



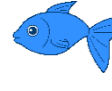





Year R LTP  
24-25

	Autumn 1 - I wonder what changes? 	Autumn 2 - I wonder what's special? 	Spring 1 - I wonder what I can imagine? 	Spring 2 - I wonder what's outside? 	Summer 1 - I wonder what's beneath the sea? 	Summer 2 - I wonder what moves? 
Exploration ideas:	<ul style="list-style-type: none"> <li>- What is my new routine?</li> <li>- Who will be my friend?</li> <li>- How have I changed? (Baby-child)</li> <li>-How will I change? (adult) linking to jobs.</li> <li>- How do the trees change?</li> <li>- What season are we in?</li> <li>- How has the local area changed?</li> <li>- How do minibeasts change? (Lifecycle).</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- How will I challenge myself?</li> <li>- What will I learn?</li> <li>- Why am I special?</li> <li>- Why do we celebrate Christmas?</li> <li>- What is harvest?</li> <li>- Do we all celebrate the same things? (Diwali)</li> <li>- What colours can I learn/ see? (fireworks)</li> <li>- How is ice created? What happens when...?</li> </ul>	<ul style="list-style-type: none"> <li>- How can I travel to space?</li> <li>- What was it like when dinosaurs walked around?</li> <li>-How can I be a superhero?</li> <li>- What will happen at the end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>- How has the forest changed through the seasons?</li> <li>-Why do the leaves change colour?</li> <li>-Why do we have day and night?</li> <li>-How do animals change and grow?</li> <li>-Who lives in this habitat?</li> <li>-How has the weather changed?</li> <li>-Who lives on the farm?</li> <li>- Who walks through the forest? (Traditional tale link)</li> </ul>	<ul style="list-style-type: none"> <li>- How do we keep the ocean clean?</li> <li>- Why do we need to protect the ocean?</li> <li>- How do fish change and grow?</li> <li>-Who lives beneath the sea?</li> <li>- Who do I imagine is here?</li> <li>-How will the pirates find their treasure? (maps)</li> <li>- What is the best design for a pirate ship?</li> </ul>	<ul style="list-style-type: none"> <li>- How has transport changed?</li> <li>- Why does the car move faster than the other? (forces/ materials)</li> <li>- How do people move?</li> <li>- Where will I visit? (Maps, travel agents, moving house)</li> <li>- How have I moved and changed throughout the year?</li> <li>- What will I achieve next? (Transition to Year 1)</li> </ul>
Oracy	<p><b>Physical:</b> To speak audibly so they can be heard and understood</p> <p>To use gestures to support meaning in play.</p> <p><b>Social and emotional:</b> To look at someone who is speaking to them.</p>	<p><b>Physical:</b> To speak audibly so they can be heard and understood</p> <p><b>Cognitive:</b> To make relevant contributions and ask questions</p>	<p><b>Linguistic:</b> To use talk in play to practise new vocabulary (CL)</p> <p><b>Cognitive:</b> To describe events that have happened to them in detail.</p>	<p><b>Cognitive:</b> To describe events that have happened to them in detail (Science/ UW/ Maths)</p> <p><b>Social and emotional:</b> To take turns to speak when working !:! (CL)</p>	<p><b>Linguistic:</b> To explore and begin to join phrases with words such as 'because, if, so, could, but' <u>with scaffolded support.</u></p> <p><b>Cognitive:</b> To make relevant contributions and begin to explore asking what or why questions.</p> <p><b>Social and emotional:</b> To take turns to speak when working !:! with an adult or peers supported by an adult.</p>	<p><b>Linguistic:</b> To explore and begin to join phrases with words such as 'because, if, so, could, but'</p> <p><b>Cognitive:</b> To explore and begin to use 'because' to develop their ideas <u>with scaffolded support.</u> (CL)</p>
C&L	<p><b>L,A &amp;U</b></p> <ul style="list-style-type: none"> <li>-Understands how to listen carefully and why listening is important</li> <li>-Engages in story time</li> <li>-Listens carefully to songs and pays attention to how they sound</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-learn new vocabulary</li> <li>-develops social phrases</li> </ul>	<p><b>L,A &amp;U</b></p> <ul style="list-style-type: none"> <li>-Understands how to listen carefully and why listening is important</li> <li>-asks questions to find out more and to check they understand what have been said to them</li> <li>-Engages in story time</li> <li>-Listens carefully to songs and pays attention to how they sound</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-learn new vocabulary</li> <li>-articulate their ideas and thoughts in well-formed sentences</li> <li>-develops social phrases</li> </ul>	<p><b>L,A &amp;U</b></p> <ul style="list-style-type: none"> <li>-listens to and talk about stories to build familiarity and understanding</li> <li>-retells the story once they have developed a deep familiarity with the text in exact repetitions</li> <li>-learns rhymes, poem and songs</li> <li>-engages in non-fiction books</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-uses new vocab throughout the day</li> <li>-describes events in some detail</li> </ul>	<p><b>L, A &amp;U</b></p> <ul style="list-style-type: none"> <li>-listens to and talk about stories to build familiarity and understanding</li> <li>-retells the story once they have developed a deep familiarity with the text some in exact repetitions and some in their own words</li> <li>-learns rhymes, poem and songs</li> <li>-engages in non-fiction books</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-uses new vocab throughout the day</li> <li>-uses talk to help work out problems and organise thinking and activities</li> <li>-describes events in some detail</li> </ul>	<p><b>L,A &amp;U</b></p> <ul style="list-style-type: none"> <li>-Listens to and talk about selected nonfiction to develop a deep familiarity with</li> </ul> <p><b>ELG objectives:</b></p> <ul style="list-style-type: none"> <li>-listens attentively and responds 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>-makes comments about what they have heard</li> <li>-holds conversations when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-connects one idea or action to another using a range of connections</li> <li>-use new vocab in different contexts</li> </ul> <p><b>ELG objectives:</b></p> <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</li> <li>-express their ideas and feelings about their experiences using full sentences</li> </ul>	<p><b>L,A &amp;U</b></p> <p><b>ELG objectives:</b></p> <ul style="list-style-type: none"> <li>-listens attentively and responds 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>-makes comments about what they have heard and asks questions to clarify their understanding</li> <li>-holds conversations when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <p><b>ELG objectives:</b></p> <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 happens making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>-express their ideas and feelings about their experiences including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher</li> </ul>

PSED	<ul style="list-style-type: none"> <li>- see themselves as a valuable individual</li> <li>-manage their own needs</li> <li>-build constructive and respectful relationships</li> <li>-express their feelings</li> </ul>	<ul style="list-style-type: none"> <li>- see themselves as a valuable individual</li> <li>-manage their own needs</li> <li>-build constructive and respectful relationships</li> <li>-Consider the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>-identify and moderate their own feelings socially and emotionally</li> <li>-show resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>-identify and moderate their own feelings socially and emotionally</li> <li>-show resilience and perseverance in the face of challenge</li> <li>-think about the perspectives of others</li> </ul> <p><b>ELG objectives:</b></p> <ul style="list-style-type: none"> <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>	<p><b>ELG objectives:</b></p> <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>-give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions</li> <li>-explain the reasons for rules, know right from wrong and try to behave accordingly (PE LAT)</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> <li>-work and play cooperatively and take turns with others (PE LAT)</li> <li>-form positive attachments to adults and friendships with peers</li> </ul>	<p><b>ELG objectives:</b></p> <ul style="list-style-type: none"> <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</li> <li>-be confident to try new activities and show independence and resilience and perseverance in the face of challenge</li> <li>-form positive attachments to adults and friendships with peers</li> <li>-show sensitivity to their own and to others' needs</li> </ul>
PD	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>-revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping, climbing</li> <li>-confidently and safely use a range of large, small apparatus indoors and outside (PE LAT)</li> <li>-further develop and refine a range of ball skills including throwing, catching, kicking, passing, and batting and aiming (PE LAT)</li> <li>-further develop the skills they need to manage the school day successfully e.g. lining up, mealtimes, personal hygiene</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>-Develop their small motor skills so that they can use a range of tools competently safely and confidently. Suggested tools: pencils, paintbrushes, scissors, knives, forks, spoons</li> </ul>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>-revise and refine fundamental movement skills they have already acquired:</li> <li>-use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>-confidently and safely use a range of large, small apparatus indoors and outside, alone and in a group (PE LAT)</li> <li>-develop overall body-strength, balance, co-ordination, and agility (PE LAT)</li> <li>-further develop the skills they need to manage the school day successfully</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>-Develop their small motor skills so that they can use a range of tools competently safely and confidently.</li> </ul>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>-progress towards a more fluent style of moving with developing control and grace</li> <li>-develop the overall body strength, co-ordination, balance and agility needed to engage successfully in future physical education such as swimming (PE LAT)</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>-develop the foundations of a handwriting style which is fast accurate and efficient</li> </ul>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>-progress towards a more fluent style of moving with developing control and grace</li> <li>-develop the overall body strength, co-ordination, balance and agility needed to engage successfully in future physical education such as swimming (PE LAT)</li> <li>-combine different movements with ease and fluency when engaging in activities that involve a ball (PE LAT)</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>-develop the foundations of a handwriting style which is fast accurate and efficient</li> </ul>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>-know and talk about the difference factors that support their overall health and wellbeing</li> </ul> <p><b>ELG objectives:</b></p> <ul style="list-style-type: none"> <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 such as running</li> </ul> <p><b>Fine motor</b></p> <p><b>ELG objectives:</b></p> <ul style="list-style-type: none"> <li>-hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases</li> <li>-use a range of small tools including scissors paint and cutlery</li> <li>-begin to show accuracy and care when drawing</li> </ul>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>-know and talk about the difference factors that support their overall wellbeing e.g. being a safe pedestrian</li> </ul> <p><b>ELG objectives:</b></p> <ul style="list-style-type: none"> <li>-negotiate space and obstacles safely with consideration for themselves and others</li> <li>-demonstrate strength balance and coordination when playing (PE LAT)</li> </ul> <p><b>Fine motor</b></p> <p><b>ELG objectives:</b></p> <ul style="list-style-type: none"> <li>-hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases</li> <li>-use a range of small tools including scissors paint and cutlery (Art LAT)</li> </ul>

Maths	<p>Getting to know you Merge below units focusing on key skills needed to be covered AMM Unit 1 - Early Mathematical Experiences (4 weeks) WR Aut Block 1 - Match, Sort and Compare (2 weeks) Books - A Pair of Socks - Stuart J Murphy, Seaweed Soup - Stuart J Murphy, The Button Box - Margarett S Reid, Beep Beep, Vroom Vroom! - Stuart J Murph</p> <p>AMM Unit 2 - Pattern and Early Number (2 weeks) Songs/Rhymes - Finger Family, Three Blind Mice, Two Little Dicky Birds.</p> <p>AMM Unit 3 - Numbers within 6 (2 weeks) Songs/Rhymes - Four Little Ducks, Five Speckled Frogs, Six Fairy Cakes</p>	<p>Merge below units focusing on key skills needed to be covered AMM Unit 5 - Measures (1 week)/WR Aut Block 2 - Talk about Measure and Patterns (2 weeks)</p> <p>AMM Unit 7 -Numbers within 10 (2 weeks)</p> <p>Merge below units focusing on key skills needed to be covered AMM Unit 18 - Measures (2 weeks)/WR Spr Block 2 - Mass and Capacity (1 week) and Spr Block 4 - Length, Height (leave time for Sum) (2 weeks)</p> <p>Consolidation week</p>	<p>WR Aut Block 3 - It's me 1, 2, 3 (2 weeks)</p> <p>Merge below units focusing on key skills needed to be covered AMM Unit 6 - Shape and Sorting (1 week)/WR Aut Block 4 - Circles and Triangles (1 week) and Spr Block 6 - Explore 3D Shapes (1 week) Songs/Rhymes - Incy Wincy Spider</p> <p>WR Aut Block 5 - 1, 2, 3, 4, 5 (2 weeks)</p>	<p>Merge below units focusing on key skills needed to be covered AMM Unit 4 - Addition and Subtraction within 6 (1 week)/ WR Spr Block 3 - Growing 6, 7, 8 (2 weeks)</p> <p>Merge below units focusing on key skills needed to be covered AMM Unit 9 - Addition and Subtraction within 10 (1 week)/WR Spr Block 5 - Building 9 and 10 (3 weeks)</p> <p>Merge below units focusing on key skills needed to be covered AMM Unit 13 -Shape and Pattern (1 week)/WR Aut Block 6 - Shapes with 4 sides (1 week) and Sum Block 3 - Manipulate, Compose and Decompose (2 weeks)</p>	<p>AMM Unit 11 - Number patterns within 15 (2 weeks)</p> <p>Merge below units focusing on key skills needed to be covered AMM Unit 14 - Securing Addition and Subtraction facts (2 weeks)/WR Sum Block 2 - How Many Now? (1 week)</p> <p>AMM Unit 15 - Number patterns within 20</p>	<p>Merge below units focusing on key skills needed to be covered AMM Unit 10 - Grouping and Sharing (2 weeks)/WR Sum Block 4 - Sharing and Grouping (2 weeks)</p> <p>AMM Unit 12 - Doubling and Halving (1 week)</p> <p>Merge below units focusing on key skills needed to be covered AMM Unit 16 - Number patterns beyond 20 (1 week)/WR Sum Block 1 - To 20 and beyond (2 weeks)</p> <p>Not achieved ELG - further consolidation of ELG objectives ready for Year 1 Achieved ELG - Exploration of other mathematical areas ready for Year 1</p> <p>AMM Unit 19 - Exploration of patterns within number/WR Sum Block 5 - Visualise, build and map and Sum Block 6 - Make connections (1 week)</p> <p>AMM Unit 8 - Calendar and Time (1 week)/WR Spr Block 4 Time element. AMM Unit 17 - Money (1 week)</p>
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-read individual letters by saying the sounds for them  
 -read some letter groups that each represent one sound and say sounds for them

Sentence structure progression:

Word e.g. dog

Taught	
Secured*	
Automatic*	
*Punctuation Mapped Separately	

-read individual letters by saying the sounds for them  
 -blend sounds into words so that they can read short words made up of known letter sound correspondences  
 -read some letter groups that each represent one sound and say sounds for them

Sentence structure progression:

Word e.g. dog

Phrase e.g. a fat cat

-re-read books to build up confidence in word reading, fluency and understanding and enjoyment

-read a few common exception words matched to the school's phonics programme  
 -read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exceptions words

-write short sentences with words with known sound-letter correspondences  
 -form lower case and capital letters correctly

Sentence structure progression:

Word e.g. chick

Phrase e.g. the sad sheep

Caption: e.g. bees buzzing

-re-read books to build up confidence in word reading, fluency and understanding and enjoyment

-read a few common exception words matched to the school's phonics programme  
 -read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exceptions words

-write short sentences with words with known sound-letter correspondences  
 -form lower case and capital letters correctly

Sentence structure progression:

Phrase e.g. the big tree.

caption e.g. frogs jumping.

Caption: e.g. He runs.

**ELG objectives:**

-demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  
 -use and understand recently introduced vocabulary during discussions about stories non-fiction rhymes and poems as well as during role play

**ELG objectives:**

-say a sound for each letter in the alphabet and at least 10 digraphs  
 -read words consistent with their phonic knowledge by sound-blending  
 -read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words

**ELG objectives:**

-write recognisable letters most of which are correctly formed  
 -spell words by identifying sounds in them and representing the sounds with a letter or letters  
 -write simple phrases or sentences that can be read by others

Sentence structure progression:

caption e.g. my birthday party.

subject + verb e.g. The dog barks.

subject + verb + object: e.g. She reads books.

**ELG objectives:**

-anticipate where appropriate key events in stories  
 -use and understand recently introduced vocabulary during discussions about stories non-fiction rhymes and poems as well as during role play

**ELG objectives:**

-say a sound for each letter in the alphabet and at least 10 digraphs  
 -read words consistent with their phonic knowledge by sound-blending  
 -read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words

**ELG objectives:**

-write simple phrases or sentences that can be read by others

Re-read what they have written to check it makes sense.

Sentence structure progression:

Subject + verb e.g. The bird flies.

subject + verb + object e.g. The cat drinks milk.

subject + verb + adjective: e.g. He is tall.

subject + verb + adverb: e.g. The boy played nicely.

**Creating with materials:**  
 -Create collaboratively sharing ideas, resources, and skills.

**Being imaginative and expressive:**

- develop storylines in their pretend play  
 -explore and engage in music making and dance, performing solo or in groups (Music LAT)

**Creating with materials:**  
 -Create collaboratively sharing ideas, resources, and skills.

**Being imaginative and expressive:**

-sing in a group or on their own increasingly matching pitch and following the melody (Music LAT)  
 - develop storylines in their pretend play  
 -explore and engage in music making and dance, performing solo or in groups (Music LAT)

**Creating with materials:**  
 -explore use and refine a variety of artistic effects to express their ideas and feelings.

**Being imaginative and expressive:**

-return to and build on their previous learning, refining ideas and developing their ability to represent them.  
 -listen attentively, move to, and talk about music, expressing their feelings and responses. (Music LAT)  
 -watch and talk about dance and performance art expressing their feelings and responses (Music LAT)

**Creating with materials:**  
 -explore use and refine a variety of artistic effects to express their ideas and feelings.

**Being imaginative and expressive:**

-return to and build on their previous learning, refining ideas and developing their ability to represent them.  
 -listen attentively, move to and talk about music, expressing their feelings and responses. (Music LAT)  
 -watch and talk about dance and performance art expressing their feelings and responses (Music LAT)

**Creating with materials:**

**ELG objectives:**

-safely use and explore a variety of materials tools and techniques experimenting with colour, design, texture, form, and function  
 -share their creations explaining the process they have used  
 -make use of props and materials when role playing characters in narratives and stories (Art LAT)

**Being imaginative and expressive:**

perform songs, rhymes, poems, and stories with others (Music LAT)

**ELG objectives:**

-invent, adapt, and recount narratives and stories with peers and their teacher  
 -sing a range of well-known nursery rhymes, poems and stories with others and -when appropriate try to move in time with music (Music LAT)

**Creating with materials:**

**ELG objectives:**

-safely use and explore a variety of materials tools and techniques experimenting with colour, design, texture, form, and function  
 -share their creations explaining the process they have used (Art LAT)  
 -make use of props and materials when role playing characters in narratives and stories (Art LAT)

**Being imaginative and expressive:**

**ELG objectives:**

-invent, adapt, and recount narratives and stories with peers and their teacher  
 -sing a range of well-known nursery rhymes, poems, and stories with others and -when appropriate try to move in time with music (Music LAT)

**Past and present:**  
 -comment on images of familiar situations in the past (History LAT)

**People culture and communities:**  
 -talk about members of their immediate family and community  
 -name and describe people who are familiar to them  
 -understand that some places are special to members of their community  
 -talk about family situations in the past (History LAT)

Natural world:  
 -explore the natural world around them (Geography LAT)  
 -describe what they see, hear and feel whilst outside

-know some similarities and differences between different religious and cultural communities in this country drawing on their experiences (ELG objective) (History LAT/ RE)

**Past and present:**  
 -comment on images of familiar situations in the past (History LAT)

**People culture and communities:**  
 -talk about members of their immediate family and community  
 -understand that some places are special to members of their community (links to RE)  
 -know some similarities and differences between different religious and cultural communities in this country drawing on their experiences (ELG objective) (History LAT/ RE)  
 -recognise that people have different beliefs and celebrate special times in different ways (links to RE)  
 -Listen to discussions about celebrations and own experience of birthdays. (RE)

Natural world:  
 -explore the natural world around them (Geography LAT)  
 -describe what they see, hear and feel whilst outside

**Past and present:**  
 -compare and contrast characters from stories including figures from the past (History LAT/ RE)  
 -to discuss a story from the past linked to the Hindu faith (RE)

**People culture and communities:**  
 -draw information from a simple map  
 -ELG objective - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Geography LAT)  
 -to talk about someone special and link to RE learning (RE)

Natural world:  
 -recognise some environments are different to the one in which they live (Geography LAT)  
 -understand the effect of the changing seasons on the natural world around them (Geography LAT)  
 -understand changing states of matter (Science LAT)

**Past and present:**  
 -compare and contrast characters from stories including figures from the past (History LAT)

**People culture and communities:**  
 -draw information from a simple map (Geography LAT)  
 -ELG objective - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Geography LAT)

Natural world:  
 -recognise some environments are different to the one in which they live (Geography LAT)  
 -understand the effect of the changing seasons on the natural world around them (Geography LAT)  
 -to discuss their own experiences and the importance of water and why it is precious. (RE)

**Past and present:**  
**ELG objectives:**  
 -talk about the lives of the people around them and their roles in society  
 -know some similarities and differences between things in the past and now, drawing on their experiences of what has been read in class (History LAT)  
 -understand the past through settings, characters and events encountered in books read in class and storytelling (History LAT)

**People culture and communities:**  
**ELG objectives:**  
 -describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Geography LAT)  
 -begin to talk about change and different types of change with links to Christians and Jesus (RE)

Natural world:  
**ELG objectives:**  
 -explore the natural world around them making observations and drawing pictures of animals and plants (Geography LAT)  
 -understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Geography LAT)

**Past and present:**  
**ELG objectives:**  
 -talk about the lives of the people around them and their roles in society  
 -know some similarities and differences between things in the past and now, drawing on their experiences of what has been read in class (History LAT)  
 -understand the past through settings, characters and events encountered in books read in class and storytelling (History LAT)

**People culture and communities:**  
 -describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Geography LAT)  
 -recognise some similarities and differences between life in this country and life in other countries (Geography LAT)  
 -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 (History LAT)  
 -think and talk about looking forward in terms of their own lives e.g. moving to Year 1 and make links to Christianity. (RE)

-gather information from different sources including ICT (computing LAT)

-use a device independently (Computing LAT)

-begin to use vocabulary such as before after grow, eat (Science LAT) links to investigation question and Literacy texts

-use a keyboard to select letters (Computing LAT)

-comments on what is heard and responds with questions, comments, and actions (Science LAT) link to transport investigation e.g. materials