



Weston  
Primary School

EYFS curriculum  
2025-2026

## Our EYFS Vision

Our Early Years Team work hard to ensure that every child develops a genuine love of learning and achieves their full potential. We have built a holistic, creative curriculum which endeavours to foster an enthusiastic, curious and creative community of learners who embrace challenge, are resilient and have high expectations of themselves and of others. We value the unique needs and interests of every child and ensure that our curriculum holds their ideas at its heart.

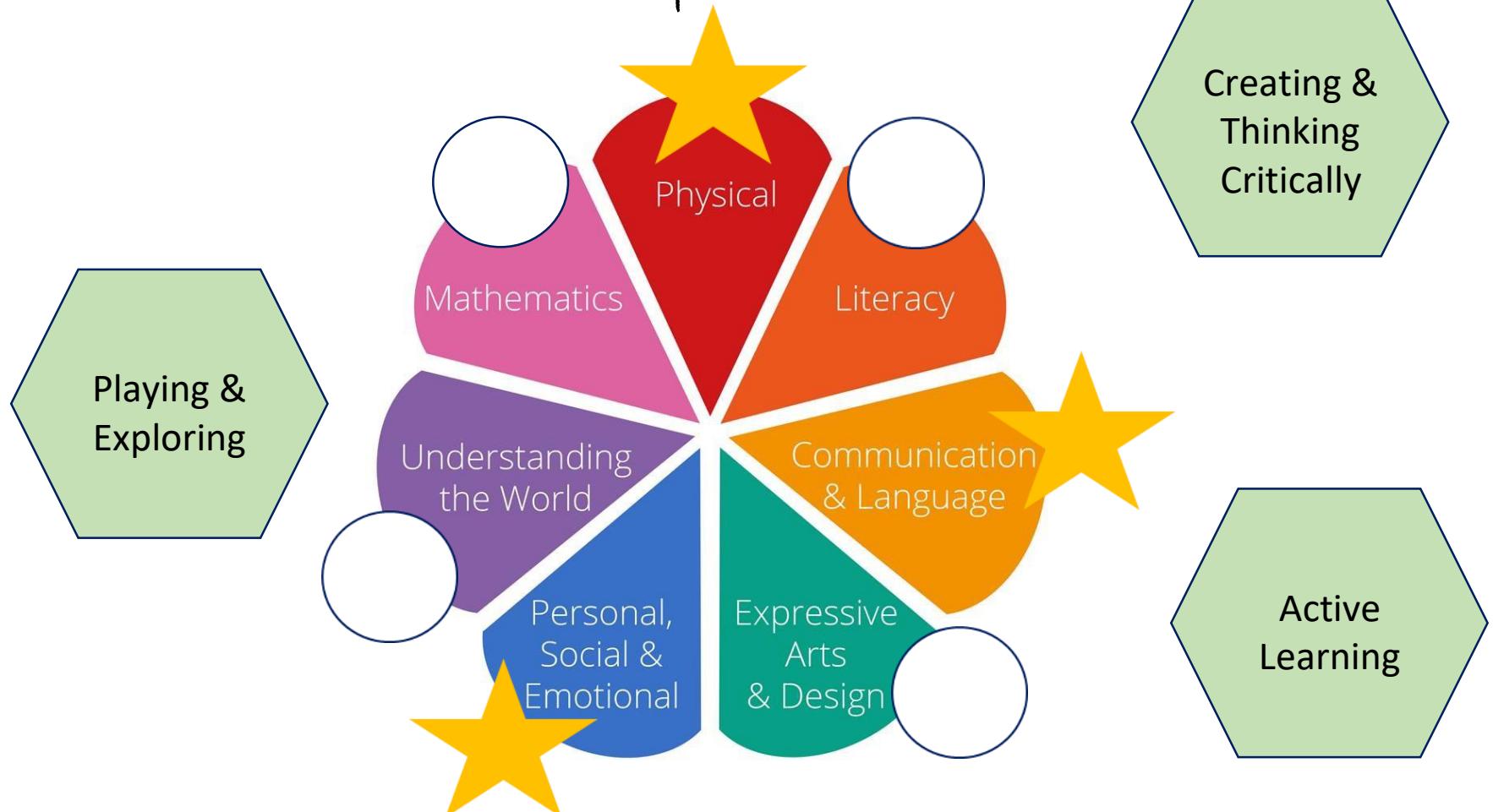
Our curriculum and its flexibility aims to inspire and embed a love of learning. A balance of child and adult initiated tasks embed and reinforce skills and knowledge through an exciting and holistic approach. Children are encouraged to use language creatively and confidently, they develop strong fine and gross motor skills through a range of practical, first-hand experiences and have many opportunities to develop a strong sense of self and establish excellent relationships with others in a caring and nurturing environment.

Our EYFS curriculum has been carefully designed so that it embraces the children's developing needs and interests. Progression in knowledge, skills and concepts is planned and tailored to inspire every child's love of learning and ensures that coverage of the EYFS framework is achieved.

Our children are provided with a wealth of experiences, knowledge and skills which leads to a smooth transition into Key Stage One and prepares them for future success. We strongly believe that learning should be fun, meaningful and memorable so that children can continue to build upon their knowledge and skills which they retain for life-long learning.

We are committed to equality and aim for every child to fulfil their potential, no matter what their needs are. We value diversity and ensure that our curriculum content is inclusive and accessible for all learners, in line with the SEN code of practice.

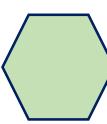
# The EYFS Framework



Prime Areas



Specific Areas



Characteristics of Effective Learning

# Characteristics of Effective Learning

## Playing & Exploring

## Active Learning

## Creating & Thinking Critically

Children investigate and experience a range of activities. Active participation positively supports their learning.

Children develop perseverance and pride in their achievements. Taking ownership of their learning they develop self-regulation skills.

Children develop their own ideas making links and thinking flexibly. Using previous experiences to support their problem solving.

# Overarching Principles

## A Unique Child

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

## Positive Relationships

Children flourish with warm, strong and positive partnerships between staff. Parents and carers. This promotes independence across the curriculum.

## Enabling Environments & Adult Support

Children make good learning progress and positive developmental steps within a safe, familiar and stimulating environment.

## Learning & Development

Children develop and learn at different rates. Their varying needs are catered for and individual starting points made central to all planning.

# Our EYFS curriculum



Child-centred

Constantly evolving

Inclusive and diverse

Encouraging independence

Playful

Responsive to the children's needs and interests

Inspiring

Broad and balanced

Tailored to each cohort

Packed with ambitious vocabulary

Igniting curiosity

Flexible

Full of wonder and magic!



Environments which foster creativity and curiosity

Resources and learning opportunities that are accessible to the children at all times.

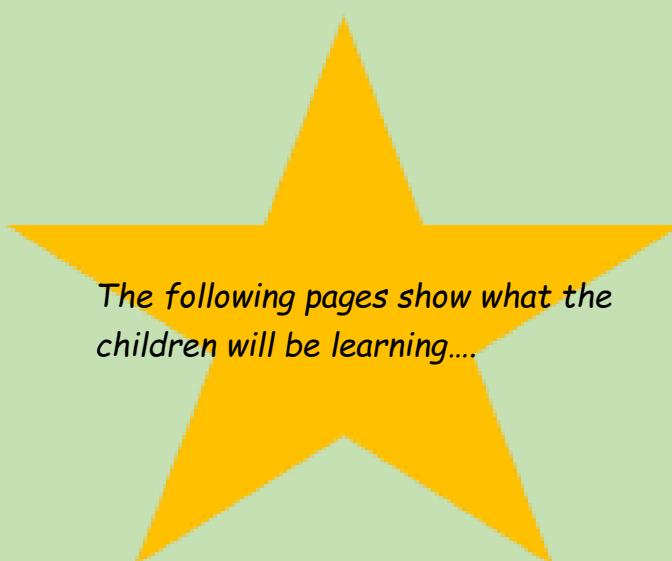
Continuous Provision

Things we add to our provision to fit a particular theme / or to meet a specific skill we would like the children to develop.

Enhancement

# Our Taught Curriculum

We know that children learn best when learning stems from their own interests, when they encounter new and exciting things, and when they are given the freedom to explore the world around them. However, we also want our children to gain a wide breadth of knowledge, a bank of ambitious vocabulary, and the essential skills needed to reach their full learning potential. This is why we have carefully curated our taught curriculum. The following bank of activities, skills and knowledge that we have thoughtfully chosen to include will generally stay the same. However, some activities, themes or texts will vary depending on the cohort of children, their interests, culture, background and prior experiences.



*The following pages show what the children will be learning....*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Me and my world!  	Hello Autumn!  	It's Cold Outside!  	Ready, Steady, Grow!  	A Royal Adventure!  	To Infinity and Beyond!  
<b>Weekly Questions</b>	<p>1/9/25-Welcome to Weston</p> <p>8/9/25-Who am I?</p> <p>15/9/25-Who are my family?</p> <p>22/9/25-Who helps us?</p> <p>29/9/25- How do we keep our bodies healthy?</p> <p>6/10/25- What does it mean to harvest?</p> <p>13/10/25-How am I a superhero?</p> <p>20/10/24-Where do I live?/Diwali</p>	<p>3/11/24- How can we light up the world?</p> <p>10/11/25 –What is changing?</p> <p>17/11/25 –Which animals do we see in the Autumn?</p> <p>24/11/25–What's their habitat?</p> <p>1/12/25– What patterns can we see in nature?</p> <p>8/12/25– How do we celebrate?</p> <p>15/12/25–What was the first Christmas story? (performance)</p>	<p>5/1/26-what makes up the UK?</p> <p>12/1/26-What is weather?</p> <p>19/1/26- How is Antarctica different to the UK?</p> <p>2/2/26-What's an explorer?</p> <p>9/2/26-How can we show love?</p>	<p>23/2/26-What's changing in Spring?</p> <p>2/3/26-What wonderful wildlife can we see?</p> <p>9/3/26- What is a lifecycle?</p> <p>16/3/26-How have we grown?</p> <p>23/3/26-What can we grow?</p>	<p>13/4/26- Where is our Capital City?</p> <p>20/4/26- Who was St George?</p> <p>27/4/26- What does it take to be a King or Queen?</p> <p>4/5/26-How can we use maps?</p> <p>11/5/26-What is mental health?</p> <p>18/5/26-How do bees help us?</p>	<p>1/6/26-How was our world created?</p> <p>8/6/26-What lies beneath?</p> <p>15/6/26-Where can we travel?</p> <p>22/6/26-What's at the seaside?</p> <p>29/6/26-How have our seashores changed?</p> <p>6/7/26-Can we prepare to move on?</p> <p>13/7/26-What am I proud of this year?</p>

<b>Important Dates</b>	<b>September</b> Back to School Snack-tember (1 <sup>st</sup> - 30 <sup>th</sup> ) World First Aid Day (13 <sup>th</sup> ) International Day of Peace (21 <sup>st</sup> ) Fairtrade Fortnight (22 <sup>nd</sup> ) September - October 5 <sup>th</sup> ) Rosh Hashanah (22 <sup>nd</sup> – 24 <sup>th</sup> ) Recycle Week (22 <sup>nd</sup> – 28 <sup>th</sup> ) National Teaching Assistants Day (26 <sup>th</sup> )	<b>November</b> Bonfire Night (5 <sup>th</sup> ) World Nursery Rhyme Week (10 <sup>th</sup> – 14 <sup>th</sup> ) Anti-Bullying Week (10 <sup>th</sup> – 14 <sup>th</sup> ) Remembrance Day (11 <sup>th</sup> ) Children in Need (14 <sup>th</sup> ) World Diabetes Day (14 <sup>th</sup> ) Road Safety Week (16 <sup>th</sup> – 22 <sup>nd</sup> ) St. Andrews Day (30 <sup>th</sup> ) First Sunday of Advent (30 <sup>th</sup> )	<b>January</b> New Years Day (1 <sup>st</sup> ) Epiphany (6 <sup>th</sup> ) World Religion Day (18 <sup>th</sup> ) Burns Night (25 <sup>th</sup> ) National Storytelling Week (30 <sup>th</sup> – 7 <sup>th</sup> Feb)	<b>March</b> St. David's Day (1 <sup>st</sup> ) Holi (4 <sup>th</sup> ) World Book Day (5 <sup>th</sup> ) British Science Week (6 <sup>th</sup> – 15 <sup>th</sup> ) International Women's Day (8 <sup>th</sup> ) Mother's Day (15 <sup>th</sup> ) St. Patrick's Day (17 <sup>th</sup> ) Eid Al-Fitr (19 <sup>th</sup> – 20 <sup>th</sup> ) Palm Sunday (29 <sup>th</sup> )	<b>April</b> Stress Awareness Month First Day of Passover (1 <sup>st</sup> ) Good Friday (3 <sup>rd</sup> ) Easter Sunday (5 <sup>th</sup> ) Easter Monday (6 <sup>th</sup> ) Vaisakhi (14 <sup>th</sup> ) Earth Day (22 <sup>nd</sup> ) St. George's Day (23 <sup>rd</sup> )	<b>June</b> World Environment Day (5 <sup>th</sup> ) World Ocean Day (8 <sup>th</sup> ) Muharram/Islamic New Year (16 <sup>th</sup> ) National Thank a Teacher Day (17 <sup>th</sup> ) Father's Day (21 <sup>st</sup> )
	<b>October</b> Black History Month National Poetry Day (2 <sup>nd</sup> ) Yom Kippur (1 <sup>st</sup> – 2 <sup>nd</sup> ) Space Week (4 <sup>th</sup> - 10 <sup>th</sup> ) World Mental Health Day (10 <sup>th</sup> ) Harvest Festival (5 <sup>th</sup> ) Sukkot (6 <sup>th</sup> – 13 <sup>th</sup> ) Diwali (20 <sup>th</sup> ) Halloween (31 <sup>st</sup> )	<b>December</b> Christmas Jumper Day (11 <sup>th</sup> ) Hanukkah (14 <sup>th</sup> – 22 <sup>nd</sup> ) Christmas Day (25 <sup>th</sup> ) Boxing Day (26 <sup>th</sup> ) New Year's Eve (31 <sup>st</sup> )	<b>January</b> LGBT+ History Month Children's Mental Health Week (9 <sup>th</sup> – 15 <sup>th</sup> ) Safer Internet Day (10 <sup>th</sup> ) Valentine's Day (14 <sup>th</sup> ) Chinese New Year/Lunar New Year (17 <sup>th</sup> ) Shrove Tuesday (17 <sup>th</sup> ) Random Acts of Kindness Day (17 <sup>th</sup> ) Ash Wednesday (18 <sup>th</sup> ) Ramadan (17 <sup>th</sup> – 18 <sup>th</sup> Mar)	<b>March</b> St. David's Day (1 <sup>st</sup> ) Holi (4 <sup>th</sup> ) World Book Day (5 <sup>th</sup> ) British Science Week (6 <sup>th</sup> – 15 <sup>th</sup> ) International Women's Day (8 <sup>th</sup> ) Mother's Day (15 <sup>th</sup> ) St. Patrick's Day (17 <sup>th</sup> ) Eid Al-Fitr (19 <sup>th</sup> – 20 <sup>th</sup> ) Palm Sunday (29 <sup>th</sup> )	<b>April</b> Stress Awareness Month First Day of Passover (1 <sup>st</sup> ) Good Friday (3 <sup>rd</sup> ) Easter Sunday (5 <sup>th</sup> ) Easter Monday (6 <sup>th</sup> ) Vaisakhi (14 <sup>th</sup> ) Earth Day (22 <sup>nd</sup> ) St. George's Day (23 <sup>rd</sup> )	<b>June</b> World Environment Day (5 <sup>th</sup> ) World Ocean Day (8 <sup>th</sup> ) Muharram/Islamic New Year (16 <sup>th</sup> ) National Thank a Teacher Day (17 <sup>th</sup> ) Father's Day (21 <sup>st</sup> )
<b>Let's Go Outdoors!</b>	Becoming familiar with our new environment: *outdoor area *playground *trim trail *forest	Shelter building Autumn animals Animal habitats Autumn changes Stick Man-Stanley Stick	Bird Houses Exploring the forest Weather-rain catchers	Minibeasts Pond Life Planting and preparing ground Looking after our environment Seasonal changes Bug Hotel	Caring for our environment Making and creating maps Building castles using large construction Mud party for a king Nature crowns Field exploration	Fire and fire safety Outdoor environments- contrasting

<b>Magic Moments</b>	<p>Welcome Assembly</p> <p>Meeting our Buddies</p> <p>Stay and Play</p> <p>Stay and Play</p> <p>People who help us talks</p> <p>Build a scarecrow</p> <p>When I Grow up Day</p>	<p>Visit-Christmas themed</p> <p>Stay and Play</p> <p>Visit to Church</p> <p>Breakfast with Santa</p> <p>Remembrance Day</p>	<p>Local Walk-Bird watching</p> <p>Stay and Play</p> <p>Valentines video</p> <p>Pancake Day</p>	<p>Mother's Day Afternoon</p> <p>Stay and Play</p> <p>Chocolate Day</p> <p>Visitor-bugs</p> <p>An Ugly Bug Ball</p>	<p>Local Area walk-litter picking</p> <p>A Royal Party</p> <p>Stay and Play</p>	<p>Seaside Visit/Airport</p> <p>Stay and Play</p> <p>Father's Day Afternoon</p> <p>Buddy Leavers Afternoon</p>
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# Texts we may Read

<p>1 Me and My World!</p>	
<p>2 Hello Autumn!</p>	
<p>3 It's Cold Outside!</p>	
<p>4 Ready, Steady, Grow!</p>	
<p>5 A Royal Adventure!</p>	
<p>6 To Infinity and Beyond!</p>	

# Vocabulary we may Learn

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My World!	Hello Autumn!	It's Cold Outside!	Ready, Steady, Grow!	A Royal Adventure!	To Infinity and Beyond!
Family Home Friendship Belong Different Same Community Special Parents Siblings Feelings Emotions Happy Sad Worried Angry Scared Excited Emergency services New beginnings Rules Promises	Autumn Habitat Documentary Stomp Soar Whizz Bang Pop Screech Fizz Zoom Remembrance Celebrate Festival Diwali Nativity Manger Frankincense Gold Myrrh Christmas Christingle Bible Worship Believe God	Temperature Frost Expedition Ice Melt Freeze Winter Polar Arctic Antarctic Inuit Explorer Igloo Calendar Lunar Emperor Chinese Lantern Zodiac Promise Resolution Hope Wonder Describe	Lifecycle Minibeast Nectar Cocoon Transform Flip Batter Toss Hive Illustrator Author Honeycomb Nectar Hexagon Eggs Tadpole Froglet Frogspawn Soil Nutrients Weather conditions Roots Bulb Grow Month Spring Season Blossom Daffodil Easter Cross Jesus	Egg Hatch Mystery Surprise Nest Predict Guess Dragon St George England Saint Duel Shield Spear Coronation King Monarchy Throne Banquet Invitation Menu Feast Castle Moat Turret Arrow slit Knight Drawbridge Princess Spell Potion Wizard Magic Disguise	Varies depending on children's interests: Journey Travel Transport Discover Ocean Volcano Desert Coast Land Environment Country Town City Countryside Village United Kingdom Map Jungle Air Hot air balloon View Space Astronaut Planets Solar system Milky way Galaxy Stars Rocket Universe Moving on Fossil Extinct Ferocious Humungous

'Wow Words'

Additional vocabulary to be added depending on children's interests and backgrounds, shared stories.

## Communication and Language

Welcome to EYFS	Tell me a story!	Tell me why!	Talk it through!	What happened?	Time to share!
<ul style="list-style-type: none"> <li>• Settling in activities.</li> <li>• Meeting new friends.</li> <li>• Children to talk about experiences that are familiar to them.</li> <li>• What are your passions / goals / dreams?</li> <li>• Rhyming and alliteration tasks.</li> <li>• Sharing facts about me!</li> <li>• Mood Monsters and sharing the emotion check in board.</li> <li>• Sharing a range of stories.</li> <li>• Modelling routines throughout the day, for example, arriving in school: “Good morning, how are you?”</li> <li>• Introducing circle time activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering passions</li> <li>• Tell me a story - retelling stories.</li> <li>• Word hunts.</li> <li>• Listening and responding to stories.</li> <li>• Taking part in discussion.</li> <li>• Understanding how to listen carefully and why listening is important.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Visits to the woods.</li> <li>• Use of books to develop their vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Using language to explain and describe.</li> <li>• To ask how and why questions...</li> <li>• Discovering passions</li> <li>• Retell a story with story language.</li> <li>• Story invention – talk it through.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Learn a range of rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events in detail – time connectives.</li> <li>• Continue to discover passions.</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Sustained focus when listening to a story.</li> <li>• Spring time walks outside.</li> <li>• Story telling in a range of ways i.e. story maps/puppet theatres etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</li> <li>• A range of role play opportunities.</li> <li>• Developing questioning skills – can they ask and answer a range of questions?</li> <li>• Continue to explore the ‘recommended texts’ for Reception and to know these well.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and tell experiences i.e. children to discuss their homework experiences in greater detail.</li> <li>• Reading aloud books to children that will extend their knowledge of the world and illustrate a current topic.</li> <li>• Books are selected that contain photographs and pictures, for example, places in different weather conditions and seasons.</li> <li>• Transition activities in readiness for Year 1. Sharing their wishes for the future.</li> <li>• Children to explore texts in greater detail</li> </ul>

## PSED

**Self-Regulation:** Throughout the year children will work towards simple goals, being able to wait 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.

**Building Relationships:** Throughout the year children will work towards forming relationships with the adults and their peers. They will

Self-Regulation: My Feelings	Building Relationships: Special Relationships	Managing self: Taking on challenges	Self Regulation: listening and following instructions	Building Relationships: My family and friends	Managing self: my wellbeing
<ul style="list-style-type: none"> <li>*to identify feelings</li> <li>*to identify and express my feelings</li> <li>*to explore coping strategies to help regulate emotions. Considering the reasons behind our emotions</li> <li>*to explore different adjectives to describe our feelings</li> <li>*to explore facial expressions and the feelings they can represent</li> <li>*moderating our feelings</li> </ul>	<ul style="list-style-type: none"> <li>*to talk about families and understand what makes them special</li> <li>*to talk about special people and what it means to be valued</li> <li>*to know how and why we can cooperate with others</li> <li>*to know what makes us individual</li> <li>*to see ourselves as individuals and share our interests</li> <li>*to explore diversity</li> </ul>	<ul style="list-style-type: none"> <li>*to understand why we have rules</li> <li>*to understand persistence in the face of challenge</li> <li>*to work together, communicating well</li> <li>*to learn and practice grounding strategies</li> <li>*to understand the importance of perseverance</li> <li>*to learn new skills, show perseverance and resilience when challenged</li> </ul>	<ul style="list-style-type: none"> <li>*recall games</li> <li>*listening to sorties</li> <li>*careful listening</li> <li>*following instructions</li> <li>*following multi step instructions</li> <li>*listening and responding to phrased instructions</li> </ul>	<ul style="list-style-type: none"> <li>*learning about different beliefs and special times</li> <li>*understanding the importance of sharing</li> <li>*knowing the characteristics of good friends</li> <li>*how to support others and show kindness</li> <li>*teamwork</li> <li>*celebrating friendships</li> </ul>	<ul style="list-style-type: none"> <li>*the importance of exercise</li> <li>*yoga and meditation</li> <li>*understanding the importance of taking care of ourselves</li> <li>*being a safe pedestrian</li> <li>*exploring what it means to eat healthily</li> <li>*understanding what a balanced diet is</li> </ul>

## Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. Outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Gross Motor: <b>PE PASSPORT- Fundamental Movement Skills 1</b>  <i>Help individual children to develop good personal hygiene.  Provide regular reminders about thorough handwashing and toileting.</i>	Gross Motor: <b>PE PASSPORT-Invasion Games Skill 1</b>  <i>Dance-Nursery Rhymes</i>	Gross Motor: <b>PE PASSPORT- Gymnastics-rocking and rolling</b>  <b>Target Games 1</b>  <i>Moving and responding to music</i>	Gross Motor: <b>PE PASSPORT-Stability 2</b>  <b>Dance-Toy</b>  <i>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</i>	Gross Motor: <b>PE PASSPORT- GYMNASTICS</b>  <b>jumping/landing</b>  <b>Striking and Fielding games</b>  <i>Obstacle activities children moving over, under, through and around equipment.  Encourage children to be highly active and get out of breath several times every day.  Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  Dance / moving to music.</i>	Gross Motor: <b>PE Passport-Athletics 1</b>  <b>Dance-Seasons</b>
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Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor:
<p>Dough activities.</p> <p>Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills.</p> <p>Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp.</p> <p>Pencil Grip – encourage tripod grip.</p>	<p>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p>Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p>	<p>Holding a pencil effectively in preparation for fluid writing using the tripod grip.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It develops when adults talk with children about the world around them, sharing books (stories and non-fiction) with them and promoting a genuine joy of rhymes, poems and songs. Skilled word reading, (which is taught later), involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Comprehension

<b>Listening to stories.</b>  Joining in with rhymes and stories with repeated refrains. Environmental print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds.. Engage in extended conversations about stories, learning new vocabulary.	<b>Beginning to retell stories.</b> Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.	<b>Retelling stories with the recently introduced vocabulary.</b>  Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	<b>Building fluency and understanding.</b> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	<b>Explaining the stories they have listened to or have read themselves.</b>  Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	<b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</b> Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
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## Word Reading

<p><b>Linking sounds to letters.</b></p> <p><b>Phonic Sounds:</b> RWI Set 1 whole class.</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p><b>Begin to read words by sound blending.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups within EYFS</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Introducing di-graphs.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups / Ditties.</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Begin to read simple sentences. Phonic Sounds:</b> RWI Differentiated groups.</p> <p><b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Read and understand simple sentences.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups.</p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p><b>Reading and understanding sentences with fluency including some common exception words.</b></p> <p><b>Phonic Sounds:</b> RWI Differentiated groups.</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p><b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending;</b> <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>
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## Writing

Writing opportunities are meaningful and magical, and our Read Write Inc. Phonics sessions are fun, engaging and consistent. All children are part of 'Drawing Club', where they can freely draw and write. Writing development opportunities are present through continuous provision and enhancements alongside adult led sessions.

<b>Focus Texts:</b> Pete the Cat Rockin his School Shoes From Head to Toe- <b>Eric Carle</b> Not Now Bernard- <b>David McKee</b> Real Ssuperheroes <b>DK &amp;Julia Seal</b> This is how we keep healthy <b>DK</b> Farmer Duck- <b>Helen Oxenbury</b> Supertato- <b>Sue HeleIndra</b> The Three Little Pigs- <b>Tiger Tales</b>	<b>Focus Texts:</b> Can't you sleep little bear?- <b>Martin Waddell</b> The Leaf Thief- <b>Alice Hemming</b> Owl Babies- <b>Martin Waddell</b> The Gruffalo- <b>Julia Donaldson</b> Stickman- <b>Julia Donaldson</b> Mog's Christmas- <b>Judith Kerr</b> The Christmas Story	<b>Focus Texts:</b> Mr Men the great British Tour <b>Adam Hargreaves</b> My Friend the Weather Monster <b>Steve Smallman</b> Polar Bear, Polar Bear- <b>Bill Martin and Eric Carle</b> Whatever Next- <b>Jill Murphy</b> Guess How much I Love You <b>Sam McBratney</b>	<b>Focus Texts:</b> That's my Flower- <b>Alice Hemming &amp; Nicola Slater</b> Little Bear's Spring- <b>Eli Wollard &amp; Briony May Smith</b> The Very Hungry Caterpilalr- <b>Eric Carle</b> Once There Were Giants- <b>Martin Waddell &amp; Penny Dale</b> Jack and the Beanstalk- <b>Mara Alperin</b> Easter-We're Going on an Egg Hunt- <b>Martha Mumford &amp; Laura Hughes</b>	<b>Focus Texts:</b> Katie in London <b>James Mayhew</b> Zog- <b>Julia Donaldson</b> The Kings Pants- <b>Nicholas Allan</b> Rosies Walk- <b>Pat Hutchins</b> Ruby's Worry <b>Tom Percival</b> Bumble Bear- <b>Nadia Shireen</b>	<b>Focus Texts:</b> We are Here <b>Oliver Jeffers</b> Tiddler- <b>Julia Donaldson</b> A Ticket Around the World <b>Nadia Diaz</b> What the Ladybird Heard at the Seaside <b>Julia Donaldson</b> No Nancy No- <b>Alice Tait</b> Geoffrey Gets the Jitters- <b>Nadeen Shireen</b> The Smart Cookie- <b>Jory John &amp;Pete Oswald</b>
		<b>Key Outcome:</b> To create a story map. To write labels/captions/			

<p><b>Key Outcome:</b> To orally retell a story. To draw images and write key words.</p> <p><b>Skills:</b> Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p><b>Key Outcome:</b> To orally retell a story. To write key words and simple captions for my drawings.</p> <p><b>Skills:</b> Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation</p>	<p>sentences for my drawings.</p> <p><b>Skills:</b> Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p><b>Key Outcome:</b> To use my drawings to retell key story events using key words, captions and sentences.</p> <p><b>Skills:</b> Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation</p>	<p><b>Key Outcome:</b> To use key words, captions and sentences to describe my drawings.</p> <p><b>Skills:</b> Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lowercase and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p><b>Key Outcome:</b> To use key words, captions and sentences to retell a story and describe settings and characters.</p> <p><b>Skills:</b> Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. 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.</p>
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## Mastering Number

The NCTEM Mastering Number programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s  Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking'  Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills  Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching  Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills  Match numerals to quantities within 10  Verbal counting beyond 20

Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	<p>Subitise within 5 focusing on die patterns</p> <p>Match numerals to quantities within 5</p>	<p>Counting – focus on ordinality and the 'staircase' pattern</p> <p>See that each number is one more than the previous number</p>	Focus on 5	Focus on 6 and 7 as '5 and a bit'	<p>Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i></p> <p>Make unequal sets equal</p>
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	<p>Focus on ordering of numbers to 8</p> <p>Use language of <i>less than</i></p>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers

Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – '5 and a bit'	Composition - of 10	Comparison – linked to ordinality  Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5  Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

# Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them

1/9/25-Welcome to Weston	3/11/25 – How can we light up the world?  Getting to know each other and our environment, routines and expectations	5/1/26- What makes up the UK?  UK maps, identifying countries, flags and key customs  <i>*Kapow-Around the World</i>	23/2/26-What's changing in Spring?  Seasonal change, plants, flowers, new life, weather  <i>*Kapow-Outdoor Adventures</i>	13/4/25- Where is our Capital City?  London on a map, landmarks  <b>20/4/26- Who was St George?</b>  St George, dragons, castles	1/6/26-How was our world created? The creation story, natural features  <b>*Lancashire RE-Special Places*</b>  <b>8/6/26-What lies beneath?</b> Ocean creatures and plants  <b>15/6/26-Where can we travel?</b>  Holiday destinations, travel agents role play, where have we visited, UK and beyond maps
8/9/25-Who am I?	Seasonal changes, leaves and trees, weather, clothing  <b>17/11/25-Which animals do we see in the Autumn?</b>	12/1/26-What is weather? Seasons, weather stations, weather charts, clothing  <b>19/1/26- How is New Year celebrated in China?</b>	<b>2/3/26-What wonderful wildlife can we see?</b>  Minibeats, butterflies, local nature  <b>9/3/26- What is a lifecycle?</b>  Butterfly, frog, chick life cycles	<b>27/4/26-What does it take to be a King or Queen?</b>  King Charles, our Royal family, customs, garden party  <b>4/5/26- How can we use maps?</b>  Different maps, pirate maps, birds eye view maps, map symbols, walk to school map	
15/9/25-Who are my family?	Animals, nocturnal animals, animal diets, drawing animals	Cultural diversity, Chinese food, customs			
22/9/25-People who help us?					
Local heroes, meeting our buddies					

<p>6/10/25-How do we keep our bodies healthy?</p> <p>Healthy eating, exercise, food groups, oral hygiene, hand washing</p> <p>13/10/25-How am I a superhero?</p> <p>Strengths and qualities, hopes and dreams</p> <p>21/10/25-Where do I live?</p>	<p>24/11/25-What's their habitat?</p> <p>Animal homes, making homes</p> <p>1/12/25- What patterns can we see in nature?</p> <p>Animal and nature patterns</p> <p>8/12/25- How do we celebrate?</p> <p>Yearly celebrations, different cultures, Christmas around the World</p> <p><i>*Lancashire RE*</i></p> <p>15/12/25-What was the first Christmas story? (performance-17<sup>th</sup>)</p> <p>Christmas story, history of Christmas, performing the story.</p>	<p>26/1/26-How is Antarctica different to the UK? Climates, animals, environment</p> <p>2/2/26-What's an explorer?</p> <p>Key explorers, world maps, key events in time, time line</p> <p>9/2/26-How can we show love?</p> <p>Valentines day, caring for others, cards, messages</p>	<p>16/3/26-How have we grown?</p> <p>Human life cycle, baby photos</p> <p>23/3/26-What can we grow?</p> <p>Seeds, plants, flowers, caring for flowers</p> <p><i>*Lancashire RE-Special Stories</i></p>	<p>11/5/26-What is mental health?</p> <p>Mental health week, emotions and self regulation</p> <p><i>*Kapow-exploring Maps</i></p> <p>18/5/26-How do bees help us?</p> <p>Bees and honey, patterns.</p>	<p>22/6/26-What's at the seaside?</p> <p>Seaside games, physical and non-physical features</p> <p>29/6/26-How have our seashores changed?</p> <p>Seasides now and then</p> <p>7/7/26-Can we prepare to move on?</p> <p>Questions and answers, meeting our new teacher, letter to our teacher, buddy celebration</p> <p>13/7/26-What am I proud of this year?</p> <p>Reflections of the year, achievements and awards</p>
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# Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Creating with Materials:	Creating with Materials:	Creating with Materials:	Creating with Materials:	Creating with Materials:	Creating with Materials:
<p><b>Kapow Drawing: Marvelous Marks-</b></p> <p>Exploring mark making through drawing using different materials – Wax crayon, Felt tips, Chalks and pencil.</p> <p>Beginning to draw from observation using faces and self-portrait stimulus.</p> <p><b>Artist Focus – Vincent Van Gogh, Julian Opie, Helen Frankenthaler</b></p> <p><b>*DT aspect: Kapow-design and make a home for the 3 Little Pigs-Junk Modelling</b></p>	<p><b>Kapow-Seasonal Crafts: Autumn Focus-</b></p> <p>Designing and making Autumn Wreaths using natural objects. Exploring colour and pattern to create individual designs.</p> <p><b>Artist Focus – Andy Goldsworthy</b></p> <p><b>Seasonal Craft:</b></p> <p>Christmas Crafts- Manipulating salt dough and using a range of tools to create a Christmas decorations.</p>	<p><b>Kapow-Painting and Mixed Media: Painting My World</b></p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Children to make collages and transient art.</p> <p><b>Artist Focus – Megan Coyle or Mark Rothko</b></p>	<p><b>Kapow-Seasonal Crafts: Easter Egg Crafts-</b></p> <p>Applying skills in threading wool, while making choices about patterns and colours to create hanging Easter decorations</p> <p><b>Artist Focus – Yayoi Kusama</b></p> <p><b>DT aspect:</b></p> <p><b>*Easter-hanging decoration (1 lesson)</b></p>	<p><b>Kapow-Sculpture and 3D: Creation Station</b></p> <p>Children to explore sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p><b>Artist Focus – Julie Wilson (sculptures)</b></p>	<p>*sea creature creations</p> <p>*Seaside landscapes (transient art) *Beach textures – (Painting, Printing, Collage) sandcastles</p> <p><b>*DT Aspect: Kapow-boats (6 lessons)</b></p>

<b>Being Imaginative and Expressive:</b>  *Role Play-home corner, puppets, thematic role play, small world, story telling  *Welcome Assembly  *Daily singing  *additional arts/crafts within provision	<b>Being Imaginative and Expressive:</b>  *Role Play-home corner, puppets, thematic role play, small world, story telling  *Nativity  *Daily Singing  *Exploring sounds  *additional arts/crafts within provision	<b>Being Imaginative and Expressive:</b>  *Role Play-home corner, puppets, thematic role play, small world, story telling  *Daily Singing  *additional arts/crafts within provision	<b>Being Imaginative and Expressive:</b>  *Role Play-home corner, puppets, thematic role play, small world, story telling  *Daily Singing  *additional arts/crafts within provision	<b>Being Imaginative and Expressive:</b>  *Role Play-home corner, puppets, thematic role play, small world, story telling  *Daily Singing  *additional arts/crafts within provision	<b>Being Imaginative and Expressive:</b>  *Role Play-home corner, puppets, thematic role play, small world, story telling  *Daily Singing  *additional arts/crafts within provision
<b>*Sparkyard-My Musical Classroom:Step 1-Hear my Voice</b>	<b>*Sparkyard -My Musical Classroom Step 3-Instruments Everywhere</b>	<b>*Sparkyard-Musical Patterns and Performing Step 1- What's the Pattern?</b>	<b>*Sparkyard-Musical Patterns and Performing Step 3 – Exploring Descriptive Sounds</b>	<b>*Sparkyard-Sound Stories Step 1-Picth Play and Changing Sounds</b>	<b>*Sparkyard-Sound Stories Step 3-Meet the Characters</b>
<b>*Sparkyard-My Musical Classroom-Step 2-What's the Music Saying?</b>	<b>*Sparkyard-My Musical Classroom Step 4-Playing with Songs</b>	<b>*Sparkyard-Musical Patterns and Performing Step 2- Playing Musical Patterns and Accompaniments</b>	<b>*Sparkyard-Musical Patterns and Performing Step 4- Let's Perform</b>	<b>*Sparkyard-Sound Stories Step 2- Patterns and Sequence</b>	<b>*Sparkyard-Sound Stories Step 4-Perfrom a Story</b>

# Early Learning Goals-Holistic/best fit judgement of progress towards the following statements made throughout the year

## **C&L - Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## **C&L – Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **PSED – Self-Regulation**

- 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.

## **PSED – Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## **PSED – Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Physical – Gross Motor**

- 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.

**Physical – Fine Motor**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

**Literacy – Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Literacy – Word Reading**

- 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.

**Literacy – Word Writing**

- 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.

### **Maths – Number**

- 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.

### **Maths – Numerical Patterns**

- 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.

### **EAD - Creating with Materials**

- 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.

### **EAD - Being Imaginative**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and song.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

### **UTW – Past and Present**

- 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.

### **UTW - People, Culture and Communities**

- 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, nonfiction texts and (when appropriate) maps.

### **UTW - The Natural World**

- 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.