

Goldsmith Primary Academy

EYFS

Curriculum

Nursery and Reception Cycle A and B



**Goldsmith
Primary Academy**

A part of the Windsor Academy Trust

Nursery- Cycle A

Area of Learning	Autumn 1 <u>Animals</u>	Autumn 2 <u>Celebrations</u>	Spring 1 <u>Our Community</u>	Spring 2 <u>Growth and Change</u>	Summer 1 <u>Under the Sea</u>	Summer 2 <u>Traditional Tales</u>
C&L	<i>Talk about our pets- what pets we have at home, what do we need to do to look after our pets? Children to bring in a photo/picture of their pet or a pet they would like</i>	<i>Talking about different celebrations during circle time, past events, special times for family</i>	<i>Talk about where we live, who lives with us, local shops/parks, family members jobs Different faiths/places of worship People who help us</i>	<i>Talk about changes we see- seasons, plants, ourselves, animals Vocabulary based on theme</i>	<i>Talk about the different colours, shapes, textures of sea creatures Positional language- where are the sea creatures? Describe the creatures</i>	<i>Re-telling stories, what happens next, at the end? Talk about characters, events settings</i>
PD	<i>Moving like different animals, hopping, slithering, jumping, crawling etc.</i>	<i>Celebratory dancing and singing. Mark making in Christmas cards, making and decorating Diva Lamps</i>	<i>Large road map outside, children to use wheeled vehicles to drive around it Walk in our local area</i>	<i>Gross motor- acting out changes- growth from seeds, caterpillar to butterfly, hatching from eggs etc.</i>	<i>Act like sea creatures, swimming around Catching fish in nets</i>	<i>Acting out stories Moving like story characters e.g. wolf, gingerbread man</i>
PSED	<i>How to look after animals, what do they need? Foods, water, clean areas to live and sleep, exercise, attention, love etc. Animals who help us- blind/deaf dogs etc.</i>	<i>Family celebrations, birthdays, what do families do to celebrate? How do we celebrate birthdays in nursery?</i>	<i>Helping others, how can we help others, how does it feel when we help others, who helps us? Teachers, doctors, dentist etc</i>	<i>How to look after plants and animals Letter asking us to look after the egg babies Care and concern for the environment and living things</i>	<i>Look at Nemo characters- how do they look? Are they friendly? Not friendly? Rainbow Fish- caring and sharing with others</i>	<i>3 bears and goldilocks- how do they feel? Is Jack a good boy? Is stealing the right thing to do?</i>
Lit	<i>Handa's Surprise, Dear Zoo Fiction and Non-Fiction animal</i>	<i>Mark make cards for different celebrations, letters to Santa, naughty elf letters,</i>	<i>Mark make maps of local area, can children draw their house, local shop</i>	<i>Jaspers Beanstalk Hungry Caterpillar story maps and re-telling stories</i>	<i>Commotion in the Ocean Tiddler Gilbert the shark</i>	<i>Gingerbread Man Goldilocks and the 3 bears Red Riding Hood</i>

	<i>books Mark making pet pictures</i>	<i>spooky stories, Christmas stories etc.</i>	<i>etc Make a Mini-Me of each child to put on the map</i>	<i>Make a diary documenting changes in eggs/plant</i>	<i>Story maps, re-telling, labelling with learned letter sounds</i>	<i>3 Little Pigs Re-telling stories What happens next, at the end? Talk about characters, events settings Instructions to make gingerbread men</i>
Maths	<i>Price labels in pet shop, Counting animal legs, Fish bowls with numbered fish</i>	<i>Pictures using shapes- Xmas trees etc. Hanging numbered baubles on tree, countdown to Christmas- how many sleeps 'til Santa?</i>	<i>Tall buildings and small buildings- make with blocks, Counting steps, ordering numbered houses, how many people live in your house</i>	<i>Counting fruit, ordering days, timelines, changes in size, tall and short plants</i>	<i>Numbered fish in bowls Making sea creatures from shapes Ordering numbered fish</i>	<i>Building houses, following instructions- to build gingerbread men etc.</i>
UW	<i>Look at different animals on computer/ipad etc. Animals from around the world Parent and baby animals</i>	<i>Differences and similarities- family celebrations/traditions, religions.</i>	<i>Different jobs in local community Local area maps from a walk- taking photos to place on map Look at school and local shops on google maps Visitors- fire, police, lollipop person</i>	<i>Why things happen, things they have observed- plants, animals, natural and found objects Growth, decay and changes over time</i>	<i>Looking at similarities and differences in sea creatures Floating and sinking</i>	<i>Changes in state-making gingerbread, look at different houses, building materials, what is good for all weather conditions, Why things happen</i>
EAD	<i>Animal paintings, collages Role play vets, pet shop Make animal masks Make a hamster cage- junk modelling, make a fish tank</i>	<i>Diva lamps, Nativity songs/dances, Xmas crafts/presents, Halloween. Role play- Elf workshop, toy factory, wrapping station, birthday party, grotto. Poppy creations</i>	<i>Role play- shop, café, police/fire station, Junk modelling box houses, make/paint people who help us,</i>	<i>Fruit printing, caterpillar printing, symmetry, colour mixing- hand print butterfly</i>	<i>Make fish tank Rainbow Fish- texture and pattern Bubble printing</i>	<i>Role play- 3 bears house, gingerbread man bakery, 3 pigs houses Making masks for role play- re-enacting stories Decorating gingerbread men, play dough etc.</i>

Reception- Cycle A

Area of Learning	Autumn 1 <u>Animals</u>	Autumn 2 <u>Celebrations</u>	Spring 1 <u>Our Community</u>	Spring 2 <u>Growth and Change</u>	Summer 1 <u>Under the Sea</u>	Summer 2 <u>Traditional Tales</u>
C&L	<p><i>Listening to others</i></p> <p><i>Talking about yourself and important people</i></p> <p><i>Following instructions and directions</i></p>	<p><i>Maintain attention and concentration</i></p> <p><i>Continue to follow instructions.</i></p> <p><i>Listen to and recall stories.</i></p>	<p><i>Extending vocabulary</i></p> <p><i>Using talk to sequence events and clarify thinking.</i></p> <p><i>Introduce a storyline into their play.</i></p>	<p><i>Continue to extend vocabulary.</i></p> <p><i>Can focus on a topic when talking.</i></p> <p><i>Listens to and responds to others ideas.</i></p>	<p><i>Continue to listen to and give appropriate responses.</i></p> <p><i>Continue to listen to stories and ask questions about them.</i></p> <p><i>Beginning to answer how and why questions.</i></p>	<p><i>Use a range of tenses in speaking</i></p> <p><i>Express themselves effectively.</i></p> <p><i>Connect ideas</i></p> <p><i>Continue to ask and answer appropriate how and why questions.</i></p>
PD	<p><i>Experiment with different ways of moving.</i></p> <p><i>Gross and fine motor skill refinement.</i></p> <p><i>Health and self-care – getting dressed and becoming more independent.</i></p>	<p><i>Continue to experiment with different ways of moving.</i></p> <p><i>Further refine fine motor control and pencil grip.</i></p> <p><i>Continue to become more independent.</i></p>	<p><i>Show an awareness of healthy and unhealthy foods.</i></p> <p><i>Begin to have an awareness of appropriate safety measures.</i></p> <p><i>Use a range of tools.</i></p>	<p><i>Show an awareness of healthy lifestyle including exercise and diet.</i></p> <p><i>Be involved in making our environment safe.</i></p> <p><i>Use a range of tools effectively.</i></p>	<p><i>Be independent with dressing and hygiene.</i></p> <p><i>Good control in both small and large movements.</i></p> <p><i>Move confidently in a range of ways.</i></p>	<p><i>Be independent with dressing and hygiene.</i></p> <p><i>Form letters correctly when writing independently.</i></p> <p><i>Show improved coordination when negotiating spaces.</i></p>
PSED	<p><i>Gaining confidence with new adults and children.</i></p> <p><i>Begin to have some responsibilities</i></p>	<p><i>Can play cooperatively in a group.</i></p> <p><i>Communicate about their own home and</i></p>	<p><i>Explains own knowledge and understanding.</i></p> <p><i>Continue to communicate about</i></p>	<p><i>Takes steps to resolve conflicts.</i></p> <p><i>Continue to explain own knowledge and understanding.</i></p>	<p><i>Talk about their ideas.</i></p> <p><i>Talk about their feelings and behaviour.</i></p>	<p><i>Work as part of a group.</i></p> <p><i>Taking turns and take account of each other's ideas.</i></p>

	<i>within class.</i>	<i>community.</i>	<i>their own home and community.</i>			
Lit	<p><i>Beginning Phase 2 Phonics</i></p> <p><i>Listening to a range of texts.</i></p> <p><i>Giving meanings to marks.</i></p> <p><i>Beginning to correctly from letters and write cvc words.</i></p> <p><i>Link letter sounds and their names.</i></p>	<p><i>Continue with Phase 2 Phonics</i></p> <p><i>Joins in with repeated refrains</i></p> <p><i>Suggests how a story might end</i></p> <p><i>Shows and interest in books within their environment and handles them carefully.</i></p> <p><i>Continue to write cvc words with known sounds.</i></p> <p><i>Writes own name and captions.</i></p>	<p><i>Begin Phase 3 Phonics</i></p> <p><i>Begin to read words and simple sentences.</i></p> <p><i>Can segment sounds in simple words and blend them.</i></p> <p><i>To be able to continue a rhyming string.</i></p> <p><i>Use phonic knowledge to write words how they are spoken.</i></p>	<p><i>Continue with Phase 3 and 4 Phonics</i></p> <p><i>Begin to read words and simple sentences increasingly independently.</i></p> <p><i>Continue to segment sounds in simple words and blend them.</i></p> <p><i>Write a short sentence in meaningful context.</i></p>	<p><i>Continue Phase 4 and begin some Phase 5 Phonics</i></p> <p><i>Read and understand simple sentences using phonic knowledge to decode regular words and read some irregular words.</i></p> <p><i>They can talk about what they have read and show understanding.</i></p> <p><i>They can write sentences that can be read by others.</i></p>	<p><i>Continue with Phase 4 and 5 Phonics</i></p> <p><i>Continue to use phonic knowledge when reading and read some irregular words.</i></p> <p><i>Continue to talk about and show they understand what they have read.</i></p> <p><i>Continue to use phonics to write words as they are spoken.</i></p> <p><i>Write some irregular common words.</i></p> <p><i>They can write sentences that can be read by others.</i></p>
Maths	<p><i>Recite numbers 1-10</i></p> <p><i>Matching number to quantity.</i></p> <p><i>Begin to understand and then use positional language</i></p>	<p><i>Recognise numbers 1-5</i></p> <p><i>show an interest in numbers</i></p> <p><i>have an interest in representing numbers</i></p> <p><i>compare numbers</i></p>	<p><i>Recognise numbers 1-20</i></p> <p><i>count and use number names to 10.</i></p> <p><i>count objects to 10 and beginning to go beyond.</i></p> <p><i>begin to add and</i></p>	<p><i>counts objects that cannot be used.</i></p> <p><i>use language more and fewer to compare.</i></p> <p><i>know one more and one less within 20.</i></p> <p><i>begin to identify</i></p>	<p><i>count reliably to 20</i></p> <p><i>know one more and one less than a number.</i></p> <p><i>add and subtract single digits.</i></p> <p><i>problem solve involving doubling.</i></p>	<p><i>continue to count reliably to 20</i></p> <p><i>know one more and one less than a number.</i></p> <p><i>add and subtract single digits by counting on or back.</i></p>

		<p><i>use shape appropriately and talk about shapes in the environment</i></p> <p><i>order by height or weight</i></p>	<p><i>subtract numbers</i></p> <p><i>can use correct language for 2D and 3D shapes.</i></p> <p><i>start to use language of time and money.</i></p>	<p><i>own mathematical problems based on own interests.</i></p> <p><i>continue to use correct language for 2D and 3D shapes.</i></p> <p><i>measure short periods of time.</i></p>	<p><i>use language linked to size, weight, capacity, position, distance, time and money to compare quantities and describe objects.</i></p> <p><i>Recognise, create and describe patterns.</i></p>	<p><i>problem solve involving halving and sharing.</i></p> <p><i>Use language linked to size, weight, capacity, position, distance, time and money to compare quantities and describe objects.</i></p> <p><i>Recognise, create and describe patterns.</i></p>
UW	<p><i>Can talk about some of the things they have learned</i></p> <p><i>Show care and concern for living things</i></p> <p><i>Begin to use a variety of technology.</i></p>	<p><i>Talking about themselves and people who are familiar to them.</i></p> <p><i>Know some things that make them unique.</i></p>	<p><i>Recognise and join in with a range of family traditions/routines.</i></p> <p><i>Discuss similarities/differences.</i></p>	<p><i>Look at change over time.</i></p> <p><i>Continue to look at similarities and differences, recognising patterns.</i></p>	<p><i>Be familiar with features in different environments.</i></p> <p><i>Use a variety of technology for different purposes.</i></p>	<p><i>Talk about changes and explain why.</i></p> <p><i>Make observations and discuss similarities and differences.</i></p>
EAD	<p><i>Singing songs</i></p> <p><i>Using various construction materials.</i></p>	<p><i>Exploring change of colour/ sounds.</i></p> <p><i>Continue to use construction materials in a purposeful way.</i></p>	<p><i>Use and combine a range of materials.</i></p> <p><i>Create simple representations.</i></p> <p><i>Use imagination and a narrative in their own play.</i></p>	<p><i>Be able to adapt work where necessary.</i></p> <p><i>Use a variety of tools.</i></p> <p><i>Continue to use imagination.</i></p>	<p><i>Represent their own ideas/feelings in a variety of ways.</i></p> <p><i>Explore a variety of materials and tools to use purposefully.</i></p>	<p><i>Sing songs and create dances – experiment changing them.</i></p> <p><i>Continue to explore a variety of materials and tools to use purposefully.</i></p>

Nursery- Cycle B

Area of Learning	Autumn 1 <u>All About Me</u>	Autumn 2 <u>Celebrations</u>	Spring 1 <u>Frozen</u>	Spring 2 <u>The World</u>	Summer 1 <u>Minibeasts</u>	Summer 2 <u>Wheels</u>
C&L	Children to talk about themselves, family, school, belonging. Send Chatterboxes home to fill with special things to talk about in circle time	Talking about different celebrations during circle time, past events, special times for family	Circle time- talk about changes in seasons, changes in state (frozen, melting etc.) Snowman delivery! Ice-lolly making- instructions- 'first' , 'next' etc	Our world- how can we look after it, growth and change- talking about what we see (changes in plants, chicks?)	Talk about different features of mini-beasts, positional language-where we found mini-beasts, growth and change- caterpillars to butterfly etc	Talk about different types of transport. Who has been on a bus/train/boat? Reflecting on past experiences.
PD	Gross- movement, to music, using whole bodies. Look at ways we can move. Fine- Introduce name cards	Celebratory dancing and singing. Mark making in Christmas cards, making and decorating Diva Lamps	Fine motor, manipulating materials, rescuing frozen animals! Dancing to Frozen songs!	Walking on the moon! Gross motor movements in chalk/white paint. Planting seeds, space pictures	We're going on a mini-beast hunt! Moving in different ways Making bugs with materials	Move like different vehicles, draw road maps and vehicles
PSED	Talking about feelings, our relationships with peers and adults in the setting. Learn about each other, circle time.	Family celebrations, birthdays, what do families do to celebrate? How do we celebrate birthdays in nursery?	How can we look after the snowman? How we should dress in the cold weather	How we look after the world, each other, plants and animals.	How to handle mini-beasts, not kill them, why they are important, why plant flowers for bees butterflies etc.	Talk about rail, water and road safety
Lit	Introduce name cards, mark-making family pictures, share books relating to the theme	Mark make cards for different celebrations, letters to Santa, naughty elf letters, spooky stories, Christmas stories etc.	Follow instructions to make ice-lollies, snowman delivery letter, mark making instructions	'Aliens love Underpants' 'Whatever Next' 'Not a Box' Mark making on rabbit's box template	Hungry Caterpillar, mark-making- retelling story, make own	Range of books linked to transport, make story maps and retell with mark making
Maths	How many people	Pictures using	Number formation for	3D shapes, making	Doubling, halving,	Using shapes to

	<i>in our family? Family trees, fingerprints for family members. Who is taller/shorter etc.</i>	<i>shapes- Xmas trees etc. Hanging numbered baubles on tree, countdown to Christmas- how many sleeps 'til Santa?</i>	<i>instruction mark making, ordering numbered instructions</i>	<i>rockets, number- counting backwards to blast off!</i>	<i>counting fruit (hungry caterpillar) days of the week- ordering timeline, size- smaller to bigger</i>	<i>print transport pictures, ordering numbers on train carriages, sorting transport, positional language small world play</i>
UW	<i>Similarities and differences between families and children. Colour, hair, facial features etc. What jobs family members do.</i>	<i>Differences and similarities- family celebrations/traditions, religions.</i>	<i>Investigation/problem solving- what happened to the snowman? How can we rescue animals?</i>	<i>Light and Dark- torches, people and communities- people who help us, community-shops, post office, library visit</i>	<i>Growth and change (caterpillars), looking at natural and found objects- discovery table</i>	<i>Different vehicles in the community- bin lorries, buses, trains Vehicles for different jobs, small world vehicles Road map of local area Floating/sinking</i>
EAD	<i>Role-play home corner, small world- family home , portrait painting, facial features etc.</i>	<i>Diva lamps, Nativity songs/dances, Xmas crafts/presents, Halloween. Role play- Elf workshop, toy factory, wrapping station, birthday party, grotto. Poppy creations</i>	<i>Winter paintings on foil. Anna, Elsa, Olaf role play, singing Frozen songs</i>	<i>Junk modelling rockets, splatter space painting</i>	<i>Symmetry, butterflies- colour mixing, acting out stories</i>	<i>'Wheels on the bus', 'I like to ride my bicycle' Tyre print pictures Junk modelling vehicles, hot air balloon models, make collage vehicles for class road display Role play- travel agents, airport, bus station</i>

Reception- Cycle B

Area of Learning	Autumn 1 <u>All About Me</u>	Autumn 2 <u>Celebrations</u>	Spring 1 <u>Frozen</u>	Spring 2 <u>Our World</u>	Summer 1 <u>Minibeasts</u>	Summer 2 <u>Wheels</u>
C&L	<p><i>Listening to others</i></p> <p><i>Talking about yourself and important people</i></p> <p><i>Following instructions and directions</i></p>	<p><i>Maintain attention and concentration</i></p> <p><i>Continue to follow instructions.</i></p> <p><i>Listen to and recall stories.</i></p>	<p><i>Extending vocabulary</i></p> <p><i>Using talk to sequence events and clarify thinking.</i></p> <p><i>Introduce a storyline into their play.</i></p>	<p><i>Continue to extend vocabulary.</i></p> <p><i>Can focus on a topic when talking.</i></p> <p><i>Listens to and responds to others ideas.</i></p>	<p><i>Continue to listen to and give appropriate responses.</i></p> <p><i>Continue to listen to stories and ask questions about them.</i></p> <p><i>Beginning to answer how and why questions.</i></p>	<p><i>Use a range of tenses in speaking</i></p> <p><i>Express themselves effectively.</i></p> <p><i>Connect ideas</i></p> <p><i>Continue to ask and answer appropriate how and why questions.</i></p>
PD	<p><i>Experiment with different ways of moving.</i></p> <p><i>Gross and fine motor skill refinement.</i></p> <p><i>Health and self-care – getting dressed and becoming more independent.</i></p>	<p><i>Continue to experiment with different ways of moving.</i></p> <p><i>Further refine fine motor control and pencil grip.</i></p> <p><i>Continue to become more independent.</i></p>	<p><i>Show an awareness of healthy and unhealthy foods.</i></p> <p><i>Begin to have an awareness of appropriate safety measures.</i></p> <p><i>Use a range of tools.</i></p>	<p><i>Show an awareness of healthy lifestyle including exercise and diet.</i></p> <p><i>Be involved in making our environment safe.</i></p> <p><i>Use a range of tools effectively.</i></p>	<p><i>Be independent with dressing and hygiene.</i></p> <p><i>Good control in both small and large movements.</i></p> <p><i>Move confidently in a range of ways.</i></p>	<p><i>Be independent with dressing and hygiene.</i></p> <p><i>Form letters correctly when writing independently.</i></p> <p><i>Show improved coordination when negotiating spaces.</i></p>
PSED	<p><i>Gaining confidence with new adults and children.</i></p>	<p><i>Can play cooperatively in a group.</i></p>	<p><i>Explains own knowledge and understanding.</i></p>	<p><i>Takes steps to resolve conflicts.</i></p> <p><i>Continue to explain</i></p>	<p><i>Talk about their ideas.</i></p> <p><i>Talk about their</i></p>	<p><i>Work as part of a group.</i></p> <p><i>Taking turns and</i></p>

	<i>Begin to have some responsibilities within class.</i>	<i>Communicate about their own home and community.</i>	<i>Continue to communicate about their own home and community.</i>	<i>own knowledge and understanding.</i>	<i>feelings and behaviour.</i>	<i>take account of each other's ideas.</i>
Lit	<p><i>Beginning Phase 2 Phonics</i></p> <p><i>Listening to a range of texts.</i></p> <p><i>Giving meanings to marks.</i></p> <p><i>Beginning to correctly form letters and write cvc words.</i></p> <p><i>Link letter sounds and their names.</i></p>	<p><i>Continue with Phase 2 Phonics</i></p> <p><i>Joins in with repeated refrains</i></p> <p><i>Suggests how a story might end</i></p> <p><i>Shows and interest in books within their environment and handles them carefully.</i></p> <p><i>Continue to write cvc words with known sounds.</i></p> <p><i>Writes own name and captions.</i></p>	<p><i>Begin Phase 3 Phonics</i></p> <p><i>Begin to read words and simple sentences.</i></p> <p><i>Can segment sounds in simple words and blend them.</i></p> <p><i>To be able to continue a rhyming string.</i></p> <p><i>Use phonic knowledge to write words how they are spoken.</i></p>	<p><i>Continue with Phase 3 and 4 Phonics</i></p> <p><i>Begin to read words and simple sentences increasingly independently.</i></p> <p><i>Continue to segment sounds in simple words and blend them.</i></p> <p><i>Write a short sentence in meaningful context.</i></p>	<p><i>Continue Phase 4 and begin some Phase 5 Phonics</i></p> <p><i>Read and understand simple sentences using phonic knowledge to decode regular words and read some irregular words.</i></p> <p><i>They can talk about what they have read and show understanding.</i></p> <p><i>They can write sentences that can be read by others.</i></p>	<p><i>Continue with Phase 4 and 5 Phonics</i></p> <p><i>Continue to use phonic knowledge when reading and read some irregular words.</i></p> <p><i>Continue to talk about and show they understand what they have read.</i></p> <p><i>Continue to use phonics to write words as they are spoken.</i></p> <p><i>Write some irregular common words.</i></p> <p><i>They can write sentences that can be read by others.</i></p>
Maths	<p><i>Recite numbers 1-10</i></p> <p><i>Matching number to quantity.</i></p> <p><i>Begin to understand and then use positional</i></p>	<p><i>Recognise numbers 1-5</i></p> <p><i>show an interest in numbers</i></p> <p><i>have an interest in representing numbers</i></p>	<p><i>Recognise numbers 1-20</i></p> <p><i>count and use number names to 10.</i></p> <p><i>count objects to 10 and beginning to go beyond.</i></p>	<p><i>counts objects that cannot be used.</i></p> <p><i>use language more and fewer to compare.</i></p> <p><i>know one more and one less within 20.</i></p>	<p><i>count reliably to 20</i></p> <p><i>know one more and one less than a number.</i></p> <p><i>add and subtract single digits.</i></p>	<p><i>continue to count reliably to 20</i></p> <p><i>know one more and one less than a number.</i></p> <p><i>add and subtract single digits by</i></p>

	language	<p>compare numbers</p> <p>use shape appropriately and talk about shapes in the environment</p> <p>order by height or weight</p>	<p>begin to add and subtract numbers</p> <p>can use correct language for 2D and 3D shapes.</p> <p>start to use language of time and money.</p>	<p>begin to identify own mathematical problems based on own interests.</p> <p>continue to use correct language for 2D and 3D shapes.</p> <p>measure short periods of time.</p>	<p>problem solve involving doubling.</p> <p>use language linked to size, weight, capacity, position, distance, time and money to compare quantities and describe objects.</p> <p>Recognise, create and describe patterns.</p>	<p>counting on or back.</p> <p>problem solve involving halving and sharing.</p> <p>Use language linked to size, weight, capacity, position, distance, time and money to compare quantities and describe objects.</p> <p>Recognise, create and describe patterns.</p>
UW	<p>Talking about themselves and people who are familiar to them.</p> <p>Know some things that make them unique.</p>	<p>Continue to talk about themselves and people who are familiar to them.</p> <p>Know some things that make them unique and recognise special events.</p>	<p>Recognise and join in with a range of family traditions/routines.</p> <p>Discuss similarities/differences.</p>	<p>Look at change over time.</p> <p>Continue to look at similarities and differences, recognising patterns.</p>	<p>Be familiar with features in different environments.</p> <p>Use a variety of technology for different purposes.</p>	<p>Talk about changes and explain why.</p> <p>Make observations and discuss similarities and differences.</p>
EAD	<p>Singing songs</p> <p>Using various construction materials.</p>	<p>Exploring change of colour/ sounds.</p> <p>Continue to use construction materials in a purposeful way.</p>	<p>Use and combine a range of materials.</p> <p>Create simple representations.</p> <p>Use imagination and a narrative in their own play.</p>	<p>Be able to adapt work where necessary.</p> <p>Use a variety of tools.</p> <p>Continue to use imagination.</p>	<p>Represent their own ideas/feelings in a variety of ways.</p> <p>Explore a variety of materials and tools to use purposefully.</p>	<p>Sing songs and create dances – experiment changing them.</p> <p>Continue to explore a variety of materials and tools to use purposefully.</p>