



CORBY PRIMARY ACADEMY
Reception – Long Term Plan 2025-2026

Reception	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Theme	Magical Me	Tell Me a Story	To Infinity and Beyond	A Long Time Ago	In the Garden	The Sea
PD (Including Kinetic Letters)	<ul style="list-style-type: none"> Gross motor – ball skills Gross motor - movement Basic hygiene Spatial awareness Senses Fine motor – mark making 	<ul style="list-style-type: none"> Fine motor – pencil grip Getting dressed Healthy eating Danger/ safety Fine motor - Manipulation of tools Balance 	<ul style="list-style-type: none"> Senses Getting dressed Gross motor - balance Danger/safety Fine motor – small tools 	<ul style="list-style-type: none"> Gross motor – movement Gross motor - obstacles Spatial awareness Healthy eating Fine motor – accuracy and care 	<ul style="list-style-type: none"> Manipulation of tools Fine motor – pencil grip Basic hygiene Healthy eating senses 	<ul style="list-style-type: none"> Gross motor – movement in a range of ways Fine motor – pencil tripod grip Spatial awareness Gross motor – balance Fine motor – small tools
Lit	<ul style="list-style-type: none"> Kinetic letters: animal positions/ basic moves Lenses and word collector Fiction – traditional tales Characters Comprehension – retelling stories 	<ul style="list-style-type: none"> Poetry – Night Before Christmas information Events 	<ul style="list-style-type: none"> Join it/ Everyone writing Vocabulary – adjectives Predictions Story sequencing 	<ul style="list-style-type: none"> Ambitious vocabulary/ one week teaching sequences Vocabulary – technical vocab Writing – labels and captions 	<ul style="list-style-type: none"> Sentence structure Comprehension – answer simple questions Writing – short phrases and lists 	<ul style="list-style-type: none"> Purposeful writing Writing – phrases and sentences Comprehension – anticipate key events
Phonics (Little Wandle)	See Little Wandle planning					
Maths (Maths Mastery Programme)	<ul style="list-style-type: none"> Subitising within 3 Focus on counting skills. Explore how all numbers are made of 1s Focus on the composition of 3 and 4 	<ul style="list-style-type: none"> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal 	<ul style="list-style-type: none"> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern 	<ul style="list-style-type: none"> Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some 	<ul style="list-style-type: none"> Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' 	<ul style="list-style-type: none"> Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting



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	<ul style="list-style-type: none"> Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than 	<p>number Explore the concept of 'whole' and 'part'</p> <ul style="list-style-type: none"> Focus on the composition of 3, 4 and 5 Practice object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 	<ul style="list-style-type: none"> See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal 	<p>numbers can be made with 2 equal parts</p> <ul style="list-style-type: none"> Sorting numbers according to attributes - odd and even numbers 	<ul style="list-style-type: none"> Composition - of 10 Comparison - linked to ordinality Play track games 	
UW	<ul style="list-style-type: none"> Comparison Familiar people Immediate environment 	<ul style="list-style-type: none"> Communities Traditions Familiar people Comparison - different cultures/ different religions The past 	<ul style="list-style-type: none"> Comparison - different cultures/ life in different countries Traditions Changes 	<ul style="list-style-type: none"> Natural world Comparison Contrasting environments Understanding the past 	<ul style="list-style-type: none"> Natural world Exploration and recording Processes and changes Comparison 	<ul style="list-style-type: none"> People - linked to the sea Comparison - past and now Contrasting environments Comparison - life in UK and other countries
EAD	<ul style="list-style-type: none"> Art - Mark making Exploring different media Role play Retelling stories 	<ul style="list-style-type: none"> Singing Performance (Nativity) Experiment with colour 	<ul style="list-style-type: none"> Dance Singing Using different types of medium 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Daffodil painting 	<ul style="list-style-type: none"> Drama - inventing stories Performing Beach artwork
Careers	<p>Authors Illustrators Story tellers Artists</p>	<p>religious figures party planners entertainers actors</p>	<p>Astronaut Astronomer</p>	<p>historian archaeologist palaeontologist</p>	<p>botanist entomologist scientist</p>	<p>sailor lighthouse keeper marine biologist</p>



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Reception Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical Me Autumn Harvest Traditional tales	Tell Me a Story Retelling stories characters and events Bears To include RE unit - Festivals	To Infinity and Beyond	A Long, Long Time Ago Dinosaurs Mary Anning How do we know about the past? Comparing their childhood with the past.	In the Garden Minibeasts planting sunflowers and growing Gardening Garden animals	The Sea The seaside Pirates Under the Sea
Possible texts	Colour monster All about me Simon sock	Rama and Sita The Nativity Additional Non-fiction texts Bear Hunt Gingerbread man 3 Little Pigs	Look Up! How to catch a star Alien loves underpants	The Tiger Who Came to Tea Dinosaur stories	Grandpa's Garden The Very Hungry Caterpillar	Hooray for Fish! The Rainbow Fish. A New Home for a Pirate. Plunge into the Pirate Pool. Lucy and Tom at the Seaside.
Enhancements	Inviting familiar people to stay and play	Nativity Celebrating each festival Visitors who celebrate	VR Space workshop	Living Eggs – hatching chicks	growing sunflowers hatching caterpillars	water based experiments visit from ice-cream truck?



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Vision for EYFS:

EYFS is about developing a love of and engagement with learning and creating an implicit motivation to grow and develop. It has the power to provide equal opportunities for all children to develop holistically. Learning in the early years has a direct impact on children's futures and it has an important role to play in preparing children for their future educational career, but it is also the first opportunity for children to experience school and great care should be taken to ensure that they receive the best possible early education. Our youngest children should be excited about learning within their first few years at school where they can grow in both skills and knowledge, supported by creativity, discovery, exploration, and play.

PSED domains of knowledge (ongoing throughout EYFS):

- Friendships
- Turn-taking
- Sharing
- Rules
- Feelings
- Self-regulation
- Teamwork
- Needs
- confidence

CL domains of knowledge (ongoing throughout EYFS):

- conversation
- stories
- questioning
- instructions
- choices
- jokes
- self-expression
- vocabulary
- listening and attention
- (Reception only) debate/ discussion



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Reception				
Term: Autumn 1			Topic: Magical Me	
Domains of knowledge:			Value: Responsibility	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor – ball skills Gross motor - movement Basic hygiene Spatial awareness Senses Fine motor – mark making 	<ul style="list-style-type: none"> Kinetic letters: animal positions/ basic moves Fiction – traditional tales Characters Comprehension – retelling stories 	<ul style="list-style-type: none"> Counting 1:1 correspondence Subitising Partitioning 	<ul style="list-style-type: none"> Comparison Familiar people Immediate environment 	<ul style="list-style-type: none"> Art – Mark making Exploring different media Role play Retelling stories
Knowledge and Enquiry/ end points:			Flight path: RE	
<ul style="list-style-type: none"> To be able to control a large ball in a range of ways To travel around the setting safely, negotiating space To manage their own basic hygiene needs, especially hand washing To explore making marks in a range of situations 	<ul style="list-style-type: none"> To begin to explore books with an adult. To retell a familiar story To use props and puppets to retell a story To know that letters make a sound To know that words are made up of sounds To create a simple story map for a familiar story To know how to write their first names 	Subitising within 3 Focus on counting skills. Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	<ul style="list-style-type: none"> To know some similarities and differences between themselves and their friends. RE unit – Ourselves and our Family – Where do we belong? To name and describe people who are familiar to them. To explore the natural world around them. To talk about differences between materials. To describe the season of autumn and some of its key features. 	<ul style="list-style-type: none"> To retell familiar stories To engage in role play activities in their own play. To explore making marks with different media. – chalk, felt tips, crayons, pencils To explore colour and make colour choices. To explore self-portraits To create a simple observational drawing. To use colour to create a self-portrait.
Term: Reception Autumn 2			Topic: Tell me a story	



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Domains of knowledge:			Value: Respect	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> • Fine motor – pencil grip • Getting dressed • Healthy eating • Danger/ safety • Fine motor - Manipulation of tools • Balance • Kinetic letters – letter formation by family 	<ul style="list-style-type: none"> • Fantastic foundations - picture power/ sentence maker/ 'slow reveal'/ together writing • Poetry – Night Before Christmas • information • Events 	<ul style="list-style-type: none"> • Numerals • Counting • Less/more • Pattern • Sorting • Number facts – number bonds to 3 	<ul style="list-style-type: none"> • Communities • Traditions • Familiar people • Comparison – different cultures/ different religions • The past 	<ul style="list-style-type: none"> • Drama and role play • Singing • Performance • Cultural art • Cutting and scissor skills
Knowledge and Enquiry/ end points:			Flight path: RD	
<ul style="list-style-type: none"> • To begin to form letters following kinetic letters • To know the firework safety code • To know how to balance on a range of wide objects. 	<ul style="list-style-type: none"> • To recall the main events in a story/ recount • To know that non-fiction sources/ books give us information • To explore a poem linked to a festival • To retell a familiar story using a story map. • To know what an adjective is. • To write the first and last sound of a word, which signifies the whole word. 	<ul style="list-style-type: none"> • Focus on counting skills • Focus on the 'five-ness of 5' using one hand and the die pattern for 5 • Comparison of sets - by matching • Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' • Focus on the composition of 3, 4 and 5 Practice object counting skills • Match numerals to quantities within 10 • Verbal counting beyond 20 	<ul style="list-style-type: none"> • RE unit – What happens at a festival? • To know the similarities and differences between Christmas traditions • To know about the past when exploring Bonfire Night • To know different religious venues. 	<ul style="list-style-type: none"> • To perform in a Nativity • To study cultural artists and explore recreating their art work. • To recreate art forms related to Diwali – diva lamps, rangoli patterns, Mendhi hand patterns. • To create a mixed media fireworks picture. • To use printing skills to create a poppy wreath. • To explore Indian music and dance. To recreate a bonfire celebration.



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Term: Reception Spring 1		Topic: To Infinity and Beyond		
Domains of knowledge:		Value: Perseverance		
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Senses Getting dressed Danger/safety Get set for PE – An Introduction to PE 1 	<ul style="list-style-type: none"> Vocabulary – adjectives Predictions Story sequencing Events Facts 	<ul style="list-style-type: none"> subitising numerals ordinality one more comparison 	<ul style="list-style-type: none"> Comparison – different cultures/ life in different countries Traditions Changes 	<ul style="list-style-type: none"> Singing Art – Paint DT – junk modelling Van Gogh junk modelling
Knowledge and Enquiry/ end points:		Flight path: RD		
<ul style="list-style-type: none"> To know how to dress for the winter weather To know how to stay safe in the winter To begin to know how to hold a pencil in a tripod grip Outcomes from PE scheme. 	<ul style="list-style-type: none"> To know what an adjective is To write simple adjectives for an object or image. To know what a fact is To write labels for a non-fiction picture. To be able to say the key events from a story To be able to predict and anticipate events in a story. To secure segmenting CVC words. To begin to write short phrases. 	<ul style="list-style-type: none"> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal 	<ul style="list-style-type: none"> To compare two contrasting countries. (England and Russia) To know about key figures from history that impacted on the 'space race'. Mae Jameson/ Neil Armstrong/ Katherine Johnson/ Tim Peake To know some of the key features of space – planets, stars, our solar system To explore light and dark RE unit – where do we belong? 	<ul style="list-style-type: none"> To explore paint through finger painting. To respond to music through the medium of painting. To explore the artwork of Van Gogh To recreate Starry Night in Van Gogh's style. To explore different joining techniques. To verbally plan and create a junk model (rockets) To recreate simple rhythms using our bodies and simple instruments.



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Term: Reception Spring 2		Topic: A Long, Long Time Ago		
Domains of knowledge:				
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor – movement Gross motor – obstacles Spatial awareness Healthy eating Fine motor – accuracy and care Get Set for PE – An introduction to PE 2 	<ul style="list-style-type: none"> Fantastic foundations – ambitious vocabulary/ one week teaching sequences Vocabulary – technical vocab Writing – labels and captions 	<ul style="list-style-type: none"> Number patterns – odd/ even to 10 Comparison – greater/ less/ same Measures – length/ weight Number facts – number bonds to 10 	<ul style="list-style-type: none"> Natural world Comparison Contrasting environments Understanding the past 	<ul style="list-style-type: none"> Art – Sculpture and 3D: Creation Station – clay focus using small tools Percussion dynamics singing
Knowledge and Enquiry/ end points:		Flight path: RS		
<ul style="list-style-type: none"> To be able to travel along, through and over different obstacles To explore moving in different ways To be able to travel around a space safely To know about different types of diet 	<ul style="list-style-type: none"> To know what a label is and to write labels linked to a diagram To write a short caption for an image To understand and use new vocabulary linked to the topic 	<ul style="list-style-type: none"> Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes – odd and even numbers 	<ul style="list-style-type: none"> To know that dinosaurs lived a long time ago and that there are none left alive today To know some of the main features of dinosaurs and bear and compare different types. To know the different types of environments described in the story and compare them 	<ul style="list-style-type: none"> To explore clay and its properties To create a simple fossil using clay imprinting techniques. To explore the sculptures of Beth Cavener and Julie Wilson To design their own dinosaur sculpture To make a 3D dinosaur sculpture, following their own designs



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Term: Reception Summer 1		Topic: In the Garden		
Domains of knowledge:		Value: honesty		
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor - movement Manipulation of tools Fine motor – pencil grip Basic hygiene Healthy eating Senses Get Set for PE – Fundamentals 1 	<ul style="list-style-type: none"> Fantastic foundations – sentence structure Comprehension – answer simple questions Writing – short phrases 	<ul style="list-style-type: none"> Measures - length Number facts – doubles to 10 More/ less Ordering – 1-10 Number facts – subtraction facts to 5 Sequencing 	<ul style="list-style-type: none"> Natural world Exploration and recording Processes and changes Comparison 	<ul style="list-style-type: none"> Art – craft and design Cutting Folding Tissue paper collage dance – linked to PE
Knowledge and Enquiry/ end points:		Flight path: ELG		
<ul style="list-style-type: none"> To know how to use a racket and a ball together To know how to hold a pencil and develop a productive pencil grip To know healthy eating habits and describe them To know how to use senses to make observations of the natural world 	<ul style="list-style-type: none"> To know that facts are often linked together when they are about the same thing To be able to answer simple questions about a familiar text including talking about characters. To know how to develop sentences orally To write a simple fact or series of facts 	<ul style="list-style-type: none"> Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games 	<ul style="list-style-type: none"> To know and describe the life cycle of a butterfly To know what a minibeast is To know different features of minibeasts and compare them To explore gardens and gardening – to consider jobs and hobbies linked to them as well as activities. RE unit – What do Christians learn from the bible? 	<ul style="list-style-type: none"> To develop cutting skills To explore different types of joins To learn how to fold, cut and curl paper to achieve a desired effect. To create a design for a tissue paper flower. To create a tissue paper flower based upon their own design. To refine small motor skills through the use of drawing, cutting and manipulating paper.
Curriculum links				
<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during 	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number. 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. 	<p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used.



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	<p>discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none">• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	<ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>-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.</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<ul style="list-style-type: none">• Make use of props and materials when role playing characters in narratives and stories. <p>-Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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Term: Reception Summer 2		Topic: The Sea		
Domains of knowledge:		Value: positivity		
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor – movement in a range of ways Fine motor – pencil tripod grip Spatial awareness Gross motor – balance Fine motor – small tools Get Set for PE – Fundamentals 2 	<ul style="list-style-type: none"> Fantastic Foundations – purposeful writing Writing – phrases and sentences Comprehension – anticipate key events 	<ul style="list-style-type: none"> Estimating Comparing Distribution Counting – beyond 20 Measures - capacity 	<ul style="list-style-type: none"> People – linked to the sea Comparison - past and now Contrasting environments Comparison – life in UK and other countries 	<ul style="list-style-type: none"> Drama – inventing stories DT – Structures: Boats Illustration – Hooray for Fish Props Singing - Sea shanties
Knowledge and Enquiry/ end points:		Flight path: ELG		
<ul style="list-style-type: none"> Negotiate space and obstacles safely Demonstrate strength and balance Move energetically in a range of ways Hold a pencil effectively, mostly using a tripod grip Use a range of small tools 	<ul style="list-style-type: none"> To retell a story in their own words To write a simple phrase or sentence To gather information from a text and share this in a discussion To anticipate what might happen next in a story. To read a short sentence and demonstrate understanding of what has been read. 	<ul style="list-style-type: none"> Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting 	<ul style="list-style-type: none"> Talk about lives of people To use stories to explore the past To explore similarities and differences between the UK seaside and a contrasting coast i.e. Maldives etc. To explore under the sea and compare and contrast different sea creatures. 	<ul style="list-style-type: none"> To develop their own narratives and role plays in stories. To explore the shape and design of boats. To design a boat. To create their boats using their own designs. To test their boats and evaluate the effectiveness of their design. To create props and materials to support role play such as pirate flags and maps. To explore the illustrations of Hooray for Fish. To create their own design for an under the sea creature based on the story.



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Curriculum links				
<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none">• Demonstrate strength, balance and coordination when playing.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>- Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>- Begin to show accuracy and care when drawing.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none">• Anticipate – where appropriate – key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>- Write recognisable letters, most of which are correctly formed.</p> <p>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>- Write simple phrases and sentences that can be read by others</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>- 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.</p> <p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none">• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>-Verbally count beyond 20, recognising the pattern of the counting system</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>-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.</p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none">• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>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.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used.• Make use of props and materials when role playing characters in narratives and stories. <p>-Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.