



Kenwyn Class (ARB) Long Term Plan – Spring Term - 2025-2026

	Spring 1	Spring 2
Topic	Communities and Culture	
High Quality Texts	We Are Together by Britta Teckentrup Dear Street by Zier-Vogel, Lindsay, Bonne-Muller and Caroline Last Stop on Markey Street by Matt de la Peña and Christian Robinson. The Dinosaur that Pooped Easter by Dougie Poynter and Tom Fletcher	
Enrichment moments	Shortlanesend Park Trip Whole School Assemblies – singing A community walk	
British Values	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. School rules, celebration assemblies, values, social games and playtimes	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries
Assessment opportunities	Cherry Garden – Branch Levels Early Years Foundation Stage Statutory National Curriculum – KS1 Engagement Model Development Matters Continuous observations Independent work	
Parental involvement	IPM target meetings EHCP annual reviews Home to School Communication Book Tapestry Parent and Carer consultations	
Communication and Language	A total communication approach is used throughout the provision of the ARB to support communication, interaction and language. Approaches used: Makaton Widget symbols Object of reference Sound buttons Intensive interaction All the above is used alongside spoken language Daily Attention Autism (Bucket Time): Stage 1 - The aims are for the child to: <ul style="list-style-type: none"> Focus their attention on the adult led activity 	

	<ul style="list-style-type: none"> Engage their attention with enthusiasm <ul style="list-style-type: none"> Relax and enjoy these times To anticipate shared good times Focus on a select few vocabulary Stage 2 – Sustain: <ul style="list-style-type: none"> Offer an activity that has a sequence building to a final fantastic experience. This can get long or short as you like depending on attention levels. Additional vocabulary can be added at a later stage. Stage 3 – Shared learning: <ul style="list-style-type: none"> Children learn to shift their attention within a small group as they learn to take turns. <p>At no point are children required to join Attention Autism sessions, and participation is entirely voluntary. Children are free to leave at any time should they wish, ensuring that their comfort and choice remain central to the learning experience.</p> <p>As Gina Davies, founder of Attention Autism, states, the approach “<i>offers the child an irresistible invitation to learn.</i>”</p> <p>Morning and afternoon circle time is used to embed: routines, register, days of the week song, weather song and celebration songs. Listening and responding to stories, rhymes and songs. Learn friends and teachers names and vocabulary for routines and resources in the provision and to build independence.</p>	
Reading and Writing	<p>Sensory Story week 1 - 3: We Are Together by Britta Teckentrup</p> <p>Sensory Story week 3 – 6: Dear Street by Zier-Vogel, Lindsay, Bonne-Muller and Caroline.</p> <p>Key resources: Sensory story props/materials Sound buttons Makaton signs Widgit symbols for key vocabulary Video version Colourful semantics</p>	<p>Sensory Story week 1 – 3: Last Stop on Markey Street by Matt de la Peña and Christian Robinson.</p> <p>Sensory Story week 4 – 6: The Dinosaur that Pooped Easter by Dougie Poynter and Tom Fletcher</p> <p>Key resources: Sensory story props/materials Sound buttons Makaton signs Widgit symbols for key vocabulary Video version Colourful semantics</p>
<p>Core Word AAC speech & literacy programme for gestalt language processors</p> <p>Each week there is new core word introduced through daily sessions:</p> <ul style="list-style-type: none"> Find it Listen to it Read it Use it Write it 	<p>Week 1: get</p> <p>Week 2: look</p> <p>Week 3: what</p> <p>Week 4: need</p> <p>Week 5: are</p> <p>Week 6: is</p>	<p>Week 1: some</p> <p>Week 2: all</p> <p>Week 3: put</p> <p>Week 4: this</p> <p>Week 5: that</p> <p>Week 6: don't / do not</p>

Handwriting	<p>Sensory pre-writing activities: (hand over hand) Mark making opportunities inside and outside Core Word writing task Fine motor activities supported by adults Dough disco</p> <p>Pre-writing activities: Pen disco Daily fine and gross motor activities Dough disco Mark making opportunities inside and outside Core Word writing task Fun with Food</p> <p>Writers: Independent writing opportunities across the curriculum Pen disco Daily fine and gross motor activities Finger Fit activities Writing opportunities inside and outside Core Word writing task</p>		
Literacy Assessment	<p>Comprehension</p> <p>Branch levels 2-6</p> <ul style="list-style-type: none"> • Enjoys looking at books or other printed material with familiar people • Starts to show interest in photographs or pictures • Listens with interest to an adult reading stories • Handles books and printed material with interest • Interested in books and rhymes and may have favourites • Follow what is being read by focussing on text, sounds, pictures (1:1 or small group) • Handles books appropriately • Identifies actions/words/characters by pointing to the picture • Repeats words or phrases from familiar rhymes/stories • Can match identical photos, symbols and pictures <p>ELG</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<p>Word Reading</p> <p>Branch levels 6 – 9</p> <ul style="list-style-type: none"> • Can copy simple phonic sounds • Can match letters • Knows the sound of some letters - Knows some words starting with that sound • Knows the sounds of ten different letters and can find words starting with that letter • Can read CVC words and familiar words with no support from pictures or symbols • Links sounds to letters - can say all sounds for single letters • Can match CVC words <p>ELG</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>End of Key Stage 1 Expected Standard</p>	<p>Writing</p> <p>Branch levels 4-8</p> <ul style="list-style-type: none"> • Engages with the sensory experience of marking marks • Holds writing tool using a whole hand grasp and makes random marks with different strokes • Traces horizontal , vertical and circular lines with accuracy • Beginning to use a tripod grip to hold writing tools • Copies vertical, horizontal and circular lines • Can use a tablet/computer keyboard to match letters and input them into the device • Can copy line patterns - Horizontal, vertical, zig zag, wavy, circular • Makes marks with the intention of conveying a meaning - a person with simple features • Can colour a simple picture in the lines ELG • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

	<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>End of Key Stage 1 Expected Standard In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> check it makes sense to them, correcting any inaccurate reading answer questions and make some inferences explain what has happened so far in what they have read 	<ul style="list-style-type: none"> accurately read most words of 2 or more syllables read most words containing common suffixes read most common exception words <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words sound out most unfamiliar words accurately, without undue hesitation 	<p>End of Key Stage 1 Expected Standard</p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use present and past tense mostly correctly and consistently use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others spell many common exception words* form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters
Mathematics	Shape and Money		Multiplication and Division
White Rose Year 2 Scheme of Learning			
Sensory Maths	Number songs: Counting Songs - BBC Bitesize		Number songs: Counting Songs - BBC Bitesize
Cover the White Rose Nursery Scheme of Learning through sensory exploration	<p>Week 1 – 3: Exploring repetition Week 4 – 6: Hear, sign and say number names (1-5)</p> <p>Length of repetition to depend on pupils understanding and engagement.</p>		<p>Week 1 – 3 : Begin to order numbers names Week 4 – 6: I see 1, 2 and 3</p> <p>Length of repetition to depend on pupils understanding and engagement.</p>
Mathematical Assessment	Number and Numerical		Shape, Space and Measure
	<p>Branch levels 4-8</p> <ul style="list-style-type: none"> Shows interest in number rhymes and songs assessment Understands the concept of one 		<p>Branch levels 3 – 6</p> <ul style="list-style-type: none"> Passes objects from one hand to another Explores filling and emptying containers with a variety of contents

- Recites number names in sequence
- Selects from a group when asked - Please give me...
- Knows that numbers identify how many are in a set
- Shows an understanding of one to one correspondence by distributing items to 6 accurately
- Uses number names/language in context
- Recites numbers in order to 10
- Realises that anything can be counted
- Recognises some numerals of personal significance
- Counts five objects, saying one number for each object
- Understands the context of more - You need more cups for the children
- Finds the total number of two groups by counting them all
- Matches numerals and quantities up to 5
- Begins to represent numbers on finger, marks, or pictures
- Knows that two groups of objects of 3 or less are the same or different
- Recognises numerals 1-5 in different contexts

ELG

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

End of Key Stage 1 Expected Standard:

- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus – for example: $48 + 35$, $72 - 17$
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships – for example: if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes

- Matches identical objects
- Makes lines and towers with blocks in play
- Combines two construction items
- Attempts to fit shapes into spaces
- Begins to understand now and next
- Matches objects to a 2 dimensional representation
- Selects tools for purpose in play situations - mark making, functional tools
- Sorts objects by colour • follows a visual timetable and anticipates familiar activity
- Begins to show an understanding on big and small
- Uses construction materials to create their own arrangements

ELG – no shape space and measure specific targets

End of Key Stage 1 Expected Standard:

- read scales* in divisions of ones, twos, fives and tens
- identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$ of a number or shape, and know that all parts must be equal parts of the whole
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry

<p>Physical Development</p>	<p>Daily - Fine motor skills activities Fun with Food</p> <p>Indoor PE: Gymnastics Week 1 – 2: To copy and create shapes with our body Week 3 – 4 : To be able to create shapes on an apparatus Week 5: To control my body when jumping and balancing</p> <p>Outdoor PE: Ball skills Week 1 – 3: To develop rolling a ball to a target Week 4 – 6: To develop accuracy when throwing a ball to a target Week 7: To be able to balance using different points of our body</p>	<p>Daily - Fine motor skills activities Fun with Food</p> <p>Indoor PE: Gymnastics Week 1 – 3: To develop jumping and landing softly Week 4 - 5: to develop rocking and rolling Week 6 – 7: To link learnt actions together to create a short sequence</p> <p>Outdoor PE: Ball skills Week 1 – 3: To develop dribbling a ball with your feet Week 4 – 6: To develop kicking a ball</p>
<p>Physical Development Assessment</p>	<p>Branch levels 3 – 5</p> <ul style="list-style-type: none"> • Can stand independently for several seconds • Takes a few steps independently • Sits from standing independently • Picks up an object on the floor with support from adult or furniture • Pulls along toys/items using rope • Uses single finger to touch or point • Picks up small objects with pincer grip • Uses hands to twist or turn object • Can scoop with a spoon at meal time or with a spade when playing • Moves toys in water • Gets face wet • Safely enters and exits the water with support • Changes direction whilst walking • Walks backwards for a few steps when pulling an item or toy using a rope • Lifts leg whilst supported when dressing • Gets onto a chair independently • Uses a pouring action when playing with water or sand • Presses small switches or buttons with index finger • Squeezes objects that produce a sound - one and two hands • Splashes in the water • Jumps into the water with support • Uses arms to push and pull water • Kicks legs in the water with prompt from an adult • can be lowered with support from floating aids and released by an adult, moving or floating independently • Voluntarily places face in the water • Runs freely, not always avoiding obstacles • Squats down to pick up objects - occasionally falling • Carries large objects whilst walking • Moves a tricycle or bike by pushing feet on the floor • Bounces on a trampoline with adult support • Walks upstairs holding an adults hand • Returns to standing after squatting down to pick up an object • Turns a variety of knobs • Holds and drinks from a cup with two hands • Threads large beads 	

	<ul style="list-style-type: none"> • Builds small towers using blocks • Can lift legs off the bottom of the pool with a float • Pushes of the wall with adult support - using feet • Can hold onto a rail imitating kicking movements • Can jump into the pool independently <p>ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>KS1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
Expressive Art and Design	<p>Pupils will be exploring art and design skills through our topic of Communities and Culture, using a range of materials, tools and media using our weekly topic/event focuses.</p>
Expressive Art and Design Assessment	<p>Branche levels 4 – 6</p> <ul style="list-style-type: none"> • Explores and experiments with a range of materials through sensory exploration • Makes choices from a range of materials and shows preference • Explores and experiments with a range of materials through sensory exploration • Makes choices from a range of materials and shows preference • Shows and awareness of the purpose of familiar objects • Looks at images with interest and shows a preference • Makes choices when dressing up and notices a change in their appearance • Shows an awareness of the purpose of familiar tools • Names a single property of an object or image - colour, shape, size • Pretends that one object represents another • Can make believe by pretending with an adult's support • Experiments with shape, colour and marks • Explores a range of construction materials <p>ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>KS1</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Music	<p>Weekly musical therapy sessions planned, delivered and assessed by Cornwall Music Service Trust</p>

	<p>Daily circle time songs and nursery rhymes</p> <p>The use of songs, nursery rhymes and music opportunities are planned across the curriculum to support our pupils communication and language and encourage participation and engagement.</p>
Music Assessment	<p>Branch levels 4 – 6</p> <ul style="list-style-type: none"> • Moves whole body to sounds they enjoy • Shows preference for certain body movements • Shows interest in the way musical instruments sound • Imitates and improvises action they have observed • Moves to music, attends to rhythm in songs, sometimes joins in - individually/in a group • Understands how to create different sounds by banging, shaking, tapping or blowing • Joins in the performance of a favourite song • Adapts their movements to different props - ribbons, boxes, Lycra <p>ELG</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>KS1</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music
PSED	<p style="text-align: center;">My Healthy Body</p> <p style="text-align: center;">I can start to understand how to look after my body</p> <ul style="list-style-type: none"> -clean my teeth -wash my face -brush my hair -healthy eating <p style="text-align: center;">Social Games</p> <ul style="list-style-type: none"> -Bingo -Shared play opportunities -Board games <p style="text-align: center;">-Daily structured and unstructured choosing opportunities</p> <p style="text-align: center;">-Zones of Regulation used in daily circle time to explore emotions.</p>
PSED Assessment	<p>Branch levels 1 – 6</p> <ul style="list-style-type: none"> • Can be comforted by close contact with familiar adult • Turns attention towards familiar adult - listens to voice, gazes • Shows enjoyment with physical play with adults - rocking, tickles, bouncing • Responds (in a variety of ways) to being talked to • Recognises main care givers • Shows pleasure at physical contact like tickles • Shows an awareness of their own reflection in the mirror • Shows a range of emotions such as pleasure, fear and excitement • Responds emotionally to other people's emotions • Engages with social games and songs

- Treis to find a familiar adult when distressed/frightened
- Initiates social interaction through their own means - eye gaze, touch, sound, facial expression
- Repeats an action which is positively received by others
- Engages with social games and songs
- Treis to find a familiar adult when distressed/frightened
- Initiates social interaction through their own means - eye gaze, touch, sound, facial expression
- Repeats an action which is positively received by others
- Uses self-calming techniques - chewing, sucking, sensory activities
- Repeats actions they anticipate will result in a response from another
- Is able to give an object to an adult when an activity has finished
- Shares attention
- Interacts with new people appropriately when supported by an adult
- Begins to engage in pretend play
- Builds relationships with special peers
- Interacts with new people appropriately when supported by an adult
- Copies a range of actions displayed by adults - in routines, play, activities
- Acts out simple routines in pretend play e.g. doll play
- Happily shares a new experience with a number of adults
- Engages another person to help achieve a goal e.g. to get an object they cannot reach
- Shows interest in the activities of others
- Can be encouraged to try new activities - using a now and next if needed
- Can be distracted by a new activity when distressed
- Uses avoidance to communicate activities they do not like
- Plays cooperatively with a familiar adult
- Interacts with new people appropriately with some prompting from an adult
- Demonstrates sense of self as an individual - wants to do things independently
- Briefly takes part in turn taking activities with another child with adult support
- Can show a caring nature towards other children
- Cooperates with carrying out small jobs
- Imitates the actions of other children in play
- Can wait for short periods in order to have needs met
- Begins to understand some boundaries in familiar routines
- Begins to learn that some things are theirs
- Is compliant in requests when taking part in motivating activities

ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Year 1

- to recognise what makes them special to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike about growing and changing from young to old about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave

	<ul style="list-style-type: none"> • how to recognise what others might be feeling • to recognise that not everyone feels the same at the same time, or feels the same about the same things • about ways of sharing feelings; a range of words to describe feelings • about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) • What keeping healthy is and how to stay healthy. • Foods that support good health. • Who helps us to stay healthy. • Visiting the dentist. Why keeping our mouths clean is important. • Simple hygiene routines which stop germs from spreading. • That medicines can help us to stay healthy. • about the people whose job it is to help keep us safe • that household products (including medicines) can be harmful if not used correctly • ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • How to get help in an emergency. • How to stay safe in the sun. • what money is • forms that money comes in • that money comes from different sources • that money needs to be looked after and the different ways of doing this • that jobs help people to earn money to pay for things • about what rules are, why they are needed, and why different rules are needed for different situations • how people and other living things have different needs; about the responsibilities of caring for them • about things they can do to help look after their environment 	
Understanding the World Science Geography History RE Computing DT PSED	Communities and Culture Week 1: New Year Resolutions Week 2: Big School Bird Watch Week 3: Big Schools Bird Watch https://www.rspb.org.uk/whats-happening/get-ready-for-big-schools-birdwatch Week 4: Lunar New Year Week 5: Lunar New Year Science: Keeping Ourselves Warm Computing: Barefoot – People Who Help Us DT: Design and creations linked to topic coverage.	Communities and Culture Week 1: Ramadan Week 2: St Piran's Day Week 3: Mother's Day Week 4: Recycling Day Week 5: Easter Week 6: Easter Science: Characteristics of Materials Computing: Barefoot – Spring Time DT: Baking linked to Easter.
Understanding the World Assessment	Branch levels 5 – 8 <ul style="list-style-type: none"> • Is curious about people and shows an interest in stories about themselves and families • Matches the parts of two related objects - the lid and a tea pot • Knows that things are used in different ways • Collects and interacts with natural objects • Names a single property of an object • Starts to carry out simple tests on materials - deconstructing, mixing, heating, cooling, combining, separating • Explores simple forces - float/sink, push/pull, magnetism • Has a concept of significant relationships • In pretend play, imitates everyday actions and events from own family - making and drinking tea • Can travel short distances to transition between activities • Plays purposefully with small world models 	

- Starts to carry out simple tests on objects and can comment on the difference - loud/quiet, fast/slow, big/small, light/heavy
- Chooses to use a physical process for a specific result - push/pull, wet/dry, heat/cool
- Explores and comments on plants and animals using a range of senses
- Comments on pictures or stories relating to themselves
- Describes some things that make them unique
- Can move around and find areas in a familiar environment with minimal support
- Notices signs/symbols for familiar places
- Notice the difference between plants and animals
- Identifies sounds in the environment
- Requests tools for a specific purpose - cooking, cutting, heating, cooling
- Shows an awareness of physical changes - melting, freezing, heating, cooling, cutting
- Uses simple equipment - magnets, magnifying glass, stop watch
- Repeats an action in order to test results
- Talks about events in their own experiences
- Recognises and describes special times or events
- Show interest in occupations and ways of life
- Comments on aspects of their familiar world - where they live, their school, their park
- Sorts plants, animals and objects by criteria
- Can name different rooms in their environment
- Shows care and concern for living things and their environment
- Investigates with simple electrical components - wires, bulbs, batteries
- Makes comments on the results of their actions
- Compares and contrasts results - more/less, faster/slower, wet/dry
- Can sort objects based of scientific attributes - floating/sinking, magnetic/non-magnetic
- Comments on light and shadow in an investigation

ELG

- 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.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.
- 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