

**Communication and language - Year N1**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Sit and listen to simple stories 1-1 with an adult.</p> <p>Sit and listen to rhymes and songs 1-1.</p> <p>To know to follow a single word instruction e.g stop, wait.</p>	<p>Develop pretend play.</p> <p>Start to say how they are feeling using words and actions.</p>	<p>Join a small group for a story.</p> <p>Join a small group for a rhyme.</p>	<p>Listen to other people talk with interest but can easily be distracted.</p> <p>Know how to put two words together.</p>	<p>Develop a conversation often jumping from topic to topic.</p>	<p>To listen and follow a one-step instruction.</p> <p>To know to ask an adult for help.</p>

**Communication and language - Year N2**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Sing rhymes and look at picture books.</p> <p>To talk about themselves and their families.</p> <p>To develop communication that can be understood by others.</p>	<p>Listen and follow a multi-step instruction.</p> <p>Begin to pay attention to more than one thing at a time.</p> <p>To begin to answer questions based on a story.</p>	<p>To be able to use longer sentences.</p> <p>To be able express a point of view.</p> <p>To know that stories have a beginning middle and end.</p>	<p>To be able to talk turns in a conversation and be able to express a point of view.</p> <p>To start to use the correct tense for common actions.</p>	<p>Use talk to organise themselves and play.</p> <p>Understand and answer a why question.</p>	<p>To listen to different nursery rhymes and be able to join in singing some of the words confidently and clearly.</p> <p>To know how to talk about familiar books and talk a long story.</p>

**Communication and language - Year R**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Understand how to listen carefully – “give me 5”</p> <p>Follow simple 2-step instructions</p> <p>Listen to a story and answer a question about what has been read</p> <p>Join in with songs and rhymes</p> <p>Talk in front of a small group</p>	<p>Join in with repeated phrases in stories</p> <p>Talk in front of the class</p> <p>Use new vocabulary</p> <p>Say a nursery rhyme</p> <p>Turn taking in conversations with peers</p> <p>Extend responses beyond yes or no to questions – “tell me more”</p> <p>Begin to understand how and why questions</p>	<p>Begin to ask questions to find out more</p> <p>Retell a story using pictures</p> <p>Talk to other adults in the school setting</p> <p>Use new vocabulary as well as vocabulary already known</p> <p>Express feelings</p>	<p>Retell a story without pictures</p> <p>Answer open ended questions</p> <p>Express an opinion and likes and dislikes</p> <p>Extend sentences with connectives</p> <p>Use new vocabulary in different contexts</p>	<p>Understand more complex questions- who, what, where, why and when</p> <p>Tell familiar stories including some dialogue of characters</p> <p>Follow more complex instructions</p> <p>Express ideas in full sentences using correct tenses</p>	<p>Have back and forth discussions and conversations with adults and peers</p> <p>Give instructions to others</p> <p>Offer explanations making use of new vocabulary</p>

**Personal social and emotional - Year N1**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To engage with others through gestures and talk.</p> <p>To separate from main carer with support from a familiar adult.</p>	<p>To begin to explore new toys and activities.</p> <p>To begin to play alongside a wider group of children.</p>	<p>To grow in independence, wanting to try to do things by themselves.</p>	<p>To indicate through gestures or words how they are feeling.</p>	<p>To begin to know to wait for a turn when waiting for a go or a toy.</p>	<p>To begin to build new friendships with other children</p> <p>To be more outgoing with other adults in the wider setting.</p>

**Personal social and emotional - Year N2**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To confidently leave their adult without support.</p> <p>To begin to select and use toys and equipment with some support.</p> <p>To know that they can approach adults when needed.</p>	<p>To use the toilet independently and wash hands.</p> <p>To know and follow familiar classroom routines.</p> <p>To know and follow behavioural expectations.</p> <p>To confidently ask an adult for support.</p>	<p>Learn how to share resources and play in a group.</p> <p>Learn to look after resources within the classroom setting.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p> <p>To know that there are boundaries set and what they are.</p> <p>To know about different feelings and be able to talk about them in circle time.</p>	<p>To independently find and put on own coat, only needing help with the zip.</p> <p>To know to approach an adult if they need help.</p>	<p>To begin to find solutions to conflicts.</p> <p>To keep play going by giving ideas and suggestions.</p> <p>To show an awareness of how others are feeling.</p> <p>To know that to play nicely it's important to share and take turns.</p>	<p>To begin to be assertive towards others where necessary.</p> <p>To know how to talk politely and develop an understanding of what is appropriate.</p>

**Personal social and emotional - Year R**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Play cooperatively and take turns</p> <p>Take account of others ideas</p> <p>Remember some classroom and playground rules and know why it is important to follow them</p> <p>Be confident to try new activities and resources</p> <p>Be confident to ask for help when needed</p> <p>Use the toilet and wash hands independently</p> <p>Know about resilience and begin to develop it</p> <p>Be aware of some names of adults and children in their setting</p>	<p>Extend and elaborate play ideas</p> <p>Find solutions to conflict and rivalries</p> <p>Develop appropriate ways of being assertive</p> <p>Begin to make healthy choices about food and drink, including brushing teeth</p> <p>Find own coat and put it on, beginning to do up zips and buttons</p> <p>Look after own belongings e.g. hats, scarves and gloves</p> <p>Begin to understand about road safety</p> <p>Talk about their feelings, extending the vocabulary used</p> <p>Continue to build more respectful relationships with others</p>	<p>Talk with others to solve conflict</p> <p>Begin to dress and undress themselves independently</p> <p>Begin to understand about sensible screen time and good sleep</p> <p>Express their feelings using their new vocabulary and understand how others might be feeling</p> <p>Set and work towards own goals</p> <p>Begin to learn about other adults in the wider setting</p>	<p>Express feelings of pride in achievements</p> <p>Begin to regulate their behaviour</p> <p>Wait for what they want and control impulses</p>	<p>Understand how others might be feeling</p> <p>Understand about the perspectives of others</p>	<p>Adapt behaviour for new transitions</p> <p>Understand feelings about transition and build confidence</p> <p>Work together and take on other people's ideas</p>

**Physical development - Year N1**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To kick, throw and catch balls.</p> <p>To explore different materials and tools.</p>	<p>To build a small tower with bricks or blocks.</p> <p>To begin to make marks with a pen or pencil.</p>	<p>To ride a scooter or tricycle.</p> <p>To feed self using a fork or spoon.</p> <p>To drink out of an open cup.</p>	<p>To manage own hand washing when asked by an adult.</p>	<p>To start to show some awareness of toileting needs.</p> <p>To find own sun hat from a selection.</p>	<p>To join in with a simple action song.</p> <p>To know to look at a book one page at a time.</p>

**Physical development - Year N2**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely with alternate feet.</p> <p>To know that we need to wash our hands before eating and after going to the toilet.</p> <p>To feed themselves and ask for help with opening packets and containers if needed.</p>	<p>To start to put on own coats with support.</p> <p>To use mark making resources with increasing independence.</p> <p>To know how to use simple mark making resources effectively.</p>	<p>To mark make with a comfortable grip using pens and pencils.</p> <p>To take care of toileting needs independently.</p> <p>To copy some dance moves and move to different kinds of rhythms.</p> <p>To know what some different tools in the nursery are and how to use them safely.</p>	<p>To independently put on own coats, with some support with zips and buttons.</p> <p>To hold a pencil with the correct tripod grip.</p> <p>To begin to form some letters from their name.</p> <p>To show confidence in dressing up and self-care activities.</p>	<p>To run skilfully and be able to negotiate space.</p> <p>To use scissors confidently and cut around a simple object, using one hand.</p> <p>To be aware of obstacles whilst running or riding a scooter or bike.</p> <p>To know how to use one handed tools effectively.</p>	<p>To begin to write the letters from their name.</p> <p>To mark make using a comfortable grip when using pens and pencils.</p> <p>To move confidently and safely in a range of ways, avoiding any obstacles.</p> <p>To take part in group games with some adult support.</p>

**Physical development – Year R**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Use a dominant hand	Do up buttons and zips	Sit with good posture for a longer period of time	Revise and refine movements - skipping, hopping, fast, slow, high, low	Ensure all letter shapes and numbers are correctly formed	Revise and refine skills
Use 1- handed tools	Hold a pencil with a comfortable grip and begin to have good control	Use a range of tools competently e.g. scissors, knives and forks	Demonstrate fluency, grace and control when moving to music	Cut around small shapes with accuracy	
Thread beads	Copy a range of lines or shapes with accuracy	Pass a ball e.g. throwing, catching, rolling- including different sized balls	Control the size and accuracy of their letter shapes using a tripod grip	Use equipment to move a ball- bats, sticks etc	
Catch a large ball/beanbag	Hold scissors correctly and cut along a straight line	Throw at a target	Begin to write letters on a line	Show accuracy and care when drawing, including relevant details	
Jump two feet together	Collaborate with others to move large or heavy objects	Develop the range and detail in their drawings			
Run fluently	Kick a stationary ball	Write letters they know demonstrating accuracy of shape and form			
Move around avoiding objects	Balance on one leg	Use a tripod grip when using mark making tools			
Trace over a shape letter or line	Draw a recognisable person Colour within boundary lines	Complete therapies pack - gross motor skills			

### Literacy - Year N1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enjoys songs and rhymes. Can copy some simple gestures.	Seek out a favourite book and show an interest.	Join in with songs and rhymes.	Develops play around favourite stories using props.	Repeats words and phrases from familiar stories when modelled by an adult.	Makes comments and talk about the pictures in the book.
Begin to use a range of different resources to make marks.	Uses different resources to mark make.		Enjoys drawing freely.		Makes marks for a purpose and sometimes tells you what it says.

### Literacy - Year N2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enjoys sharing books with an adult.  Is beginning to repeat words and phrases from stories.  To know some nursery rhymes.	Noticing some print such as the letter for their name or a logo.  To know that text has meaning.	Paying attention to stories, responding to the pictures or words.  Making comments about the book.  Can turn a page of a book with care.  To name and talk about the different parts of the book.	Tell a story from the pictures and engage in conversation about events.  Recognise words with the same initial sound.  Start to recognise some rhyming words.  To talk about the different parts of the story.	Talk about stories they have heard.  Know how to hold a book and talk about the pictures.  Know the difference between words and pictures.	Can recognise own name.  Identify an item when given a sound orally e.g which animal begins with D.  Recognise words with the same initial sounds orally.  Spot and suggest rhymes  To know that letters make sounds.  To know that blending sounds make words.
Is able to pick up a pencil/ paint brush and make marks.	Starting to develop more control over the marks they make	Picking up small items with a pincer grip	Starts to form some letters from their name.	To mark make and give some meaning to their marks.	Use a comfortable grip with good control Draw simple picture with some detail.

Make marks with isolated finger in sand/ glitter etc	Starting to mark make for a purpose e.g. shopping list name etc Start to recognise some letters from their name.		Drawings start to have recognisable features.	They are able to talk about the marks they have made with confidence.	Writes at least the first letter of their own name.
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**Literacy – Year R**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading</b>					
<p>Clap syllables in words</p> <p>Hear initial sounds in words</p> <p>Talk about stories and predicts what happens next</p>	<p>Read some individual letters by saying the sounds</p> <p>Identify initial sounds for the sounds they have learnt</p> <p>Orally blend and segment simple words</p>	<p>Read all individual letters by saying the sounds</p> <p>Read CVC words</p> <p>Read some high frequency key words</p> <p>Read phrases and simple sentences</p> <p>Retell stories and narratives</p>	<p>Read CCVC and CVCC words</p> <p>Read aloud simple sentences and books consistent with their phonics knowledge including some common exception words</p>	<p>Know all individual sounds and 10 digraphs</p>	<p>Demonstrate a greater understanding of stories including more complex vocabulary and giving reasons for events and making links</p>
<b>Writing – year R</b>					
<p>Begin to develop a tripod grip</p> <p>Write some letters form their name</p> <p>Know writing goes from left to right</p>	<p>Write their name</p> <p>Use the letters they have learnt in phonics</p>	<p>Have a consistent tripod grip</p> <p>Write CVC words (with sounds they know)</p> <p>Know that letters go next to next to each other and from left to right</p> <p>Write phonically plausible words linked to their spoken sounds</p> <p>Plan and talk and simple sentences that adults can scribe</p>	<p>Write recognisable letters</p> <p>Write CCVC and CVCC words</p> <p>Write simple phonically plausible phrases</p>	<p>Write simple sentences that can be read by someone else (this can include finger spaces and simple punctuation.)</p>	<p>Write a sequence of several sentences with a narrative form</p>

### Mathematics - Year N1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p>	<p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence</p> <p>Climb and squeezing selves into different types of spaces.</p>	<p>React to changes of amount in a group of up to three items</p> <p>Complete inset puzzles.</p> <p>Build with a range of resources.</p>	<p>Notice patterns and arrange things in patterns.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p>Rote count in everyday contexts e.g games jumping songs etc.</p> <p>Demonstrating that they know some number names</p>

### Mathematics - Year N2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Rote count in everyday contexts e.g games jumping songs etc.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Compare sizes using bigger, smaller language and gesture.</p> <p>To sing a range of number songs.</p> <p>Demonstrate that they know some number names.</p>	<p>Extend and create simple ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p>Rote count to 5.</p> <p>Create a simple aba pattern.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Respond with a number to the question how many?</p>	<p>Recognise numerals to 3 including ordering them.</p> <p>Show numbers on hands to 5.</p> <p>To use the words more than and fewer than when describing amounts.</p> <p>To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Say one number for each item to 3 pointing/ moving item.</p>	<p>To recite numbers past 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>To say one number for each item in order: 1,2,3,4,5.</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Rote count to 10.</p> <p>Understand the terms more than, fewer than.</p> <p>Say one number for each item 5.</p> <p>Know that the last number you reached tells you the number that there are. Can you give me ....?</p> <p>Know numerals up to 5 including ordering them.</p>

**Mathematics - Year R**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Rote count forwards and backwards to 10</p> <p>Count objects to 10</p> <p>Estimate how many and subitise to 3</p> <p>Describe more, fewer and the same</p> <p>Recognise and order numbers to 5</p> <p>2D Shapes - recognising and naming</p> <p>Continue, copy and create AB patterns.</p>	<p>Composition of numbers to 5 (number bonds and addition and subtraction) practically</p> <p>1 more and less to 5</p> <p>Recognise and order numbers to 10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compare heights and capacities and weights practically</p>	<p>Rote to 20</p> <p>Subitise numbers to 5</p> <p>Find the total of two groups up to ten, starting to use vocabulary and using marks</p> <p>Subtract up to ten, starting to use vocabulary and using marks</p> <p>Composition of numbers to 10 (number bonds and addition and subtraction) practically</p> <p>1 more and less to 10</p> <p>Start to identify doubles and halves</p> <p>Compose and decompose shapes, recognising that a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>Begin to recognise, name and describe 3D Shapes</p>	<p>Count beyond twenty</p> <p>Rote count forward and backwards to 20</p> <p>Carry out subtraction and uses the correct notation and symbols</p> <p>Share into equal groups</p> <p>Explore odd and even numbers</p> <p>Continue, copy and create ABB and ABC patterns</p> <p>Use cubes , footsteps etc to measure lengths and weights</p>	<p>Count on from any number to 20</p> <p>Find the total of two groups and uses the correct notation and symbols</p> <p>Use doubles and halves to solve problems</p> <p>Add and subtract by counting on or back to 10</p> <p>Start to use cm to measure lengths</p> <p>Be secure in naming and describing 3D shapes</p>	<p>Develop recording in own way</p> <p>Explain how you solved a problem</p> <p>Verbally count beyond 20 recognising the pattern of the number system</p>

**Expressive arts and design - Year N1**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Show an interest in sounds and music. Exploring instruments.	To anticipate phrases and actions in songs and rhymes. Explore paint using fingers and different tools.	To respond to music in different ways.	To explore voices and enjoy making sounds.	To move and dance to music. Explore different materials, investigating with their senses.	To join in with a simple song and make sounds. Make simple models which represent their ideas.

**Expressive arts and design - Year N2**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Take part in pretend play using objects to represent something else.  To use various construction materials.  To choose and sing a favourite song.	To explore colour mixing.  To know the prime colours.	To develop small worlds with blocks and construction toys.  To sing songs clearly using correct words.	To use instruments to tap out a simple pattern. To add more detail to their drawings and paintings.  To construct with purpose and safety.	To develop complex stories using small world play equipment.  To know how to create recognisable representations of objects.	To join different materials and explore textures. To play the instruments with increased meaningful control.  To show confidence in choice of media when creating a model or picture.

**Expressive arts and design Year R**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Explore different tools and materials e.g. - paints, brushes, glue, scissors, tape</p> <p>Demonstrate correct access to art area resources</p> <p>Use given props and resources in role play</p> <p>Use small world toys to tell stories</p> <p>Join in with singing nursery rhymes</p> <p>Draw with increasing detail - faces etc</p> <p>Join in with learning new songs in assemblies/groups</p> <p>Experiment with instruments and their sounds</p>	<p>Use art/drawing to express emotions</p> <p>Use colours for a particular purpose</p> <p>Use construction to create props for play/small world</p> <p>Share their creations and talk about them</p> <p>Perform songs as a group/individual to others</p> <p>Make own props for role play</p> <p>Use a wider range of art resources to explore textures e.g. clay, junk modelling</p> <p>Begin to follow instructions to create a simple dance</p>	<p>Move creatively and expressively to music and express opinions</p> <p>Use costumes and resources to act out narratives in play/role play</p> <p>Work collaboratively to create art/music/role play</p> <p>Talk about their own art work and explain the process used</p> <p>Explore and improve on use of different joining techniques and equipment</p>	<p>Listen to and express ideas and opinions about a wider range of music and instruments</p> <p>Move in time to music and develop basic movements skills and dance patterns to perform to others</p> <p>Invent, adapt and recount stories</p> <p>Mix primary colours to make secondary colours</p>	<p>Act out well known stories</p> <p>Invent and adapt well known stories into their own ideas</p> <p>Perform rhymes, poems and songs and stories to others</p>	<p>Use instruments to create own music with musical elements and patterns</p> <p>Add more detail and colour to ensure drawings are more representational and realistic</p>
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Understanding the World - Year N1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Exploring a range of different materials both inside and outside. To identify different body parts.	Notice differences in the weather.	To talk about (name) people in their family.	To use simple cause and effect toys.	To talk about what they can see, eg, an aeroplane, a rainbow etc.	To talk about a recent event. To name different body parts.
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**Understanding the World - Year N2**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To talk about families and make connections between their family and other families. To name some animals, farm, pets and wild.	To talk about how they travel to school and the different modes of transport they have used.	Uses senses to explore different materials.	To use a range of technological toys, eg Bee bots, codepillars.	To plant seeds and observe plants growing. To observe living things and show an understanding of life cycles.	To talk about how they have changed from being a baby till now. To be aware of a force they can feel. (slippery, wind, heavy)

**Understanding the World – Year R**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>People live in different houses and have different families</p> <p>Family structures are different</p> <p>Know the name of our school and where it is</p> <p>Name some features of the school</p> <p>Know how they have changed</p> <p>Know their own life story so far</p> <p>Signs of Autumn and what happens at harvest</p> <p>Name fruits and vegetables</p>	<p>Know about different emergency services</p> <p>Know about different jobs</p> <p>Understand about different festivals and celebrations e.g. Divali and Christmas</p> <p>Talk about changes in the weather</p> <p>Understand how to care for living things - pets</p> <p>Name body parts- animal and human- nurses/vets etc.</p> <p>Healthy food and dental hygiene- dentists</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p>Signs of winter</p> <p>Name some common materials</p> <p>Sort common materials according to their uses</p> <p>Understand changes in state – freezing and melting</p> <p>Talk about floating and sinking</p> <p>Understand about light, dark and electricity</p> <p>Know some facts about Chinese new year e.g. foods and traditions</p> <p>Talk about the differences between materials and changes they notice</p>	<p>Signs of spring</p> <p>Answer questions about the past</p> <p>Know about how people celebrate Easter</p> <p>Know some things happened a really long time ago</p> <p>Describe how things change over time</p> <p>Know similarities and differences between past, present and future</p> <p>Draw knowledge from fictional and non-fiction books</p> <p>Know that dinosaurs don't exist anymore</p> <p>Compare everyday objects from the past and the present</p>	<p>Name features of the area</p> <p>Make observations of the area around them</p> <p>Know some of the life processes of living things</p> <p>Sort things into living and not living</p> <p>Make observations and describe features of natural world</p> <p>Draw plants and insects and describe their features</p> <p>Name features of the wider area e.g. forests</p> <p>Name features on a map</p> <p>Understand about life cycles</p>	<p>Signs of summer</p> <p>Know there are different countries around the world</p> <p>Know people speak different languages</p> <p>Make comparisons between their local area and the wider world</p> <p>Understand that people may eat different foods and celebrate special events around the world in different ways - traditions customs and faiths</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>

			Compare and contrast characters from stories, including figures from the past	Know some ways to care for the environment  Recognise some environments that are different to the one in which they live  Understand the key features of the life cycles of plant and animals	
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