

Early Years

Curriculum Overview

Nursery (N2)

2024/25

At Red Lane we believe that learning should be based on the children's interests. We endeavour to make learning active, hands on and most importantly fun within a play-based curriculum. We recognise that real experiences are vital and we have developed our curriculum to ensure our children are exposed to new topics and experiences that they may not have already seen.

Early Years Long Term Topic Overview 2024-2025

Term	Topic Title	Key Concepts	Year Group	Progression of Knowledge
Autumn 1	Changes all around me	Families Emotions Autumn – how trees change/ weather. Know where we live – England.	Under 3	<ul style="list-style-type: none"> Settle into a new environment and build relationships with a familiar adult. Begin to talk about themselves as a person. Name and point to their head, shoulders, knees and toes. Know where their eyes, nose, mouth and cheeks are.
			Nursery	<ul style="list-style-type: none"> Talk about their home and who lives in their house. Know that there are lots of different types of houses e.g. flats, bungalows and houses. Name the different places in their home e.g. bedroom, kitchen, living room, and bathroom. Understand the concept of first and then Develop an understanding of the present time. Begin to sequence two familiar events from their day. Know what the weather is. Experience different types of weather e.g. rain/sun/snow. Name different types of weather.
			Reception	<ul style="list-style-type: none"> Name the 4 seasons Observe changes to plants and trees during each season. Know that our day is sequenced and things happen in a particular order Talk about what has already happened and what will come next. Use the language of before, this morning and after. Understand the places within their own classroom and school. Identify their own school on a local map and draw their own map of the classroom. Use positional vocabulary such as near, far, forwards and backwards, left and right to describe position.
Autumn 2	Let's celebrate	Halloween, Bonfire Night, Diwali, Remembrance Day, Advent & Nativity	Under 3	<ul style="list-style-type: none"> Experience simple traditions Carve pumpkins for Halloween, Make firework pictures for bonfire night Read non-fiction books about Diwali Play with poppies for remembrance day

				<ul style="list-style-type: none"> Decorate the Christmas tree with baubles.
			Nursery	<ul style="list-style-type: none"> Knowing how to stay safe when celebrating key festivals Talk about stranger danger when trick or treating Know how to hold a sparkler safely. Recognise how dangerous fireworks can be. Discuss fire safety around the home e.g. lighting of candles for diwali.
			Reception	<ul style="list-style-type: none"> Name simple festivals which are celebrated in the UK e.g. Halloween, bonfire night, Remembrance Day. Talk about some religious and cultural communities e.g. Hindus celebrate Diwali and Christians celebrate Christmas. Know which festivals take place in this country Understand other people's beliefs. Draw on their own experiences of religious and cultural communities in this country and what has been read in class. Know some similarities and differences between different festivals. Show an understanding of their own feelings and those of others.
Spring 1	Amazing animals	Animals Winter weather-hot&cold/ice. Antarctica 'v' Arctic Chinese new year Observe different animal	Under 3	<ul style="list-style-type: none"> Name some farm animals including sheep, pig, goat, cow, duck and a chicken. Know what noises each farm animal makes e.g. baa, oink, bleat, moo, quack and cluck. Can join in with the song Old Macdonald had a farm.
			Nursery	<ul style="list-style-type: none"> Know which animals live on the land Know which animals live in the sea. Talk about the differences land and sea animals. Know that animals were once babies Name animals and their young. Use the language of first and then Know what floating is. Know what sinking is. Name some items which float and some which sink.
			Reception	<ul style="list-style-type: none"> Hot and cold places/ seasonal changes Name the 4 seasons Observe changes to plants and trees during each season. Know what a solid and liquid is. Know that ice will melt and become water when it is heated. Know that water can freeze and becomes ice when it is frozen. Know which animals live in hot places and which animals live in cold places and why. Explain some similarities and differences between life in this country and life in other countries. Talk about the differences in weather in hot and cold places.
Spring 2	Traditional tales	Traditional and Alternative tales Fables and morals	Under 3	<ul style="list-style-type: none"> Read some traditional tales – the 3 little pigs, the enormous turnip and the ugly duckling. Enjoy sharing stories with a familiar adult. Show excitement and enjoyment from reading a story

		Talk about the past.	Nursery	<ul style="list-style-type: none"> • Read some traditional tales – Cinderella, goldilocks and the 3 billy goats gruff • Name some familiar traditional tales e.g. Cinderella, Goldilocks and the 3 bears and the 3 Billy Goats Gruff. • Join in with a repeated refrain. • Begin to talk about the beginning, middle and end of a familiar story. • Sequence traditional tales • Use the language of first, then, next.
			Reception	<ul style="list-style-type: none"> • Read some traditional tales - the little red hen, hanel and Gretel and compare them to other traditional tales. • Read some alternative versions of the traditional tales they have read. • Fables and morals – the boy who cried wolf, the tortoise and the hare and the lion and the mouse • Know that traditional tales are stories which have been passed on from generation to generation. • Traditional tales have been around for a very long time. • Talk about the setting in each story • Name the key characters in the story • Know that fables usually have a moral • Know that a moral is a lesson we can apply to our own life.
Summer 1	Grow with me	Spring/weather Planting Being fit and healthy Life cycles of frogs/chickens Minibeasts	Under 3	<ul style="list-style-type: none"> • Name 3 fruits – apple, banana, orange. • Name 3 vegetables – carrot, potato and peas. • Experience tasting different fruit and vegetables.
			Nursery	<ul style="list-style-type: none"> • Observing plants • Observe plants in their environment growing • Know that a plant needs water to grow. • Help to care for their plants by helping adults to water them. • Know how to keep themselves healthy. • Know that fruit and vegetables are healthy foods.
			Reception	<ul style="list-style-type: none"> • Minibeasts and their habitats/ Lifecycles/ Seasonal changes • Name the 4 seasons • Observe changes to plants and trees during each season. • Know what a habitat is • Name some minibeasts and their habitats. • Know that the time before now is called the past. • Know what a life cycle is. • Talk about how frogs and butterflies were tadpoles and caterpillars in the past. • Describe how they have changed over time from a baby to a child. • Talk about healthy and unhealthy foods which help us to grow bigger. • Know that it's important to look after our teeth.
Summer 2	Journeys through time	Adventures and journeys	Under 3	<ul style="list-style-type: none"> • Name simple modes of transport – car, bike, walk, boat • Know the sounds that different transport make.

		Transport Summer/ weather Share stories about summer.		<ul style="list-style-type: none"> • Observe different types of transport from the school grounds.
			Nursery	<ul style="list-style-type: none"> • Knowing where people go on their summer holidays. • Talk about places they may visit on holiday. • Describe the weather on holiday. • Talk about places they may visit on holiday. • Recognise the future has not happened yet. • Distinguish between different means of transport – land, air and water.
			Reception	<ul style="list-style-type: none"> • Name the 4 seasons • Observe changes to plants and trees during each season. • Recall places they have visited in the past. • Know that the time before now is called the past. • Recall places that they have visited • Explain some similarities and differences between life in this country and life in other countries. • Know how we can travel to different places e.g. coach/ plane/ train.



Autumn 1

Long Term Plan

Changes all around me

This topic focuses upon changes. Transition is a huge part of this topic and children are supported to settle in their new school and classroom. Children will talk about their own home and family. They will learn about the different types of houses and the rooms within their home. This topic will also introduce them to different types of weather.

Term	Autumn 1	
Key Question	Changes all around me	
Key Concept to learn and remember	<ul style="list-style-type: none"> • Talk about their home and who lives in their house. • Know that there are lots of different types of houses e.g. flats, bungalows and houses. • Name the different places in their home e.g. bedroom, kitchen, living room, and bathroom. • Understand the concept of first and then • Develop an understanding of the present time. • Begin to sequence two familiar events from their day. • Know what the weather is. • Experience different types of weather e.g. rain/sun/snow. • Name different types of weather. 	
Texts – Story Time	Family Living with my mum and living with my dad: 2 homes.	
Talk for Writing/ Book Talk session	My funny family My brother sister and me A family is a family is a family. In every house on every street 5 minutes peace Rosie’s Hat We’re going on a bear hunt Ferdie and the falling leaves.	
Rhyme Time Session	Tommy Thumb	
Key experiences	Bring in family photos to display around the room. Go on a Bear Hunt around the school field.	
Prime Areas		
PSED	Show an awareness of environmental, instrumental and body sounds.	
Communication and Language	Begin to develop phonological awareness and phonemic awareness alongside children’s early speaking and listening skills. Aspect 4 – Rhythm and Rhyme Aspect 5 - Alliteration Aspect 6 – Voice sounds	
Vocabulary Development	Please see Vocabulary Progression Document.	
Physical Development	Gross Motor	Fine Motor
	Wave streamers using shoulder muscles then to elbow.	Develop hand and eye coordination through building towers with blocks.
Specific Areas		
Literacy – Reading and Phonics	Book talk sessions take place daily. As books are read to pupils in the session, not by the pupils, these sessions provide structured exploration of texts and teaching of language comprehension. These sessions include the study of fiction, non-fiction and poetry through the in depth study of one text per week. This ensures pupils develop knowledge and understanding of 35 purposefully selected texts in addition to the reading for enjoyment spine.	
Literacy – Writing	Children will begin by exploring with mark making tools such as pencils, crayons and paint brushes. At Red Lane, we recognise that developing pencil grip is vital. This is developed over a longer period of time. Children will begin by using a palmar grasp which will move onto a pronate grip, four finger grip and then tripod grip.	
Mathematics	Linguistic Concept Focus – Level 3 and 4 words. Focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Be mindful to revisit and embed the Level 1 and 2 words which have been taught in Nursery 1 year. Focus: Quality & Colour – different, new, very, colour, orange, pink, purple, dark, light, darker, lighter.	
Understanding the world	History	

Changes all around me – first and then

The aim of this unit is for pupils to:

1. Understand the concept of first and then
2. Develop an understanding of the present time.
3. Begin to sequence two familiar events from their day.

This unit exposes children to the concept of first and then. It allows children to begin to develop an understanding of the present which must come before the understanding of the past. Children often confuse the past and present tense within their language and experiences so this unit aims to support children to sequence two events which are familiar to them. For example now it's lunchtime then it is playing outside. This will be built upon in Reception where children will begin to understand time in more detail and will sequence their daily routine talking about both the past and future tense.

End of Unit Outcome: Children know what will happen first and next. The language of first and then will be used to sequence events within the nursery.

Science**Changes all around – Weather**

The aim of this unit is for pupils to:

1. Know what the weather is.
2. Experience different types of weather e.g. rain/sun/snow.
3. Name different types of weather.

The purpose of this unit is for children to begin to explore different types of weather. The children will play outside in all different seasons so that they explore and feel different types of weather. Staff will name and describe different types of weather. Children will be given the opportunity to talk about the weather outside each day. This will be built upon in Reception when children will learn the names of the 4 seasons and look at changes to trees and plants during this time as each season occurs. This is built upon in year 1 when they begin to learn more about the 4 seasons, including the months that fall into each season and the weather patterns they follow. This is then developed further in year 2 as children learn about what plants need to grow well and when plants grow best.

End of Unit Outcome: Children have experienced playing outside in different types of weather. They can name different types of weather including rain, sun, snow and wind.

Working scientifically:

1. Comparative and fair testing
2. Identifying and classifying
3. Observing over time
4. Pattern seeking
5. Research using secondary sources.

How much has it rained?

Take measurements of rainfall over time using a measuring jug with a stone in it (to stop it blowing over). Talk about how the jug is becoming full and was empty.

Geography**Changes all around – My home**

The aim of this unit is for pupils to:

1. Talk about their home and who lives in their house.
2. Know that there are lots of different types of houses e.g. flats, bungalows and houses.
3. Name the different places in their home e.g. bedroom, kitchen, living room, bathroom.

This unit will build upon their knowledge of themselves. Children should be able to name and locate their body parts as this is something that children are taught to do from an early age. This unit introduces children to the idea of their home and how everyone's house will be unique. Ultimately, this unit is designed to give pupils an opportunity to talk about their own family and their house. Children will learn the names of the different places in their home and they will know what happens in each of the rooms. It is a

precursor to the Reception Changes all around – my school topic where children will develop an understanding of their school and its grounds.

End of Unit Outcome: Children can talk about their home and family. They can name four key rooms in their house – bedroom, kitchen, living room and bathroom.

SCHEME OF WORK: GEOGRAPHY

Term:	Nursery – Autumn 1	Key Text(s):	In every house on every street 5 minutes peace
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Changes all around – My home

The aim of this unit is for pupils to:

1. Talk about their home and who lives in their house.
2. Know that there are lots of different types of houses e.g. flats, bungalows and houses.
3. Name the different places in their home e.g. bedroom, kitchen, living room, bathroom.

This unit will build upon their knowledge of themselves. Children should be able to name and locate their body parts as this is something that children are taught to do from an early age. This unit introduces children to the idea of their home and how everyone’s house will be unique. Ultimately, this unit is designed to give pupils an opportunity to talk about their own family and their house. Children will learn the names of the different places in their home and they will know what happens in each of the rooms. It is a precursor to the Reception Changes all around – my school topic where children will develop an understanding of their school and its grounds.

End of Unit Outcome: Children can talk about their home and family. They can name four key rooms in their house – bedroom, kitchen, living room and bathroom.

Prior Knowledge Requirements:

- Name and locate their body parts – head, shoulders, knees, toes.
- Find and locate their facial features – eyes, nose and mouth.

Key vocabulary for the unit:

House – a building which consists of a ground floor and one or more upper floors.
 Flat – typically this is a group of rooms located on one level which is situated within a block of apartments/ flats. Another name for this is an apartment.
 Bungalow – a building which consists of a ground floor only.
 Family – a group of people living together as a unit.
 Bedroom – a room for sleeping in.
 Kitchen – a room where food is made.
 Living room – a room in the house for general everyday use.
 Bathroom – a room containing a bath or shower.
 Street – a road typically with houses and buildings on one or both sides.

Composite – The Big Idea

Everyone is unique and every family is different. We all live in different types of houses and every house is different. Most houses will contain a living room, kitchen, bedroom and bathroom.

Components

1. Retrieval of prior learning: Sing heads, shoulders knees and toes. Recap finding and locating their own body parts. Talk about themselves.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story “in every house on every street.” Talk about their own homes and how they are similar to the one in the story.
4. Identify the different types of houses. Talk about where children in the class live. Talk about how each house is different and that is ok. Identify houses, flats and bungalows but this may need to be adapted if you have other children from different types of homes e.g. caravans.
5. Photographs – show the children real photographs of different types of houses on Red Lane/ inside Brightmet.

	<p>6. Identify the different rooms in the house – living room, kitchen, bedroom and bathroom. Talk about what happens in each of the rooms and what they will have inside the rooms.</p> <p>7. Fieldwork – Role-play in the home corner (kitchen) what would happen in this room. Talk about how the kitchen is used for cooking.</p> <p>8. Outcome – discussion about their own home and what rooms are in their own home.</p>
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<p><u>Developing a sense of place</u> Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys through time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics.</p> <p>Continuous provision plays a huge part in learning in Early Years. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a home corner or bedroom.</p>	<p>Books: In every house on every street 5 minutes peace</p> <p>Links to further study: Rec – Autumn 1 – Changes all around – my school</p>
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<p><u>Direct Links to the EYFS Early Learning Goals</u> ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. 	<p><u>Other wider curriculum links to the EYFS Early Learning Goals</u> This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present</p>
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SCHEME OF WORK: HISTORY

Term:	Nursery – Autumn 1	Key Text(s):	N/A
Key Concepts:	<p>Changes all around me – first and then</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Understand the concept of first and then 5. Develop an understanding of the present time. 6. Begin to sequence two familiar events from their day. <p>This unit exposes children to the concept of first and then. It allows children to begin to develop an understanding of the present which must come before the understanding of the past. Children often confuse the past and present tense within their language and experiences so this unit aims to support children to sequence two events which are familiar to them. For example now it's lunchtime then it is playing outside. This will be built upon in Reception where children will begin to understand time in more detail and will sequence their daily routine talking about both the past and future tense.</p> <p>End of Unit Outcome: Children know what will happen first and next. The language of first and then will be used to sequence events within the nursery.</p>		
Prior Knowledge Requirements	<p>Key Vocabulary for the unit</p> <p>First – the earliest event to happen Then – at the specific time Now – the present time Next – the event coming immediately after</p>		
Composite – The Big Idea	<p>Components – Sequence of Learning</p> <p>Children know what is happening now and what will happen next. They will develop their understanding of the present in order to extend their understanding of the past later.</p> <p>There are no particular steps to teaching this unit. Children will be exposed to this vocabulary through play and daily routines. Staff will have a visual timetable to show the children what will happen throughout the day. Children will be shown visuals of the activities that are happening. During every day practice, staff will use the language of “first it's X and then it's X.”</p>		
Developing a sense of chronological understanding	<p>Books: N/A</p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me;</p>		

amazing animals and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as “now it’s this... then it’s...”

Continuous provision plays a huge part in learning in Nursery. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having a visual timetable on display will help the children to see what has happened today and what will happen next.

Links to further study:

Nursery – Spring 1 – Amazing animals
Reception – Autumn 1 – my daily routine

Direct links to the EYFS Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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 and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

- ELG: Listening, attention and understanding.
- ELG: Speaking
- ELG: Comprehension
- ELG: The Natural World

SCHEME OF WORK: SCIENCE

Term:	Nursery – Autumn 1 then throughout the year as seasons change	Key Text(s):	Rosie’s hat
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Unit Title:	<p>Changes all around – Weather</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Know what the weather is. 5. Experience different types of weather e.g. rain/sun/snow. 6. Name different types of weather. <p>The purpose of this unit is for children to begin to explore different types of weather. The children will play outside in all different seasons so that they explore and feel different types of weather. Staff will name and describe different types of weather. Children will be given the opportunity to talk about the weather outside each day. This will be built upon in Reception when children will learn the names of the 4 seasons and look at changes to trees and plants during this time as each season occurs. This is built upon in year 1 when they begin to learn more about the 4 seasons, including the months that fall into each season and the weather patterns they follow. This is then developed further in year 2 as children learn about what plants need to grow well and when plants grow best.</p> <p>End of Unit Outcome: Children have experienced playing outside in different types of weather. They can name different types of weather including rain, sun, snow and wind.</p>
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Prior Knowledge Requirements

- Children may have experienced some weather types already so could talk about these experiences.
- Played in snow eg made footprints, snowballs or in puddles
- Listened to stories at Christmas time set in winter and stories about a sunny day.
- Explored and handled wet and dry materials e.g. ice

Key Vocabulary for the Unit:

Sun – a star which goes round the earth.
Rain – water falling from the sky
Wind – movement of air
Cloud – evaporated water which floats in the sky
Snow – white flakes which fall from the sky (water has frozen as it falls)
Hot – a high temperature
Cold – a low temperature
Weather – what the weather it is like outside
Coat – a jacket you wear to keep you warm.
Hat - a hat you wear on your head to keep you warm.
Scarf – a piece of material you put round your neck to keep you warm.
Gloves – two gloves go on your hands to keep you warm.
Wellies – a type of boots used in the rain to keep you dry
T-shirt - a thin material you wear in hot weather to keep you cool
Shorts – a pair of cropped pants you wear in hot weather to keep you cool

Composite – The Big Idea	
<p>Composite – The Big Idea</p> <p>There are lots of different types of weather around us and the weather can change every day. The children will be able to identify sunny, rainy, windy and snowy weather.</p>	<p style="text-align: center;">Components – Sequence of Learning</p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk to the children about the weather. What do they already know? Has anyone been outside before in the rain or snow? 2. Teach new Vocabulary 3. Read a story – Rosie’s Hat. Talk about what happens to Rosie and what caused it. Talk about their experiences of being outside in the wind. 4. Show the children the different types of weather – sunny, rainy, windy and snowy. Talk about the photos of the children in the different types of weather. 5. Teach the children which clothes they will need in different types of weather. 6. Go outside and explore the different weather today. Talk about the weather. What do we need to wear? Why? 7. Outcome – children can talk about the different types of weather as they happen outside. <p><i>Please note – the same structure will be applied during the other seasons but children will be taught at the appropriate time of the year so they can experience the seasons as they happen.</i></p>
<p style="text-align: center;">Scientific Enquiry:</p>	<p>Working scientifically:</p> <ol style="list-style-type: none"> 6. Comparative and fair testing 7. Identifying and classifying 8. Observing over time 9. Pattern seeking 10. Research using secondary sources. <p>How much has it rained? Take measurements of rainfall over time using a measuring jug with a stone in it (to stop it blowing over). Talk about how the jug is becoming full and was empty.</p>
<p style="text-align: center;">Maths Links:</p>	<p>Link to capacity – full and empty language.</p>
Developing a sense of the natural world	
<p>Developing a sense of the natural world</p> <p>Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p>	<p>Books: Rosie’s Hat</p> <p>Links to further study: Reception – Autumn 1 – Changes all around me - Seasons Year 1 – Autumn 1 – Physics: seasonal changes.</p>

Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise for example children will seek out patterns whilst playing in the maths area or in the water tray. Children will notice changes by observing over time when playing in the outdoor provision. Staff will draw children's attention to these things as they play.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to science. For example setting up small world trays with ice play in.

Direct Links to the EYFS Early Learning Goals

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present



Autumn 2

Long Term Plan

Let's celebrate

This topic focuses upon some religious and cultural festivals which take place in this country. The children will learn about how to stay safe during these celebrations. For example they will explore stranger danger, firework safety and discuss fire safety.

Term	Autumn 2	
Key Question	Let's celebrate	
Key concept to learn and remember	<ul style="list-style-type: none"> • Knowing how to stay safe when celebrating key festivals • Talk about stranger danger when trick or treating • Know how to hold a sparkler safely. • Recognise how dangerous fireworks can be. • Discuss fire safety around the home e.g. lighting of candles for diwali. 	
Possible Quality Texts – Story Time	One snowy night Kipper's snowy day.	
Talk for Writing/ Book Talk session	Meg and Mog Funnybones Diwali The Gruffalo's Child Stick Man The first Christmas	
Rhyme Time Session	5 current buns	
Key experiences	Have a Halloween party for the children to celebrate. Have a carol service for the parents to come in a watch.	
Prime Areas		
PSED Communication and Language	Begin to develop phonological awareness and phonemic awareness alongside children's early speaking and listening skills. Aspect 4 – Rhythm and Rhyme Aspect 5 - Alliteration Aspect 6 – Voice sounds	
Vocabulary Development	Please see Vocabulary Progression Document.	
Physical Development	Gross Motor	Fine Motor
	Wave streamers using up and down movements.	Develop hand and eye coordination through threading objects.
Specific Areas		
Literacy – Reading and Phonics	Book talk sessions take place daily. As books are read to pupils in the session, not by the pupils, these sessions provide structured exploration of texts and teaching of language comprehension. These sessions include the study of fiction, non-fiction and poetry through the in depth study of one text per week. This ensures pupils develop knowledge and understanding of 35 purposefully selected texts in addition to the reading for enjoyment spine and their own choice of texts at story time.	
Literacy – Writing	Children will move onto making marks with different tools. These marks may resemble "scribbles." At this point children may not communicate meaning to their marks. At Red Lane, we recognise that developing pencil grip is vital. This is developed over a longer period of time. Children will begin by using a palmar grasp which will move onto a pronate grip, four finger grip and then tripod grip.	
Mathematics	Linguistic Concept Focus – Level 3 and 4 words. Focus teaching on activities which develop the key vocabulary as taken from ELKAN's Linguistic Concepts. Be mindful to revisit and embed the Level 1 and 2 words which have been taught in Nursery 1 year. Focus: Texture & Sound & Movement – furry, rough, smooth, warm, jerky, smooth, high, low.	
Understanding the world	History Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; amazing animals and journeys though time. In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class.	

Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise

Science

Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise.

Geography

Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop geographical awareness within conversations as opportunities arise.




Spring 1

Long Term Plan

Amazing animals

This topic focuses upon developing the children's knowledge of different animals around the world. Children will begin to explore animals that live on the land and animals that live in the sea. This builds on their understanding of farm animals. Children will also explore animals and their young using the language of first and then.

Key Question	Amazing animals	
Key Concept to learn and remember	<ul style="list-style-type: none"> • Know which animals live on the land • Know which animals live in the sea. • Talk about the differences land and sea animals. • Know that animals were once babies • Name animals and their young. • Use the language of first and then • Know what floating is. • Know what sinking is. • Name some items which float and some which sink. 	
Possible Quality Texts – Story Time	Clean up Zog Bart the shark Dear Dragon Puff the Magic Dragon Billy and the Dragon	
Talk for Writing/ Book Talk session	Only one you Octopus Socktopus Commotion in the Ocean Shark in the park Farm animals and their babies Tickly octopus Sharing a shell The snail and the whale	
Rhyme Time Session	This little piggy	
Key experiences	Set up a fish treasure hunt around the class/ school.	
Prime Areas		
PSED	Begin to develop phonological awareness and phonemic awareness.	
Communication and Language	Introduce Fred from Read Write Inc. Develop Oral Blending skills. Aspect 7 – Oral Blending Use Fred Talk games from RWI virtual classroom.	
Vocabulary Development	Please see Vocabulary Progression Document.	
Physical Development	Gross Motor	Fine Motor
	Wave streamers in a clockwise circular motion.	Use tweezers to develop hand and eye coordination.
Specific Areas		
Literacy – Reading and Phonics	Book talk sessions take place daily. As books are read to pupils in the session, not by the pupils, these sessions provide structured exploration of texts and teaching of language comprehension. These sessions include the study of fiction, non-fiction and poetry through the in depth study of one text per week. This ensures pupils develop knowledge and understanding of 35 purposefully selected texts in addition to the reading for enjoyment spine and their own choice of texts at story time.	
Literacy – Writing	 <p>Next children will begin to form lines within their mark making. This usually begins with straight lines and will progress to curved lines and circles. Children may begin to communicate meaning to their marks. For example, a line may be a tree or a scribble may be a person. The lines may also be used to look like writing. For example, making a line of wavy marks to represent adult writing.</p> <p>At Red Lane, we recognise that developing pencil grip is vital. This is developed over a longer period of time. Children will begin by using a palmar grasp which will move onto a pronate grip, four finger grip and then tripod grip.</p>	
Mathematics	Linguistic Concept Focus – Level 3 and 4 words. Focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Be mindful to revisit and embed the Level 1 and 2 words which have been taught in Nursery 1 year.	
	Focus: Size – large, light, short, tall, thin, bigger, fattest, heaviest, longest, smallest, deep, narrow, shallow, thick, wide, fatter, heavier, longer, smaller, largest, lightest, shortest, tallest, thinnest.	
Understanding the world	Science Amazing animals – floating and sinking	

The aim of this unit is for pupils to:

1. Know what floating is.
2. Know what sinking is.
3. Name some items which float and some which sink.

The purpose of this unit is for children to begin to explore floating and sinking. Children will learn about land and sea animals during this topic and explore which animals live under the water. Staff will provide the children with experiences of water play in the water area. Some objects may sink and go under the water like the fish whereas other items may float like the boats. Children will begin to learn what floating and sinking is. This is built upon in year 1 when they begin to learn about materials and whether all materials are the same.

End of Unit Outcome: Children can talk about which items will float and which items will sink

Working scientifically:

1. Comparative and fair testing
2. Identifying and classifying
3. Observing over time
4. Pattern seeking
5. Research using secondary sources.

Will it float or will it sink?

Give the children some objects to explore. What happens to them in the water? Do they float or do they sink?

History

Amazing animals – animals and their young

The aim of this unit is for pupils to:

1. Know that animals were once babies
2. Name animals and their young.
3. Use the language of first and then

This unit builds upon the learning from Autumn 1 where children developed an understanding of first and then within their own routine. This unit builds upon that and allows children to talk about how animals were once babies. Children will talk about land and sea animals within this topic. They will name land animals such as a sheep, pig, cow, goat and learn that their young have different names. Ultimately, children will begin to be exposed to the concept of the past. This prepares children for future learning in Reception where children will develop their understanding of life cycles and how animals and humans change over time.

End of Unit Outcome: Children can name animals and their young.

Geography

Amazing animals – Land or Sea

The aim of this unit is for pupils to:

1. Know which animals live on the land
2. Know which animals live in the sea.
3. Talk about the differences land and sea animals.

This unit will build upon the knowledge and understanding of their home as most family homes may have a pet. By the time children start nursery, children will be able to name basic animals such as a cat and a dog. Some children may have other pets. Children should be able to name farm animals and the sounds they make when entering the nursery. This unit builds upon this early animal knowledge and begins to distinguish between which animals live on the land and which animals live in the sea. This is deliberately planned for this part in the year as children will have some basic knowledge of animals in the water such as a fish. Ultimately, this unit is designed to give pupils an opportunity to raise awareness of the fact that the world is made up of land and sea. It is then built upon in the Reception unit where children will begin to distinguish between hot and cold places that animals live in.

End of Unit Outcome: Children know that animals live on the land or in the sea. They can name animals that live on land and animals that live in the sea.

SCHEME OF WORK: SCIENCE

Term:	Nursery – Spring 1	Key Text(s):	Commotion in the ocean
Unit Title:	<p>Amazing animals – floating and sinking</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Know what floating is. 5. Know what sinking is. 6. Name some items which float and some which sink. <p>The purpose of this unit is for children to begin to explore floating and sinking. Children will learn about land and sea animals during this topic and explore which animals live under the water. Staff will provide the children with experiences of water play in the water area. Some objects may sink and go under the water like the fish whereas other items may float like the boats. Children will begin to learn what floating and sinking is. This is built upon in year 1 when they begin to learn about materials and whether all materials are the same.</p> <p>End of Unit Outcome: Children can talk about which items will float and which items will sink</p>		
<p><u>Prior Knowledge Requirements</u></p> <ul style="list-style-type: none"> • Children will have played in water before. • Children will know which animals live in the water. 	<p><u>Key Vocabulary for the Unit:</u></p> <p>Floating – suspended in water or air Sinking – go down below the surface of the water Cup – a small bowl shaped container for drinking from Sponge - a soft light absorbent substance Stone – a hard material Spoon – an object that we use to eat liquids with Heavy – of high mass Light – of light mass Under – directly below On – physically in contact with</p>		
<p><u>Composite – The Big Idea</u></p> <p>Floating and sinking are two concepts which will be explored in this topic. Children will learn which items can float and which items can sink.</p>	<p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk to the children about the weather. Talk about water play and what it is like to play in the water. 2. Teach new Vocabulary 3. Read a story – Commotion in the Ocean. Talk about the animals which live under the water. 4. Introduce the concept of sinking. Explore how things that are heavy sink under the water. 5. Introduce the concept of floating. Explore how things that are light float on the water. 		

	<p>6. Scientific enquiry - Engage the children in water play with different objects such as a spoon, stone, sponge, cup. Talk about what happens when the items are in the water.</p> <p>7. Outcome – children can talk about floating and sinking. They know which objects float and which sink.</p>
<u>Scientific Enquiry:</u>	<p><u>Working scientifically:</u></p> <p>11. Comparative and fair testing</p> <p>12. Identifying and classifying</p> <p>13. Observing over time</p> <p>14. Pattern seeking</p> <p>15. Research using secondary sources.</p> <p>Will it float or will it sink? Give the children some objects to explore. What happens to them in the water? Do they float or do they sink?</p>
<u>Maths Links:</u>	<p>Link to capacity – full and empty language.</p> <p>Link to mass – heavy and light</p>



<p><u>Developing a sense of the natural world</u></p> <p>Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise for example children will seek out patterns whilst playing in the maths area or in the water tray. Children will notice changes by observing over time when playing in the outdoor provision. Staff will draw children’s attention to these things as they play.</p> <p>Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to science. For example setting up a shop with fruit and vegetables to talk about harvest.</p>	<p><u>Books:</u></p> <p>Commotion in the ocean</p> <p>Links to further study: Reception – Spring 1 – Changing states Y1 – Autumn 2 – Everyday materials.</p>
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<p><u>Direct Links to the EYFS Early Learning Goals</u> ELG: The Natural World</p>	<p><u>Other wider curriculum links to the EYFS Early Learning Goals</u> This also links to other areas of learning within the Early Learning Goals including:</p>
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Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: Past and present

SCHEME OF WORK: GEOGRAPHY

Term:	Nursery – Spring 1	Key Text(s):	Shark in the park Commotion in the ocean
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Amazing animals – Land or Sea

The aim of this unit is for pupils to:

1. Know which animals live on the land
2. Know which animals live in the sea.
3. Talk about the differences land and sea animals.

This unit will build upon the knowledge and understanding of their home as most family homes may have a pet. By the time children start nursery, children will be able to name basic animals such as a cat and a dog. Some children may have other pets. Children should be able to name farm animals and the sounds they make when entering the nursery. This unit builds upon this early animal knowledge and begins to distinguish between which animals live on the land and which animals live in the sea. This is deliberately planned for this part in the year as children will have some basic knowledge of animals in the water such as a fish. Ultimately, this unit is designed to give pupils an opportunity to raise awareness of the fact that the world is made up of land and sea. It is then built upon in the Reception unit where children will begin to distinguish between hot and cold places that animals live in.

End of Unit Outcome: Children know that animals live on the land or in the sea. They can name animals that live on land and animals that live in the sea.

Prior Knowledge Requirements:

- Name basic animals such as a cat and dog.
- Talk about their pets
- Name farm animals and the sounds they make.

Key vocabulary for the unit:

Land – part of the world not covered in water.
 Sheep – a mammal with a thick woolly coat.
 Pig – a mammal with a flat snout who likes to live in the mud!
 Cow – a mammal which produces milk for humans to drink
 Goat – a mammal with backward curving horns
 World – the place we live on.
 Ocean – a large amount of sea
 Sea – salt water which covers most of the earth’s surface
 Shark – a marine fish which can grow to a large size.
 Crab – a crustacean with five pairs of legs
 Dolphin – a small toothed whale which is very sociable and highly intelligent.
 Jellyfish – a marine creature which has stinging tentacles
 Octopus – a mollusc with eight sucker-bearing arms and a soft body.

Composite – The Big Idea

The world is made up of land and sea. Some animals live on the land and some animals live in the sea.

Components

9. Retrieval of prior learning: Talk about their family pets and animals they know about. Draw upon their knowledge of cats and dogs and their knowledge of farm animals.
10. Vocabulary – introduce new vocabulary.

	<ol style="list-style-type: none"> 11. Read a story – Read the story “shark in the park.” Talk to the children about animals which live on land. Can a shark live in the park? Would it live in a pond? Explain how it is a huge animal so would live in the sea. 12. World map – Show the children the world. Distinguish between the land and the sea. Talk about how these animals live in the ocean. 13. Read a story – Read the story “commotion in the ocean.” Talk about which animals live in the water and why. Could these animals live on the land? Why not? 14. World map – Show the children the world. Distinguish between the land and the sea. Talk about how these animals live on the land. 15. Compare – talk about the similarities and differences between land and sea animals. 16. Outcome – discussion about where animals live. Sort animals into land and sea animals and place them on a map of the world in the sea or on the land.
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<p><u>Developing a sense of place</u> Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics.</p> <p>Continuous provision plays a huge part in learning in Early Years. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up small world trays to show land and sea animals.</p>	<p>Books: Shark in the park Commotion in the ocean</p> <p>Links to further study: Rec – Autumn 1 – Changes all around – my school</p>
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<p><u>Direct Links to the EYFS Early Learning Goals</u> ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>ELG: The Natural World Children at the expected level of development will:</p>	<p><u>Other wider curriculum links to the EYFS Early Learning Goals</u> This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present</p>
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- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

SCHEME OF WORK: HISTORY

Term:	Nursery – Spring 1	Key Text(s):	Farm animals and their babies
Key Concepts: Chronological Understanding	<p>Amazing animals – animals and their young</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Know that animals were once babies 5. Name animals and their young. 6. Use the language of first and then <p>This unit builds upon the learning from Autumn 1 where children developed an understanding of first and then within their own routine. This unit builds upon that and allows children to talk about how animals were once babies. Children will talk about land and sea animals within this topic. They will name land animals such as a sheep, pig, cow, goat and learn that their young have different names. Ultimately, children will begin to be exposed to the concept of the past. This prepares children for future learning in Reception where children will develop their understanding of life cycles and how animals and humans change over time.</p> <p>End of Unit Outcome: Children can name animals and their young.</p>		
<p><u>Prior Knowledge Requirements</u></p> <p>Use the language of first and then. Name farm animals</p>	<p><u>Key Vocabulary for the unit</u></p> <p>First – the earliest event to happen Then – at the specific time Past – time which has gone by. Sheep – a mammal with a thick woolly coat. Pig – a mammal with a flat snout who likes to live in the mud! Cow – a mammal which produces milk for humans to drink Goat – a mammal with backward curving horns Lamb – a baby sheep Piglet – a baby pig Calf – a baby cow Kid – a baby goat</p>		

Composite – The Big Idea	
<p style="text-align: center;"><u>Composite – The Big Idea</u></p> <p>Children know that animals and humans were once babies. Children will begin to name animals and their young.</p>	<p style="text-align: center;"><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk about their family pets and animals they know about. Draw upon their knowledge of cats and dogs and their knowledge of farm animals. Talk about when they were a baby. Were they the same or different? 2. Vocabulary – introduce new vocabulary. 3. Read a story - Read the story “Farm animals and their babies.” 4. Teach the names of the animals babies – piglet, lamb, calf and kid. 5. End of Unit Outcome – name farm animals and their babies.
Developing a sense of chronological understanding	
<p><u>Developing a sense of chronological understanding</u></p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as “now it’s this... then it’s...”</p> <p>Continuous provision plays a huge part in learning in Nursery. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having a tuff tray set up as a farm to allow the children to explore farm animals. Other wider experiences such as having farm animals visit school would also develop their understanding.</p>	<p>Books:</p> <p>Farm animals and their babies</p> <p>Links to further study:</p> <p>Reception – Summer 1 – Grow with us</p>

Direct links to the EYFS Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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 and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

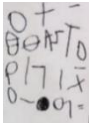
ELG: The Natural World

Spring 2

Long Term Plan

Traditional tales

*This topic focuses upon reading and sharing traditional tales and fables.
Children will share a variety of traditional tales including Cinderella,
Goldilocks and the three bears and the three billy goats gruff. The children will
begin to sequence stories using the language of time.*

Key Question	Traditional tales	
Key Concept to learn and remember	<ul style="list-style-type: none"> • Read some traditional tales – Cinderella, goldilocks and the 3 billy goats gruff • Name some familiar traditional tales e.g. Cinderella, Goldilocks and the 3 bears and the 3 Billy Goats Gruff. • Join in with a repeated refrain. • Begin to talk about the beginning, middle and end of a familiar story. • Sequence traditional tales • Use the language of first, then, next. 	
Possible Quality Texts – Story Time	Rashad’s Ramadan Puss in boots Alice in wonderland Aladin	
Talk for Writing/ Book Talk session	Cinderella Goldilocks and the 3 bears The three billy goats gruff.	
Rhyme Time Session	Pat a cake pat a cake	
Key experiences	Set up a visit from Goldilocks who steals all the fruit from the children!	
Prime Areas		
PSED	Begin to introduce the feeling of sad. Use sorting activities to distinguish between sad and not sad.	
Communication and Language	Introduce children to the RWI mnemonic picture cards. Teach children the key vocabulary from the picture. E.g. mmmmmountain/a-a-a-apple/sssssssnake.	
Vocabulary Development	Please see Vocabulary Progression Document.	
Physical Development	Gross Motor	Fine Motor
	Wave streamers left and right.	Begin to establish a dominant hand for writing
Specific Areas		
Literacy – Reading and Phonics	<p>Book talk sessions take place daily. As books are read to pupils in the session, not by the pupils, these sessions provide structured exploration of texts and teaching of language comprehension. These sessions include the study of fiction, non-fiction and poetry through the in depth study of one text per week. This ensures pupils develop knowledge and understanding of 35 purposefully selected texts in addition to the reading for enjoyment spine and their own choice of texts at story time.</p> <p>In this half-term, children will also be introduced to the key vocabulary related to the Read Write Inc Mnemonic rhymes. Children will learn to name the key words associated with these. For example, “mountain, apple, snake, dinosaur, tower.”</p>	
Literacy – Writing	 <p>Children will now begin to form symbols and shapes that look like writing. They will assign meaning to their marks and may attempt to write their name with support from an adult.</p> <p>At Red lane, we recognise that developing pencil grip is vital. This is developed over a longer period of time. Children will begin by using a palmar grasp which will move onto a pronate grip, four finger grip and then tripod grip.</p>	
Mathematics	<p>Linguistic Concept Focus – Level 3 and 4 words. Focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Be mindful to revisit and embed the Level 1 and 2 words which have been taught in Nursery 1 year.</p> <p>Focus: Quantity and number – about, both, every, few, half, most, only, other, second, third, last.</p>	
Understanding the world	<p>History</p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p>	

	<p>Teachers will develop chronological understanding within conversations as opportunities arise</p> <p>Science Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise.</p> <p>Geography Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise.</p>
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Summer 1

Long Term Plan

Grow with me

This topic focuses upon developing children's observational skills. Children begin to explore the garden outside and notice plants and trees that are beginning to grow. The children will help adults to water the plants knowing that plants need water to grow. They will also consider how they grow and what they need to be healthy. This includes talking about eating fruit and vegetables which are healthy.

Term	Summer 1
Key Question	Grow with me
Key Concept to learn and remember	<ul style="list-style-type: none">• Observing plants• Observe plants in their environment growing• Know that a plant needs water to grow.• Help to care for their plants by helping adults to water them.• Know how to keep themselves healthy.• Know that fruit and vegetables are healthy foods.
Possible Quality Texts – Story Time	Extraordinary gardener Stanley's stick Handa's surprise
Talk for Writing/ Book Talk session	The Tiny Seed Plants How a Seed Grows
Rhyme Time Session	Hot cross buns
Key experiences	Take the children on the field to make their own daisy chains.

Prime Areas		
PSED	Develop an awareness of the feeling happy. Use sorting activities to distinguish between happy and not happy.	
Communication and Language	Begin to develop phonological awareness and phonemic awareness. Introduce Fred from Read Write Inc. Develop Oral Blending skills. Aspect 7 – Oral Blending Use Fred Talk games from RWI virtual classroom.	
Vocabulary Development	Please see Vocabulary Progression Document.	
Physical Development	Gross Motor	Fine Motor
	Wave streamers in an anticlockwise movement.	Begin to develop a pincer or four finger grip.
Specific Areas		
Literacy – Reading and Phonics	Book talk sessions take place daily. As books are read to pupils in the session, not by the pupils, these sessions provide structured exploration of texts and teaching of language comprehension. These sessions include the study of fiction, non-fiction and poetry through the in depth study of one text per week. This ensures pupils develop knowledge and understanding of 35 purposefully selected texts in addition to the reading for enjoyment spine and their own choice of texts at story time.	
Literacy – Writing		<p>Children will begin to draw basic pictures and begin to communicate meaning to their marks. For example, they may draw a picture of their family and describe who is in the picture.</p> <p>At Red Lane, we recognise that developing pencil grip is vital. This is developed over a longer period of time. Children will begin by using a palmar grasp which will move onto a pronate grip, four finger grip and then tripod grip.</p>
Mathematics	<p>Linguistic Concept Focus – Level 3 and 4 words. Focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Be mindful to revisit and embed the Level 1 and 2 words which have been taught in Nursery 1 year.</p> <p>Focus: Shape & Space (prepositions) – cross, triangle, backwards, beside, between, far, front, high, low, middle, side, together, towards, above, across, against, below, facing, row, corner, curved, diamond, oval, rectangle, slant/slope, straight.</p>	
Understanding the world	<p>Science</p> <p>Grow with us - plants</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Observe plants in their environment growing 2. Know that a plant needs water to grow. 3. Help to care for their plants by helping adults to water them. <p>The purpose of this unit is for children to begin to observe plants in their own environment. Children will be given opportunities to observe plants in their outdoor environment and in the classroom. This is built upon in Reception when children begin to explore life cycles and again in year 1 when they begin to learn the different parts of a plant.</p> <p>End of Unit Outcome: Children know what a plant is and can identify flowers and plants in their environment. They know plants need water to grow.</p> <p>Working scientifically:</p> <ol style="list-style-type: none"> 1. Comparative and fair testing 2. Identifying and classifying 3. Observing over time 4. Pattern seeking 5. Research using secondary sources. <p>How can we help the plant grow? Allow the children to help water the plants – watch what happens when we water the plant.</p> <p>History</p> <p>Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; amazing animals and journeys though time.</p>	

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise

Geography

Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop geographical awareness within conversations as opportunities arise.

SCHEME OF WORK: SCIENCE

Term:	Nursery – Summer 1	Key Text(s):	The tiny seed
Unit Title:	<p>Grow with us - plants</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Observe plants in their environment growing 5. Know that a plant needs water to grow. 6. Help to care for their plants by helping adults to water them. <p>The purpose of this unit is for children to begin to observe plants in their own environment. Children will be given opportunities to observe plants in their outdoor environment and in the classroom. This is built upon in Reception when children begin to explore life cycles and again in year 1 when they begin to learn the different parts of a plant.</p> <p>End of Unit Outcome: Children know what a plant is and can identify flowers and plants in their environment. They know plants need water to grow.</p>		
<p><u>Prior Knowledge Requirements</u></p> <ul style="list-style-type: none"> • Children will have played in water before. • Children will know which animals live in the water. 	<p><u>Key Vocabulary for the Unit:</u></p> <p>Plant – a living thing which grows and absorbs water through it’s roots.</p> <p>Flower – a part of a plant</p> <p>Grow – increase in size</p> <p>Water – a clear liquid.</p>		
<p><u>Composite – The Big Idea</u></p> <p>Children will begin to notice and observe plants and flowers growing in their outdoor environment. They will help to water the plants knowing that plants need water to grow.</p>	<p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk to the children about their outdoor environment. What do they know is outside? 2. Teach new Vocabulary 3. Read a story – the tiny seed. Talk about what happens in the story. 4. Scientific enquiry – Observe the plants in the outdoor area. Take the children for a walk and look for different flowers. 5. Teach the children that flowers need water to grow. Ask the children to help adults look after the plants by watering them each day. 6. Discuss what will happen to the plant when we water it. Talk about growing. 		

	7. Outcome – children can talk about plants and what they need to grow.
<u>Scientific Enquiry:</u>	<u>Working scientifically:</u> 6. Comparative and fair testing 7. Identifying and classifying 8. Observing over time 9. Pattern seeking 10. Research using secondary sources. How can we help the plant grow? Allow the children to help water the plants – watch what happens when we water the plant.
<u>Maths Links:</u>	Link to size – big and small.



<p><u>Developing a sense of the natural world</u> Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise for example children will seek out patterns whilst playing in the maths area or in the water tray. Children will notice changes by observing over time when playing in the outdoor provision. Staff will draw children’s attention to these things as they play.</p> <p>Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to science. For example, planting flowers outside to help the children learn to look after plants.</p>	<p><u>Books:</u> The tiny seed</p> <p>Links to further study: Reception – Summer 1 – Grow with us – life cycles Y1 – Summer 1 – Biology plants.</p>
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<p><u>Direct Links to the EYFS Early Learning Goals</u> ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p><u>Other wider curriculum links to the EYFS Early Learning Goals</u> This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present</p>
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- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.



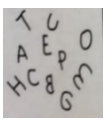
Summer 2

Long Term Plan

Journeys through time

This topic focuses upon developing children's understanding of the future tense. Children will use their knowledge of the present to talk about where they are going to go on their summer holidays. The children will talk about the weather on holiday and how it is different to our country. Different means of transport will be explored and links to land, air and water will be made.

Term	Summer 2
Key Question	Journeys through time
Key Concept to learn and remember	<ul style="list-style-type: none">• Knowing where people go on their summer holidays.• Talk about places they may visit on holiday.

	<ul style="list-style-type: none"> Describe the weather on holiday. Talk about places they may visit on holiday. Recognise the future has not happened yet. Distinguish between different means of transport – land, air and water. 	
Possible Quality Texts – Story Time	What the ladybird heard on the holiday	
Talk for Writing/ Book Talk session	What the ladybird heard at the seaside Billy’s bucket Topsy and Tm go camping I love seasons: summer Look inside an airport The little aeroplane	
Rhyme Time Session	Little Miss Muffet	
Key experiences	Provide suitcases for the children to pack up their things and travel to their new school/ class.	
Prime Areas		
PSED	Introduce the feeling of scared. Talk about what makes people scared and why.	
Communication and Language	Introduce RWI phonics – Set 1 Initial Sounds. Teach the sounds m,a,s,d,t,i,n,p,g,o until they are securely recognised.	
Vocabulary Development	Please see Vocabulary Progression Document.	
Physical Development	Gross Motor	Fine Motor
	Wave streamers across their mid line crossing their arms over their body.	Use a tripod grip to hold their pencil comfortably for writing.
Specific Areas		
Literacy – Reading and Phonics	Book talk sessions take place daily. As books are read to pupils in the session, not by the pupils, these sessions provide structured exploration of texts and teaching of language comprehension. These sessions include the study of fiction, non-fiction and poetry through the in depth study of one text per week. This ensures pupils develop knowledge and understanding of 35 purposefully selected texts in addition to the reading for enjoyment spine and their own choice of texts at story time Introduce Read Write Inc Phonics in this term. Read single letter Set 1 sounds – m,a,s,d,t,I,n,p,g,o,c,k,u,b,e,f.	
Literacy – Writing		Children will develop from mark making into forming random letters but there is no connection between letters and sounds that they make. For example children many write o but they do not know what the sound is. Children will talk about their writing and give meaning to it. They will write their name from memory. At Red Lane, we recognise that developing pencil grip is vital. This is developed over a longer period of time. Children will begin by using a palmar grasp which will move onto a pronate grip, four finger grip and then tripod grip.
Mathematics	Linguistic Concept Focus – Level 3 and 4 words. Focus teaching on activities which develop the key vocabulary as taken from ELKAN’s Linguistic Concepts. Be mindful to revisit and embed the Level 1 and 2 words which have been taught in Nursery 1 year. Focus: Time – always, before, later, yesterday	
Understanding the world	History Journeys through time – holidays The aim of this unit is for pupils to: <ol style="list-style-type: none"> Talk about places they may visit on holiday. Recognise the future has not happened yet. Talk about different types of travel. <p>This unit exposes children to the concept of the future tense through the stories they have read. It allows children to talk about where they are going to go. We recognise that it is much easier for children to talk about the future at such a young age. This develops children understanding of the present tense which they have studied throughout their time in Nursery and builds towards the learning which will take place in Reception. This topic is in preparation for Reception where children will begin to explore the past and places they have already visits. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p>	

	<p>End of Unit Outcome: Children can talk about where they are going to go on holiday.</p> <p>Science</p> <p>Throughout the year pupils will study discrete scientific content through the units of Changes all around; traditional tales and grow with us.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop scientific knowledge and scientific enquiry within conversations as opportunities arise.</p> <p>Geography</p> <p>Journeys through time – Summer holidays</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Talk about places they may visit on holiday. 2. Describe the weather on holiday. <p>This unit will build upon the knowledge and understanding of place which has been introduced through Autumn 1 in the “my home” unit. By this point in the year, children will also have developed their speech and should be able to use 4-6 word sentences to speak. Ultimately, this unit is designed to give pupils an opportunity to develop an understanding of different places around them. Children will talk about their own experiences of holidays; places they can visit and what the weather is like in different places. This topic begins to raise awareness of the places you can visit and the types of holiday’s people will have. This is in preparation for the Reception – Journeys through time topic and the Year 1 Seaside North West of England topic.</p> <p>End of Unit Outcome: Children can talk about the weather in different holiday’s destinations.</p>
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SCHEME OF WORK: GEOGRAPHY

Term:	Nursery – Summer 2	Key Text(s):	Topsy and Tim go camping What the ladybird heard at the seaside
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Journeys through time – Summer holidays

The aim of this unit is for pupils to:

3. Talk about places they may visit on holiday.
4. Describe the weather on holiday.

This unit will build upon the knowledge and understanding of place which has been introduced through Autumn 1 in the “my home” unit. By this point in the year, children will also have developed their speech and should be able to use 4-6 word sentences to speak. Ultimately, this unit is designed to give pupils an opportunity to develop an understanding of different places around them. Children will talk about their own experiences of holidays; places they can visit and what the weather is like in different places. This topic begins to raise awareness of the places you can visit and the types of holiday’s people will have. This is in preparation for the Reception – Journeys through time topic and the Year 1 Seaside North West of England topic.

End of Unit Outcome: Children can talk about the weather in different holiday’s destinations.

Prior Knowledge Requirements:

- Children will have experienced sand and water play at school.
- Some children will have holiday experiences to talk about.
- Knowledge of animals that live in the sea

Teachers will be aware that some children may not have been on holiday before and may need to provide more discrete knowledge of holidays before this topic can commence.

Key vocabulary for the unit:

Holiday – time spent away from home for leisure.
 Beach – a pebbly or sandy shore near the sea.
 Sea – salt water which covers most of the earth’s surface
 Hot – a warm temperature
 Weather – the state of the atmosphere around them
 Sunny – bright with sunlight
 Rainy – having lots of rainfall
 Windy – Being exposed to strong winds
 Cloudy – clouds are present in the sky
 Snowy – snowfall is present on the ground or falling from the sky.

Composite – The Big Idea

Summer is the season where lots of people have holidays! Our summer holidays often take us to new places which can be similar to where we live or very different! When we travel on holiday we can travel in lots of different ways.

Components

1. Retrieval of prior learning: Talk about animals which live in the sea. Talk about the sea and what we know about the seaside. Draw upon children’s knowledge of the beach and sand play. It may be necessary to teach this if children have no prior knowledge.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story “Topsy and Tim go camping.” Talk about camping. Ask the children about their own experiences of holidays. Is anyone going on holiday?

	<ol style="list-style-type: none"> 4. Introduce the concept of the holidays. Discuss places that they may visit to go on holiday for example camping and caravan holidays. Talk about hotels and places they have stayed. Some children may talk about holidays abroad too but this is not essential. 5. Read a story – Read the story “What the ladybird heard at the seaside.” Talk about the seaside and how this is different to a camping holiday. 6. Introduce the concept of weather. Talk about the weather at the seaside – distinguish between sun and rain. 7. Compare – talk about their experiences of the sun and rain. Would it be good to go camping and it rain? 8. Fieldwork – Play outside in different types of weather. Experience the feeling of playing outside in the sun and playing the rain. Talk about their feelings. 9. Outcome – discussion about places they would like to/ will visit on holiday and the type of weather they can expect.
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<p><u>Developing a sense of place</u> Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time.</p> <p>In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children’s interests and their prior knowledge.</p> <p>Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during the discussions about their holiday.</p> <p>Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up sand and water trays for the children to experience and providing a tent for them to play inside.</p>	<p>Books: Topsy and Tim go camping What the ladybird heard at the seaside</p> <p>Links to further study: Rec – Summer 2 – Journey through time where have I been? Year 1 – Summer 2 – Seaside North West of England.</p>

<p><u>Direct Links to the EYFS Early Learning Goals</u> ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p><u>Other wider curriculum links to the EYFS Early Learning Goals</u> This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present</p>
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- 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.

ELG: Past and Present

Children at the expected level of development will:

- 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.

SCHEME OF WORK: HISTORY

Term:	Nursery – Summer 2	Key Text(s):	Topsy and Tim go camping What the ladybird heard at the seaside
Key Concepts: Chronological Understanding	<p>Journeys through time – holidays</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 4. Talk about places they may visit on holiday. 5. Recognise the future has not happened yet. 6. Talk about different types of travel. <p>This unit exposes children to the concept of the future tense through the stories they have read. It allows children to talk about where they are going to go. We recognise that it is much easier for children to talk about the future at such a young age. This develops children understanding of the present tense which they have studied throughout their time in Nursery and builds towards the learning which will take place in Reception. This topic is in preparation for Reception where children will begin to explore the past and places they have already visits. It is also a precursor to the Year 1 topic Old and New toys where children will talk about how toys have changed throughout history.</p> <p>End of Unit Outcome: Children can talk about where they are going to go on holiday.</p>		
<p><u>Prior Knowledge Requirements</u></p> <p>Use the language of first and then Know that the present tense is what is happening now.</p>	<p><u>Key Vocabulary for the unit</u></p> <p>Holiday – time spent away from home for leisure. Beach – a pebbly or sandy shore near the sea. Sea – salt water which covers most of the earth’s surface Weather – the state of the atmosphere around them Car – a four wheeled road vehicle that can carry a small number of people Bus – a large motor vehicle which can carry lots of people but usually sticks to a local route.</p>		
<p><u>Composite – The Big Idea</u></p> <p>Summer is the season where lots of people have holidays! Our summer holidays often take us to new places which can be similar to where we live or very different! When we travel on holiday we can travel in lots of different ways.</p>	<p><u>Components – Sequence of Learning</u></p> <ol style="list-style-type: none"> 1. Retrieval of previous learning – Talk about animals which live in the sea. Talk about the sea and what we know about the seaside. Draw upon children’s knowledge of the beach and sand play. It may be necessary to teach this if children have no prior knowledge. 2. Vocabulary – introduce new vocabulary. 		

3. Read a story - Read the story "Topsy and Tim go camping." Talk about camping. Ask the children about their own experiences of holidays. Is anyone going on holiday?
4. Introduce the concept of the holidays. Discuss places that they may visit to go on holiday for example camping and caravan holidays. Talk about hotels and places they have stayed. Some children may talk about holidays abroad too but this is not essential.
5. Read a story – Read the story "What the ladybird heard at the seaside." Talk about the seaside and how this is different to a camping holiday.
6. End of Unit Outcome – Talk about places they are going to visit for their summer holidays.

Developing a sense of chronological understanding

Throughout the year pupils will study content which will develop their chronological understanding through the units of Changes all around me; grow with me and journeys though time.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the past and how things are similar and different now. This allows children to understand the past through settings, characters and events encountered in books read in class. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop chronological understanding within conversations as opportunities arise for example we recognise that the concept of time is hard for children to understand. For this reason children will be exposed to visual timetables, staff will talk about and sequence the day and use familiar language such as "now it's this... then it's..."

Continuous provision plays a huge part in learning in Nursery. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to history. For example, having sand and water trays out to allow children to experience the seaside.

Books:

Topsy and Tim go camping
What the ladybird heard at the seaside

Links to further study:

Reception – Sum 2 – The past
Year 1 – Autumn 1 – Old and New Toys.

Direct links to the EYFS Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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 and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

Other wider curriculum links to the EYFS Early Learning Goals

This also links to other areas of learning within the Early Learning Goals including:

ELG: Listening, attention and understanding.

ELG: Speaking

ELG: Comprehension

ELG: The Natural World