







## Nursery Long term plan 2024 - 2025



Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Overall topics</b> 	<b>All about me</b> 	<b>Let's celebrate</b> 	<b>Amazing Animals</b> 	<b>People who help us</b> 	<b>Fun at the seaside</b> 	
<b>Focus topics</b> These may change depending on the children's interests.	Nursery rhymes, senses, feelings, families	Diwali, Christmas, Bon fire night, day & night, different cultures, Christmas performance	Farm and zoo animals.  <b>Trip to the farm/Zoo?</b>	People in our community. Emergency services – how do they help us?	Growing, changing, caterpillars, beans Lifecycles, visiting the pond	Recycling, Sea animals
<b>Key texts</b> These may change or be added to.	Colour monster, Dogger, funny bones. Song – Head, shoulders, knees & toes	Christmas story, Rama & Sita, Stickman Song – Christmas songs	Dear Zoo, Giraffe's can't dance, Brown Bear Brown Bear... Song – Went to the animals fair	Naughty Bus by Jan Oke.  Non fiction texts.	The Hungry Caterpillar, Jasper's beanstalk, Oliver's Vegetables Song – 5 speckled frogs, 5 little ducks	Oi! Get off our train, The whale who wanted more, Tiddler Song – Over the deep blue sea

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### Communication and Language

<p>-Listening, Attention</p>	<p><b>Listen to simple stories and understand what is happening with the help of pictures. (B-3)</b></p> <p>I know that picture are part of a story.</p> <p>I can talk about a story using picture to help me.</p> <p><b>Listen to other peoples talk with interest but can be easily distracted.(B-3)</b></p> <p>I know I need to look at people when they talk to me.</p> <p>I can make eye contact when I am called by name.</p>	<p><b>Pay attention to more than one thing at a time which may be difficult. (3&amp;4)</b></p> <p>I know when I am called I need to stop and listen.</p> <p>I can stop what I am doing and look at the person calling me.</p>	<p><b>Pay attention to more than one thing at a time which may be difficult. (3&amp;4)</b></p> <p>I know when I am called I need to stop and listen.</p> <p>I can stop what I am doing and look at the person calling me.</p> <p>I can follow clear prompts</p>	<p><b>Pay attention to more than one thing at a time which may be difficult. (3&amp;4)</b></p> <p>I know when I am called I need to stop and listen.</p> <p>I can switch attention from what I am doing to what a person is saying.</p>	<p><b>Pay attention to more than one thing at a time which may be difficult. (3&amp;4)</b></p> <p>I know when I am asked to I need to stop and listen.</p> <p>I can switch attention from what I am doing to what a person is saying.</p>	<p><b>Pay attention to more than one thing at a time, which can be difficult. (3&amp;4)</b></p> <p>I know that when I am asked to I need to stop and listen.</p> <p>I can stop and listen when asked.</p> <p><b>Enjoy listening to longer stories and can remember much of what happens. (3&amp;4)</b></p> <p>I know what happens in the stories that I listen to.</p> <p>I can talk about the story I have just listened to.</p>
<p>Understanding</p>	<p><b>Understand simple questions about who, what and where ( but generally not why) (B-3)</b></p>		<p><b>Know many rhymes, talk about familiar books and retell a long story showing understanding. (3&amp;4)</b></p>	<p><b>Beginning to understand why questions. Such as 'why do doctors use x ray machines?' (3&amp;4)</b></p>	<p><b>Beginning to understand why questions. Such as, 'why did the caterpillar get so fat?' (3&amp;4)</b></p>	<p><b>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." (3&amp;4)</b></p>

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	<p>I know when I am asked a question I need to respond.</p> <p>I can answer simple questions correctly</p>		<p>I know how to retell rhymes and stories in sequence.</p> <p>I can retell rhymes and stories I have heard.</p>	<p>I know that questions using 'why' need to have an explanation.</p> <p>I can answer why questions accurately.</p>	<p>I know that questions using 'why' need to have an explanation.</p> <p>I can answer why questions accurately.</p>	<p>I know that some statements have two parts that I have to complete.</p> <p>I can follow instructions or questions that have two parts.</p>
Speaking	<p><b>Starting to develop conversation, jumping from topic to topic (B-3)</b></p> <p>I know how to get a person's attention to speak to them.</p> <p>I can talk about different things that interest me.</p>	<p><b>Start a conversation with an adult or friend and continue it for many turns.(3&amp;4)</b></p> <p>I know how to gain a person's attention by calling their name to speak to them.</p> <p>I can take turns in conversations.</p>	<p><b>Develop communication but may have problems with irregular tenses and plurals such as 'runned' or 'swimmed'. (3&amp;4)</b></p> <p>I know that words sometimes change.</p> <p>I can use correct tenses and plurals.</p>	<p><b>Use a wider range of vocabulary. (3&amp;4)</b></p> <p>I know different words can have similar meanings.</p> <p>I can use new words in the correct context.</p>	<p><b>Be able to express a point of view and debate when they disagree using words as well as actions. (3&amp;4)</b></p> <p>I know I can express my thoughts and opinions.</p> <p>I can express my feelings through speech and positive actions.</p>	<p><b>Use talk to organise themselves and their play</b> Eg "Let's go on the bus... you sit there and I will be the driver." (3&amp;4)</p> <p>I know that talking will help me organise my play.</p> <p>I can use talk to organise my play.</p>

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### Physical Development

<p>Gross Motor Skills</p>	<p><b>Show an increasing desire to be independent such as wanting to dress and undress, and pour drinks. (B-3)</b></p> <p>I know how to independently manage simple tasks for myself.</p> <p>I can do simple tasks for myself such as pour a drink or do up a zip.</p>	<p><b>Use large muscle movements to wave flags and streamers, paint and make marks. (3&amp;4)</b></p> <p>I know how to manipulate objects using just my arms.</p> <p>I can use just my shoulders and arms to create large movements.</p> <p><b>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (3&amp;4)</b></p> <p>I know how to follow a sequence to music.</p> <p>I can repeat a familiar sequence or pattern to music.</p>	<p><b>Go up steps and stairs, or climb up apparatus using alternative feet. (3&amp;4)</b></p> <p>I know how to climb how to walk up stairs or apparatus safely.</p> <p>I can climb using alternative feet.</p>	<p><b>Continue to develop gross motor movement, balancing, riding, (scooters/trikes/bikes) and ball skills. (3&amp;4)</b></p> <p>I know balance my body to complete activities.</p> <p>I can balance a bike</p> <p>I can stand on one leg to kick a ball.</p>	<p><b>Collaborate with others to manage large items, such as moving a long plank safely or carrying large/hollow blocks. (3&amp;4)</b></p> <p>I know how to work as part of a team.</p> <p>I can work with my friends to move large objects.</p> <p><b>Match developing physical skills to tasks within setting such as crawling, running, walking. (3&amp;4)</b></p> <p>I know alternative ways to move across different apparatus.</p> <p>I can choose different ways to move across different apparatus.</p>	<p><b>Skip, hop and stand on one leg and hold a pose. (3&amp;4)</b></p> <p>I know that I can move in a range of ways.</p> <p>I can skip and hop.</p> <p><b>Start taking part in some group activities which they may make up themselves or in teams. (3&amp;4)</b></p> <p>I know how to take turns in group activities.</p> <p>I can follow or make-up game rules.</p> <p><b>Be increasingly independent as they get dressed and undressed. (3&amp;4).</b></p> <p>I know how to dress and undress myself.</p> <p>I can put my clothes on the correct way round successfully do up and undo buttons independently.</p>
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<p>Fine Motor Skills</p>	<p><b>Start eating independently and learning how to use a knife and fork. (B-3)</b></p> <p>I know how to use cutlery correctly.</p> <p>I can use a knife and fork to cut and eat food.</p>	<p><b>Be increasingly independent as they get dressed and undressed for example putting on coats and shoes. (B-3)</b></p> <p>I know how to get dressed and undressed.</p> <p>I can put my coat and shoes on by myself.</p>	<p><b>Be increasingly independent as they get dressed and undressed for example doing up buttons/zips. (B-3)</b></p> <p>I know how to get dressed and undressed.</p> <p>I can do up zips and buttons by myself.</p>	<p><b>Choose the right resources to carry out their own plan i.e. scissors, glue sticks or spatulas etc.(B-3)</b></p> <p>I know what I need to complete the activity I am doing.</p> <p>I can choose the correct tools for what I am doing.</p>	<p><b>Choose the right resources to carry out their own plan i.e. scissors, glue sticks or spatulas etc. (B-3)</b></p> <p>I know what I need to complete the activity I am doing.</p> <p>I can manipulate materials using the correct tools to create a picture/model.</p>	<p><b>Show a preference for a dominant hand. (3&amp;4)</b></p> <p><b>Use one- handed tools and equipment. (3&amp;4)</b></p> <p><b>Use a comfortable grip with good control when holding pencils. (3&amp;4)</b></p> <p>I know how to hold a pencil correctly.</p> <p>I can use a pencil to make controlled movements to draw and write.</p>
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### Personal, social & Emotional development

Self-Regulation	<p><b>Be increasingly able to talk about and manage their emotions. (B-3)</b></p> <p>I Know different emotions are that I feel.</p> <p>I can talk about my emotions.</p>	<p><b>Talk with other to solve conflicts. (3&amp;4)</b></p> <p>I know I can talk to others about how I feel.</p> <p>I can begin to resolve conflicts by talking about how I feel.</p>	<p><b>Talk with other to solve conflicts. (3&amp;4)</b></p> <p>I know I can talk to others about how I feel.</p> <p>I can resolve conflicts by talking about how I feel.</p>	<p><b>Find solutions to conflicts and suggesting other ideas. (3&amp;4)</b></p> <p>I know how to find ways to play together.</p> <p>I can suggest ways of sharing and playing together.</p>	<p><b>Develop appropriate ways of being assertive. (3&amp;4)</b></p> <p>I know ways to calm myself down.</p> <p>I can use different ways to calm myself down and talk to others.</p>	<p><b>Talk about their feelings using words like happy, sad and angry (3&amp;4)</b></p> <p>I know how to express different emotions.</p> <p>I can say when I feel happy, sad, upset etc.</p> <p><b>Understand how others might be feelings. (3&amp;4)</b></p> <p>I know when my peers are upset or happy.</p> <p>I can tell an adult when someone is happy or sad.</p>
Managing Self	<p><b>Begin to show 'effortful control' (waiting for turns, not grabbing toys) (B-3)</b></p> <p>I know that I need to take turns and share.</p> <p>I can take turns during my play</p>	<p><b>Be increasingly independent meeting their own care needs. (toileting/washing hands) (3&amp;4)</b></p> <p>I know it is important to keep myself clean.</p>	<p><b>Be increasingly independent meeting their own care needs. (washing hands and choosing own snack/getting a drink when needed) (3&amp;4)</b></p> <p>I know why keeping myself healthy is important.</p>	<p><b>Make healthy choices about food drink and activity. (3&amp;4)</b></p> <p>I know what foods are healthy for me.</p> <p>I can talk about how to keep myself healthy.</p>	<p><b>Develop their sense of responsibility and membership of a community. (3&amp;4)</b></p> <p>I know I am a part of different communities.</p> <p>I can talk about different groups I belong to.</p>	<p><b>Show more confidence in social situations (3&amp;4)</b></p> <p>I know when it is safe to talk to new people.</p> <p>I can talk to new trusted adults.</p> <p><b>Develop their sense of responsibility and</b></p>

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		I can wash my hands without being reminded after going to the toilet.	I can take care of my simple hygiene needs.			<p><b>membership of a community. (3&amp;4)</b></p> <p>I know how to approach my friends when I want to play with them.</p> <p>I can play with and help my peers.</p>
Building Relationships	<p><b>Develop friendships with other children (B-3)</b></p> <p>I know that I can play with other children by asking them to join in.</p> <p>I can invite children to play with me and build friendships.</p>	<p><b>Become more outgoing with unfamiliar people in the safe context of their setting. (3&amp;4)</b></p> <p>I know who my trusted adults are.</p> <p>I can talk to newly invited trusted adults in my setting</p>	<p><b>Select and use activities and resources with help when needed helping them to achieve a goal or one that has been suggested to them. (3&amp;4)</b></p> <p>I know that different activities require different apparatus.</p> <p>I can choose the correct items for different tasks and activities.</p>	<p><b>Increasingly follow rules, understanding why they are important. (3&amp;4)</b></p> <p>I know the school rules and values.</p> <p>I can say when rules are being followed or have been broken.</p>	<p><b>Increasingly follow rules, understanding why they are important. (3&amp;4)</b></p> <p>I know I need to follow the school rules and values.</p> <p>I can talk about why rules are important and how they keep me safe.</p>	<p><b>Play with one or more other children, extending and elaborating play ideas (3&amp;4)</b></p> <p>I know how to extend my play by inviting others to play with me.</p> <p>I can introduce new ideas into my play with my friends.</p> <p><b>Remember rules without adults to help them (3&amp;4)</b></p> <p>I know how to follow rules when playing a game.</p> <p>I am beginning to play co-operatively alongside and with my peers.</p>

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### Maths

<p>Number</p>	<p><b>Count in everyday contexts sometimes skipping numbers e.g. 1,2,3,5. (B-3)</b></p> <p>I know that counting represents a quantity.</p> <p>I can count to 5, sometimes skipping numbers.</p>	<p><b>Compare quantities using language of more than and fewer than. (3&amp;4)</b></p> <p>I know when a group of objects is bigger or smaller.</p> <p>I can compare groups of objects using language 'bigger and smaller' Develop number recognition of up to 3 objects (subitise) (3&amp;4)</p> <p>I know numbers of up to 3 objects by sight.</p> <p><b>I can say how many objects are in a group (up to 3) without counting them.</b></p> <p>Develop number recognition of up to 3 objects (subitise) (3&amp;4)</p>	<p><b>Show finger numbers up to 5 (3&amp;4)</b></p> <p>I know I can use my fingers to show a number up to 5.</p> <p>I can use my fingers to represent numbers up to 5.</p> <p><b>Notice the last number reached when counting tells you how many there are. (cardinal principle) (3&amp;4)</b></p> <p>I know the last number when counting represents the quantity.</p> <p>I can say how many things I have counted.</p>	<p><b>Link numerals to amounts correctly. (3&amp;4)</b></p> <p>I know that quantities have a matching numeral.</p> <p>I can match numerals to a quantity correctly.</p>	<p><b>Solve real world mathematical problems with numbers up to 5. (3&amp;4)</b></p> <p>I know I can use different ways to solve mathematical problems.</p> <p>I can use my fingers objects and numbers to solve problems up to 5</p>	<p><b>Recite numbers past 5 (3&amp;4)</b></p> <p>I know how to count beyond 5.</p> <p>I can count correctly in order beyond 5.</p> <p><b>Say one number for each item in order 1,2,3,4,5, (3&amp;4)</b></p> <p>I know how to count with one to one correspondence.</p> <p>I can recite numbers to 5 I can recite numbers to 10</p>
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		I know numbers of up to 3 objects by sight.				
Numerical Patterns	<p><b>Notice patterns and arrange things in patterns (B-3)</b></p> <p>I know how to make a pattern.</p> <p>I can recognise and make patterns in different ways.</p>	<p><b>Experiment with their own symbols and marks as well as numerals. (3&amp;4)</b></p> <p>I know that different symbols/marks have different meanings.</p> <p>I can use a different marks and symbols when exploring maths.</p>	<p><b>Experiment with their own symbols and marks as well numerals. (3&amp;4)</b></p> <p>I know that different symbols/marks have different meanings.</p> <p>I can use a different marks and symbols when exploring maths.</p>	<p><b>Create patterns using objects, colours, shape and in print e.g. Paint printing. (3&amp;4)</b></p> <p>I know that patterns can be made in different ways.</p> <p>I can create patterns using colour, shapes and objects</p>	<p><b>Notice and correct errors in repeating patterns (3&amp;4)</b></p> <p>I know what a repeating pattern is.</p> <p>I can correct errors in repeating patterns.</p>	<p><b>Extend and create ABAB patterns. (3&amp;4)</b></p> <p>I know that a pattern can repeat itself.</p> <p>I can create my own patterns.</p>
Additional Maths requirements			<p><b>Make comparisons between objects relating to size, length, weight and capacity. (3&amp;4)</b></p>	<p><b>Talk about and explore 2d and 3d shapes using informal mathematical language. (3&amp;4)</b></p> <p>I know the names of a variety of shapes.</p>	<p><b>Discuss route and locations using words such as in front of and behind. (3&amp;4)</b></p>	

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			<p>I know things can be different sizes, lengths and weights.</p> <p>I can make comparisons relating to size, weight, length and capacity</p>	<p>I can talk about the differences in shapes.</p>	<p>I know different positional language.</p> <p>I can use a variety of language to describe position of people and objects.</p>	
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### Literacy

Comprehension	<p><b>Ask questions about books, make comments and share their own ideas. (B-3)</b></p> <p>I know a book tells a story or provides information.</p> <p>I can talk about different books I have looked at/listen to.</p>	<p><b>Ask questions about books, make comments and share their own ideas. (B-3)</b></p> <p>I know a book tells a story or provides information.</p> <p>I can share my own ideas about books I look at or listen to.</p>	<p><b>Retell stories through repetition and role play.</b>  <b>Anticipate what might happen next or key events in stories.</b></p> <p>I know that stories have characters and can role play these characters in my play, repeating some key phrases from a story.</p> <p>I can guess what might happen next in a story and make predictions.</p>			
Reading	<p><b>Notice print such as first letter of their name or a familiar logo. (B-3)</b></p> <p>I know that print conveys meaning.</p> <p>I can recognise familiar print such as my name.</p>	<p><b>Engage in extended conversations about stories learning new vocabulary. (3&amp;4)</b></p> <p>I know that stories can have different characters and endings.</p> <p>I can talk about stories I have listened to using vocabulary I have heard within the story.</p>	<p><b>Develop phonological awareness to count and clap syllables in a word. (3&amp;4)</b></p> <p>I know words can be broken down.</p> <p>I can recognise and clap syllables in words.</p>	<p><b>Develop phonological awareness to spot and suggest rhymes. (3&amp;4)</b></p> <p>I know that some stories or poems rhyme.</p> <p>I can recognise that rhymes sound the same.</p>	<p><b>Develop phonological awareness to recognise words with the same initial sound, such as money/mother. (3&amp;4)</b></p> <p>I know that lots of words start with the same sound.</p> <p>I can list words with the same initial sound.</p>	<p><b>Understand the 5 key concepts about print:</b></p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print can have different purposes</li> <li>• We read English text from left to right.</li> <li>• The names of the different parts of a book</li> <li>• Page sequencing (3&amp;4)</li> </ul> <p>I know how to hold a book correctly and that pages turn from left to right.</p> <p>I can look at pictures in a book and retell a story I have heard verbally.</p>

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<p>Writing</p>	<p><b>Add marks to their drawings which they give meaning to. (B-3)</b></p> <p>I know that different marks represents meaning.</p> <p>I can talk about and give meaning to marks I make.</p>	<p><b>Use some of their print and letter knowledge in early writing. (3&amp;4)</b></p> <p>I know that marks or letters I use provide meaning.</p> <p>I can talk about and give meaning to marks and letters I write.</p>	<p><b>Use some of their print and letter knowledge in early writing. (3&amp;4)</b></p> <p>I know I can convey meaning through the marks or letters I use when drawing and writing.</p> <p>I can explain why I have used specific marks or letters when drawing and writing.</p>	<p><b>Use some of their print and letter knowledge in early writing. (3&amp;4)</b></p> <p>I know how to use letters I know and can write.</p> <p>I can use letters I know and match correct initial letters to drawings or words.</p>	<p><b>Use some of their print and letter knowledge in early writing. (3&amp;4)</b></p> <p>I know how to use letters I know and can write.</p> <p>I can write some letters I know forming some correctly.</p> <p><b>Write all or some of their name (3&amp;4)</b></p> <p>I know how many letters are in my name.</p> <p>I can write all or some of my name.</p>	<p><b>Write some letters accurately (3&amp;4)</b></p> <p>I know the names and formation of some letters.</p> <p>I can correctly form letters I am familiar with.</p> <p><b>Write all or some of their name (3&amp;4)</b></p> <p>I know how to form some letters.</p> <p>I can write some or all of my name.</p>
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### Expressive Art & design

<p>Creating with Materials</p>	<p><b>Explore different materials using all of their senses to investigate them (B-3)</b></p> <p>I know how to use a variety of different materials to make models.</p> <p>I can talk about different things I have made.</p>	<p><b>Explore different materials freely to develop ideas about how to use them and what to make (3&amp;4)</b></p> <p>I know how to use a variety of different materials to make models.</p> <p>I can make a variety of models from different resources.</p>	<p><b>Develop their own ideas and then decide which materials to use to express them (3&amp;4)</b></p> <p>I know how to create different models from my ideas.</p> <p>I can select different Materials to make different models and talk about what I have made.</p>	<p><b>Make imaginative and complex small world with blocks and construction (3&amp;4)</b></p> <p>I know how to create representations of different things using small world toys and resources.</p> <p>I can talk about the features of what I made.</p>	<p><b>Join different materials and explore different textures. (3&amp;4)</b></p> <p>I know how to join different materials together.</p> <p>I can find the best way to join different materials. E.g. glue, cello tape etc.</p>	<p><b>Join different materials and explore different textures. (3&amp;4)</b></p> <p>I know that I need glue/tape to join materials together.</p> <p>I can use different materials to make models.</p>
<p>Being Imaginative and Expressive</p>	<p><b>Start to develop pretend play where one object represents another (B-3)</b></p> <p>I can use a variety of toys in my play.</p> <p>I can use imaginative ways to extend my play.</p>	<p><b>Sing the melodic shape of familiar songs.(3&amp;4)</b></p> <p>I know that songs can be sung in different ways.</p> <p>I can match and repeat the melody of songs I am singing.</p> <p><b>Remember and sing entire songs (3&amp;4)</b></p> <p>I know a variety of songs.</p>	<p><b>Create closed shapes with continuous lines and use these shapes to represent objects. (3&amp;4)</b></p> <p>I know when I join lines together they make different shapes.</p> <p>I can use combined shapes to create a familiar image.</p> <p><b>Create own songs or improvise a song</b></p>	<p><b>Listen with increased attention to sounds. (3&amp;4)</b></p> <p>I know that I can make or create different sounds I have heard.</p> <p>I can use my voice/ instruments or objects to make different sounds.</p> <p><b>Play instruments with increasing control to express feelings and ideas (3&amp;4)</b></p>	<p><b>Explore colours and colour mixing. (3&amp;4)</b></p> <p>I know the names of a variety of colours.</p> <p>I can mix colours to make different colours.</p> <p><b>Draw with increasing complexity and detail (such as circles for faces including details).(3&amp;4)</b></p>	<p><b>Respond to what they have heard expressing their thoughts and feelings (3&amp;4)</b></p> <p>I know that I can have different ideas.</p> <p>I can explain my thoughts and ideas about what I have heard.</p>

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		<p>I can remember and sing different songs I have learnt</p>	<p><b>sound they know. (3&amp;4)</b></p> <p>I know singing is a way to express my ideas.</p> <p>I can make up my own songs and change familiar songs using my own ideas.</p> <p><b>Begin to develop complex stories using small world equipment (animals, doll houses etc.) (3&amp;4)</b></p> <p>I know how to use my imagination when playing.</p> <p>I can make up my own stories and games using my imagination.</p>	<p>I know that instruments are played in different ways.</p> <p>I can play instruments to make up songs and accompany songs I know.</p>	<p>I know how to add detail to my drawings.</p> <p>I can draw simple representations of people, animals, objects and places.</p> <p><b>Show different emotions in their drawings and paintings. (3&amp;4)</b></p> <p>I know how to draw different emotions.</p> <p>I can use a variety of shapes/lines to create different emotions when drawing faces.</p>	
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*Understanding the world						
<p>Past and Present</p>	<p><b>Notice differences between people. (B-3)</b></p> <p>I know that people lived differently in the past.</p> <p>I can talk about differences between the past and present e.g. toys past and present.</p>	<p><b>Begin to make sense of their own life story and family history (3&amp;4)</b></p> <p>I know how my family are related to each other.</p> <p>I can talk about different family members and how they are related to each other.</p>	<p><b>Explore collections of materials with similar or different properties (3&amp;4) (old and new i.e. toys)</b></p> <p>I know a variety of language to describe properties of materials.</p> <p>I can make comparisons and talk about differences between things.</p>	<p><b>Explore how things work (3&amp;4) (current and historical items)</b></p> <p>I know that different toys/items work in different ways.</p> <p>I can talk about how things work and what they do.</p>	<p><b>Talk about what they see using a wide vocabulary (3&amp;4)</b></p> <p>I know how to describe and explain different things I see.</p> <p>I can use a wide range of language to describe things I see.</p>	<p><b>Begin to make sense of their own life-story and family's history (3&amp;4)</b></p> <p>I know that I belong to a family.</p> <p>I can talk about myself and my family</p>
<p>People, Culture and Communities</p>	<p><b>Make connections between the features of their family and other families (B-3)</b></p> <p>I know that everyone's family is different.</p> <p>I can talk about different features about my family</p> <p><b>Notice differences between people (B-3)</b></p>	<p><b>Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (3&amp;4)</b></p> <p>I know that there are more places than just where I live.</p> <p>I can talk about countries I have been to or learnt about.</p>	<p><b>Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (3&amp;4)</b></p> <p>I know there are lots of different countries in the world.</p> <p>I can identify and talk about different places I have seen in pictures or have been to.</p>	<p><b>Show an interest in different occupations (3&amp;4)</b></p> <p>I know that people have different occupations.</p> <p>I can talk about occupations that interest me.</p>	<p><b>Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (3&amp;4)</b></p> <p>I know and can name different countries in the world.</p> <p>I can recall f Things I have learnt about different places.</p>	<p><b>Continue developing positive attitudes about the differences between people. (3&amp;4)</b></p> <p>I know that people who are different to me can still be my friend.</p> <p>I can talk positively about other people.</p> <p><b>Name and describe people who are familiar to them.(R)</b></p>

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	<p>I know that everyone is different in different ways.</p> <p>I can talk about how people are similar or different.</p>					<p>I know and recognise people who are important/familiar to me</p> <p>I can describe name and describe familiar people.</p>
The Natural World	<p><b>Explore and respond to different natural phenomena (B-3) the</b></p> <p>I know the weather and my environment changes throughout the year.</p> <p>I can talk about the different changes I see and experience.</p>	<p><b>Explore and talk about different forces they can feel (3&amp;4)</b></p> <p>I know that different materials have different properties and react differently.</p> <p>I can talk about how forces work. E.g. the way water moves or elastic stretches.</p> <p><b>Use all their senses in hands on exploration of natural materials. (3&amp;4)</b></p> <p>I know I can use all my senses to describe natural items.</p>	<p><b>Talk about differences between materials and changes they notice. (3&amp;4) (changes that occur in cooking or freezing and melting)</b></p> <p>I know that when things are mixed, frozen or heated they can change.</p> <p>I can talk about the changes in properties and why they happen.</p>	<p><b>Explore how things work (3&amp;4) (i.e. Seasons)</b></p> <p>I know that there are four seasons in a year.</p> <p>I can talk about how the seasons change and how they affect me.</p>	<p><b>Understand the key features of a life cycle of a plant or animal. (3&amp;4)</b></p> <p>I know that every living thing has a life cycle.</p> <p>I can talk about and describe basic life cycles.</p> <p><b>Plant seeds and care for growing plants. (3&amp;4)</b></p> <p>I know what plants need to grow.</p> <p>I can talk about how plants grow and what they need to survive.</p>	<p><b>Begin to understand the need to respect and care for the natural environment and all living things. (3&amp;4)</b></p> <p>I know that living things need to be looked after.</p> <p>I can talk about how to look after living things.</p>



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		I can talk about natural objects using a wide range of vocabulary relating to my 5 senses.				
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