Literacy groups 1-3)	Exploring time (Literacy groups 4-6)	Exploring time (reading groups 4-6)
1:45-2:45pm	Exploring time (Interventions)	Exploring time (Interventions)	Exploring time (Interventions)	Exploring time (Interventions)	Exploring time (Interventions)
2:45-3:00pm	Tidy up Time and Story Time				
3:00-3:15pm	Home Time Routine				

## P.E

\*Please note P.E is now every Tuesday and Wednesday. Children need to come into school in their P.E kits on these days. They do not need a change of clothes for afterwards.\*

# Forest School

Group 1 will be continuing with Forest School sessions for the first half term of the spring term. After February half term we will swap to group 2 for their 12 week program! Please see table below with dates. Refer to the My Child at School app to check which group your child is in.

When it is your child's group to do forest school please ensure they have appropriate clothing and footwear for the session (see kit list on next page). Send your child into school in their forest school kit with spare school clothes to change into after the session. **In addition, please send in a spare plastic bag for any muddy puddle suits, wellies or wet clothes.**

Dates	Group
Friday 7 <sup>th</sup> November- Friday 13 <sup>th</sup> February	Group 1
Friday 20 <sup>th</sup> February- Friday 22 <sup>nd</sup> May	Group 2

We are hoping to set up a small collection of spare clothing for our Forest School sessions. This will help us ensure that all children stay warm and comfortable if they forget to bring an extra layer, hat, or gloves.

If you have any spare items that you no longer need, we would be very grateful for donations of hats, gloves, scarves, leggings, joggers, jumpers, and fluffy socks. These will be kept in school and used specifically for Forest School.

Thank you so much for your support.

# FOREST SCHOOL KIT LIST!

## AUTUMN/WINTER:

Long sleeved base layer or thermals (top and bottoms)

Long sleeved top and thick bottoms e.g. jogging bottoms

Thick jumper or fleece

Cotton socks layered with fluffy socks over the top

Thick, waterproof coat and waterproof puddle suit

Walking boots or snow/ski boots preferred

Wellies can be worn, however they do not always keep toes warm and can be difficult for tree climbing!

Hat, scarf and gloves for chilly days

## SPRING/SUMMER:

Long sleeved shirt

Jumper or fleece for cooler days

Light trousers or leggings, shorts on warm days

Light waterproof coat or puddle suit

Cotton socks

Walking boots or trainers preferred

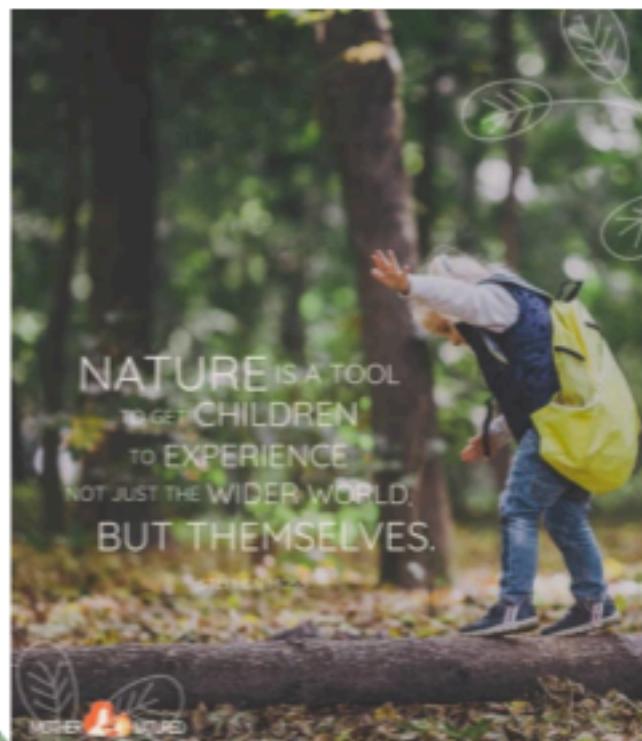
Wellies can be worn

Sunhat, suncream and waterbottle on hotter days

## TOP TIP:

It is better to be over-prepared than under-prepared. Ensure your child has enough layers for each session.

Puddle suits and wellies are available in school!



Area of Learning	EARLY YEARS CHECKPOINT 1: (Reception Baseline)	EARLY YEARS CHECKPOINT 2: Reception end of Autumn term	EARLY YEARS CHECKPOINT 3: Reception end Spring term	EARLY YEARS CHECKPOINT 4: Reception end of Summer term
Listening, attention and Understanding	<ul style="list-style-type: none"> <li>-Listen with interest and recall what they have heard when being read to during small groups.</li> <li>-Join in with repeated refrains.</li> <li>-Answer questions using sentences of at least 4-5 words</li> <li>-Follow a simple directions/instruction</li> </ul>	<ul style="list-style-type: none"> <li>-Listen attentively and respond to what they hear (songs, stories, rhymes) with comments and actions when being read to during small group interactions.</li> <li>-Make comments about what they have heard when looking at pictures</li> <li>-Hold conversation when engaged in back-and-forth exchanges with their teacher</li> <li>-Identify simple rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>-Listen attentively and respond to what they hear by answering relevant questions, making comments and actions when being read to during small group interactions.</li> <li>-Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>-Hold a longer conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>-Identify simple rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Make comments about what they have heard and ask questions to clarify their understanding</li> <li>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers over longer, more sustained periods of time</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>-Use vocabulary that reflects the breadth of their experiences</li> <li>-Uses talk in pretending that objects stand for something else in play e.g. "This box is my castle"</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in small groups, using vocabulary focussed on objects and people that are of particular importance to them</li> <li>-Comment on things that they have observed.</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in small groups, using recently introduced vocabulary.</li> <li>-Offer explanations for why things have happened, making use of recently introduced vocabulary from stories, non-</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</li> </ul>
	<ul style="list-style-type: none"> <li>-Use sentences of at least five words.</li> <li>-Answer simple why questions?</li> </ul>	<ul style="list-style-type: none"> <li>-Express their ideas and feelings about their experiences using full sentences containing 6-8 words, most of the time</li> <li>-Start to use past tense words with modelling and support from their teacher if necessary</li> <li>-Use props and puppets to retell a story.</li> </ul>	<ul style="list-style-type: none"> <li><b>fiction, rhymes and poems when appropriate.</b></li> <li><b>-Express their ideas and feelings about their experiences consistently using full sentences, including use of past and present tenses with less modelling and support needed from their teacher</b></li> <li><b>-Begin to use connectives (and, because).</b></li> <li><b>-Retell stories in role-play</b></li> </ul>	<ul style="list-style-type: none"> <li>-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 if necessary</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>-Communicate how they are feeling with words such as 'happy,' 'sad,' 'worried' and the emotional word of the week</li> <li>-follow at least two simple instructions</li> <li>-Follow classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>-Show an understanding of their own feelings using vocabulary learnt</li> <li>-Work towards simple goals, being able to wait for what they want.</li> <li>-Give focused attention to what the teacher says, beginning to respond appropriately, showing an ability to follow instructions involving ideas or actions.</li> <li>-dress themselves with minimal adult help.</li> </ul>	<ul style="list-style-type: none"> <li><b>-Show an understanding of their own feelings, and begin to regulate their behaviour.</b></li> <li><b>-Work towards simple goals, being able to wait for what they want and are beginning to control their immediate impulses when appropriate.</b></li> <li><b>-Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- 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.</li> </ul>

				<ul style="list-style-type: none"> <li>-Follow a series of at least 3 instructions independently.</li> <li>-Use the words of the week that they have been taught during the year independently.</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>-Become more confident to talk to and with unfamiliar people</li> <li>-Become more confident in new social situations</li> <li>-Select their own and use resources and activities with adult support if necessary</li> </ul>	<ul style="list-style-type: none"> <li>-Show confidence to try new activities and show increasing independence</li> <li>-Explain the rules of the classroom, knowing right from wrong.</li> <li>-Put on own clothing such as coat, cardigan, gloves etc.</li> <li>-Usually dry and clean during the day</li> <li>-Talk about and categorise the different food they eat (apple/fruit, carrot/vegetable)</li> <li>-Participates fully in PE lessons</li> <li>-Wash hands effectively.</li> </ul>	<ul style="list-style-type: none"> <li>-Show increasing confidence to try new activities and show independence and resilience</li> <li>-Explain the reasons for rules, knowing right from wrong</li> <li>-Fasten and unfasten buttons</li> <li>-Zip own coat</li> <li>-Name some of the food groups</li> <li>-Talk about how they can stay healthy (get enough sleep, stay clean, not too much time on devices etc) and which foods you should have more or less of</li> </ul>	<ul style="list-style-type: none"> <li>-Show confidence and willingness to try new activities</li> <li>-Show independence, resilience and perseverance in the face of challenge when playing and learning</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>Building Relationships</b>	Plays in a group and can initiate play with others.	Work and play cooperatively and take turns with others. Form a positive attachment to an adult and friendships with peers. Demonstrate friendly behaviour towards others. Talk/activity	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own needs and to others' needs.</li> <li>Talk/activity with 2 other children not of their choosing.</li> </ul>	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.
	with 1 other child not of their choosing.			
<b>Gross Motor Skills</b>	-Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	-Begin to combine and sequence at least 6 movements in dance and PE	<ul style="list-style-type: none"> <li>-In gymnastics and PE lessons and their play; show increasing ball skills (pushing, patting, throwing, catching or kicking)</li> <li>-Travel with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>-Hold balanced shapes</li> <li>-Jump off an object (2 feet to two feet)</li> </ul>	<ul style="list-style-type: none"> <li>-In Games/Athletics (Sports Day) negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>-Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>-Demonstrate strength, balance and coordination when playing</li> <li>-Move energetically when running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>-Show a preference for a dominant hand</li> <li>-Snip and cut in a straight line with scissors more confidently</li> <li>-Complete more complex threading activities</li> <li>-Accurately copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes</li> <li>-Draw a more detailed person with arms, legs, a head, feet and hands</li> </ul>	<ul style="list-style-type: none"> <li>-Use a pencil, in a finger grip, showing a preference for a dominant hand, effectively to form some recognisable letters</li> <li>-Handle tools, objects, construction and malleable materials safely and with increasing control</li> <li>-Select and use simple tools to create different effects eg paintbrushes, drawing media e.g. oil pastels, crayons, glue spreader, Sellotape scissors</li> </ul>	<ul style="list-style-type: none"> <li>-Use a pencil in the modified tripod grip, effectively to form recognisable letters of the letters of the alphabet</li> <li>-Handle a wider range of tools, objects, construction and malleable materials safely and with increasing control</li> <li>-Uses simple tools to effect changes to materials. (Hole-punching/split pins)</li> <li>-Select different size paintbrushes to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>-Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases to form recognisable letters, most of which are correctly formed</li> <li>-Use a range of small tools, including scissors, paint brushes and cutlery with increasing confidence and accuracy</li> <li>-Select different drawing materials in order to create different effects</li> <li>-Begin to show accuracy and care when drawing</li> </ul>

		<ul style="list-style-type: none"> <li>-Create simple representations of events, people and objects</li> <li>-Draw a face</li> </ul>		
Comprehension	<ul style="list-style-type: none"> <li>-Listen with interest when being read to during small groups</li> <li>-Re-tell stories and narratives using their own words and new vocabulary during discussions about stories, non-fiction, rhymes and poems</li> <li>-Use new vocabulary with increasing confidence when playing with peers and in role play</li> <li>-Anticipate key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>-Answer simple retrieval questions about a text which has been read to them</li> <li>-Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play with confidence</li> <li>-Explain what new words mean, with adult support when necessary</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate understanding when talking with others about what they have read.</li> <li>-Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play</li> <li>-Explain what new words mean independently</li> </ul>	<ul style="list-style-type: none"> <li>-Securely demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>-Securely anticipate - where appropriate - key events in stories</li> <li>-Securely use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play</li> </ul>
Word reading	<ul style="list-style-type: none"> <li>-Recognise own name and other familiar signs such as logos</li> <li>-Group words with the same initial sounds</li> <li>-Recognise rhyming words</li> <li>-Count or clap syllables in a word</li> </ul>	<ul style="list-style-type: none"> <li>-Hear and say initial sounds in words</li> <li>-Orally segment and blend the sounds in simple VC and CVC words containing Set 1 sounds</li> <li>-Knows which letters represent some of them</li> <li>-Link sounds to letters, naming the letters of the alphabet</li> <li>-Continue a rhyming string</li> <li>-Read Set 1 sounds</li> </ul>	<ul style="list-style-type: none"> <li>-Segment the sounds in simple CVC, CCVC and CVCC words containing Set 1 sounds, including SF and blend them together within a phrase</li> <li>-Read longer words</li> <li>-Read words with suffixes and double letters</li> <li>-Reading Set 1 words including SF.</li> </ul>	<ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>-Read words consistent with their phonic knowledge by sound blending</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>-Reading Phase 4 set 2.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>-Show a preference for a dominant hand</li> </ul>	<ul style="list-style-type: none"> <li>-Ascribe meaning to marks</li> <li>-Write own name</li> </ul>	<ul style="list-style-type: none"> <li>-Write independently during play</li> </ul>	<ul style="list-style-type: none"> <li>-Sit correctly at a table, holding pencil comfortably</li> </ul>
	<ul style="list-style-type: none"> <li>-Copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes accurately</li> <li>-Write some or all of their name</li> <li>-Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>-Use some clearly identifiable letters to communicate meaning</li> <li>-Link sounds to letters, naming the letters of the alphabet</li> <li>-Write initial sounds of words</li> <li>-Using finger grip</li> </ul>	<ul style="list-style-type: none"> <li>-Write CVC words (words containing both Set 1 sounds and Set 1 SF.)</li> <li>-Write labels and captions and simple sentences which can be re-read themselves</li> <li>-Using modified tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>-Write simple phrases and sentences that can be read by others</li> </ul>
Number	<ul style="list-style-type: none"> <li>-Count accurately to 5</li> <li>-Show the correct number of objects to match a given number up to 5</li> <li>-Count 1:1 correspondence up to 5</li> <li>-Begin to subitise to 3.</li> </ul>	<ul style="list-style-type: none"> <li>-Select the correct numeral to represent 1 to 5 objects</li> <li>-Record using marks or physical apparatus based on taught models</li> <li>-Count objects to 5</li> <li>-Count 5 objects from a larger group</li> <li>-Show the different ways of making numbers to 5 (Composition of each number)</li> <li>-Confidently subitise to 3</li> <li>-Compare quantities of two groups with identical objects.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognises numerals 1 to 10</li> <li>-Select the correct numeral to represent 1 to 10 objects</li> <li>-Record using marks or physical apparatus based on a taught model</li> <li>-Count objects to 10</li> <li>-Count 10 objects from a larger group</li> <li>-Show the different ways of making numbers to 10 (Composition of each number)</li> <li>-Compare quantities of two groups with identical objects.</li> <li>Combine two groups to find the whole (numbers).</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate a deep understanding of number to 10, including the composition of each number</li> <li>-Subitise (recognise quantities without counting) up to 5</li> <li>-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</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>-Know that numbers identify how many objects are in a set</li> <li>-Compare two groups using language 'more' and 'fewer'</li> <li>-Compare objects by size/shape</li> </ul>	<ul style="list-style-type: none"> <li>-Count to 10 confidently</li> <li>-Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 5</li> </ul>	<ul style="list-style-type: none"> <li>-Count to 20 confidently</li> <li>-Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10</li> </ul>	<ul style="list-style-type: none"> <li>-Verbally count beyond 20, recognising the pattern of the counting system</li> <li>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than,</li> </ul>

	<ul style="list-style-type: none"> <li>-Use and understand positional language 'in-front, behind, on, under and in'</li> <li>-Extend and create an ABAB pattern.</li> </ul>	<ul style="list-style-type: none"> <li>-Say the number that is one more and one less than a number to 5</li> <li>-Copy a pattern ABCABC (leaf, stick, stone, leaf, stick, stone)</li> <li>-Experiment with objects saying when they are heavy/light, full/empty, big/small</li> </ul>	<ul style="list-style-type: none"> <li>-Say the number that is one more and one less than a number to 10</li> <li>-Identify which numbers to 10 are odd and which are even</li> <li>-Complete a complex pattern</li> <li>-Compare and make predictions about objects saying when they are heavy/light, full/empty, big/small</li> </ul>	<ul style="list-style-type: none"> <li>less than or the same as the other quantity</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
Past & Present	<ul style="list-style-type: none"> <li>-Talk about who is in their family and who is important to them</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about the lives of those in their own families and their roles in society</li> <li>-Know some differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>-Understand the past through characters encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about the lives of other familiar people (their teacher, their local shop keeper, etc) around them and their roles in society</li> <li>-Know some similarities between things in the past and now, drawing on their experiences and what has been read in class</li> <li>-Compare and contrast settings and characters encountered in books read in class and storytelling including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about the lives of the people around them and their roles in society</li> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>-Compare and contrast through settings, character, images and events encountered in books read in class and storytelling</li> </ul>
People, Cultures and Communities	<ul style="list-style-type: none"> <li>-Talk about their own likes and dislikes</li> <li>-Talk about who they are and where they live</li> </ul>	<ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation and discussion</li> <li>-Know some differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion and stories</li> <li>-Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>-Explain some similarities between life in this country and</li> </ul>	<ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>-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</li> </ul>
		<ul style="list-style-type: none"> <li>-Explain some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</li> </ul>	<ul style="list-style-type: none"> <li>life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>-Talk about the things they can see in the natural world</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>-Know some differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>-Talk about processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> <li>-Identify processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>-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</li> <li>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
Creating with Materials	<ul style="list-style-type: none"> <li>-Experiment with a variety of resources and materials deciding what to use and make</li> </ul>	<ul style="list-style-type: none"> <li>-Drawing; create simple representations of events, people and objects</li> <li>-Draw a face</li> <li>-Colour; name primary colours and choose particular colours to use for a purpose</li> <li>-Texture; explore and experiment with different materials to compare textures</li> <li>-Know that materials that are soft/rough/shiny</li> </ul>	<ul style="list-style-type: none"> <li>-Drawing; create simple representations of events, people and objects</li> <li>-Draw a person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair</li> <li>-Colour; name primary and secondary colours and explore what happens when colours are mixed</li> <li>-Texture; choose appropriate materials for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour (experimenting with light and shade using specific terminology- light, shade, dark, tone)</li> <li>-Design (plan with an intended outcome) Texture</li> <li>-form and function (create something for a purpose)</li> <li>-Share their creations, explaining the process they have used</li> </ul>

	<ul style="list-style-type: none"> <li>-Form; use glue and Sellotape/ masking tape to combine materials</li> <li>-Design; say what they intend to create</li> <li>-Function; replicate an existing model</li> <li>-share their creation with others</li> <li>-use life like, available or modelled props to support role play</li> </ul>	<ul style="list-style-type: none"> <li>-Form; select the most appropriate joining technique for the purpose of their model (hole punch and split pin)</li> <li>-Design; plan with reasoning</li> <li>-Function; adapt an existing model</li> <li>-talk with others about their creation and what they like about it</li> <li>-adapt the intended purpose of an object to meet their role play needs e.g. banana is a phone.</li> </ul>	<ul style="list-style-type: none"> <li>-make use of props and materials when role playing characters in narratives and stories.</li> </ul>	
<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>-remember and sing their favourite nursery rhyme or song</li> </ul>	<ul style="list-style-type: none"> <li>-recount narratives and stories with peers and their teacher</li> <li>-sing a range of well-known nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>-adapt and begin to invent narratives and stories with peers and their teacher</li> <li>-perform songs, rhymes, poems and stories with others and - when appropriate try to move in time with music to express their feelings</li> </ul>	<ul style="list-style-type: none"> <li>-invent, adapt and recount narratives and stories with peers and their teacher</li> <li>-sing a range of well-known nursery rhymes and songs</li> <li>-perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music</li> </ul>