EYFS: Reception Half Termly Curriculum Overviews

Kenyngton Manor Primary School

KMPS **Curriculum Aims:**
Children will be supported to stretch and reach:

- UP – so they achieve academically
- IN- so they know who they are and are able to express it
- OUT – have a sense of responsibility for others
- FORWARDS – with a spirit of adventure

This is a working document and highlights key learning and experiences for each half term.
Our children lead learning, and activities are changed and adapted so that we use and extend their interests and support with their developmental needs.

The four guiding principles of the EYFS help shape our curriculum and we recognise:

- Every child is unique.
- Positive relationships help children to make progress.
- Enabling environments help children to learn with their own individual interests and needs.
- Learning occurs at different rates for each child

Principles of the Early Years Curriculum at KMPS:

- It is not a curriculum by accident – it is carefully planned so key end point in Reception are built upon end points in Nursery and then Preschool.
- It supports children in taking their next developmental steps and makes use of their interests
- There is a carefully-planned sequence of learning – but is flexible so pupils can continue to progress in their own way and at their own rate: gaps in learning and experience can be filled, children can be supported to take their next steps.

Green bold text: the reinforcement of 'big ideas' (key concepts) that lead to 'substantive threads' in Key Stages 1 and 2 (schema building)

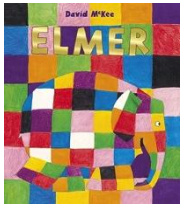
Autumn 1: Marvellous Me

Communication & Language	Personal, Social & Emotional Development	Physical Development
Key Learning: • to understand the importance of **listen**ing carefully and why it is important. • to **listen**, and switch task when **attention** is fully obtained. • use talk to **order** play (first i will…, then i will…, you will…) • to **listen** to and follow simple instructions that have two parts.	**Key Learning:** • learning important school routines (being '**ready**') and rules (to be 'respectful' and '**safe**') • to know sometimes they have to wait for the things they want from their **friends** • play with one or more **other** children, extending or elaborating play ideas • begin to understand that **others** have **feelings** and begin to recognise them • increasing range of **words** to describe intensity of **feeling** • to know the importance of keeping clean, how to wash hands and the importance of brushing their teeth to be **healthy** • to know the importance of making **healthy** food choices • to know the pants rule for being **safe:** your privates are private	**Key Learning:** • putting on their coat and attempting to use zips and buttons with some success **independent**ly • to know how to **move** and **travel**- run, jump, hop, skip, balance and crawl • to know how to stop with **control** • how to hold a pencil with the tripod grip
Curriculum Experiences: • stay and play sessions • learning our '**speak** and **listen** rules' for use in small groups, circle times, whole class lessons • a whole school tour, meeting and **speak**ing to other adults in our school **community** • photos taken with their parents to display and **talk** about in the classroom	**Curriculum Experiences:** • circle time activities • receiving a toothbrush and practising brushing their teeth **'Ready' Routines:** Self-registration, **ready** for carpet time (including whiteboards/pens), **ready** for lining-up, **ready** for circle time, **ready** at the table, **ready** to tidy **Jigsaw Unit: Being Me in My World.** Children think about and discuss who they are and how they fit in the world.	**Curriculum Experiences:** • dressing and undressing for PE **independent**ly • weekly lessons in the hall for P.E, where children negotiate space and **explore** ways they can **move** their bodies. • using new small and large apparatus **safe**ly in the outdoors and hall. • slicing fruit to make a fruit kebab • **drawing** portraits using pencils and colour pencils (with correct grip)

Literacy	Maths	Understanding the World	Expressive Arts and Design
Key Learning: • to know a collection of songs and **rhymes**. • to know how to talk about **stories**. • to know the phase 2 sounds associated with the letters s, a, t, p, i, n, m, d, g, o, u, c, ck, e, u, r, h, b f, l • to begin blending **words** for **reading** and segmenting words for to represent the sounds in **writing**. • to read tricky **words** 'is' 'i' 'the'. **Kenyngton Script (Handwriting)** **Letter** formation taught in relation to phonics using Little Wandle phrases	**Key Learning:** • to know how to subitise up to 5. • to represent **numbers** up to 5 using fingers. • to know how to **count quantities** of objects, actions, sounds.	**Key Learning:** • to know how to **explore** safely using all their senses- smell, touch, hearing, sight, taste • to know and talk about the structure of their **family** • to talk about how their **family** is the **same** and **different** **RE (Surrey Syllabus):** Who am I, and where) do I belong? **(place)**	**Key Learning:** • to know how to **explore** colours (e.g. mixing, combining with other colours, comparing, combining media). • To **join** materials when construct own brushes for applying **paint** • to know and perform **songs** and nursery **rhymes**.
Curriculum Experiences: Focus **Books** - • The Colour Monster • We're Going on a Bear Hunt • Rama and Sita 	**Curriculum Experiences:** • **counting** songs and rhymes • children play games using skittles and empty bottles to see how many (the **quantity**) they have knocked over. • rolling dice and subitising the spots to indicate how many times they jump or clap • collecting and **count**ing conkers, leaves, twigs, acorn they find on our autumn walk	**Curriculum Experiences:** • draw around each **other** • a two- week project to create a picture of their **family**. • meet a someone from the **community** who shares how they celebrate diwali. • going for an autumn walk **(place and time)**	**Curriculum Experiences:** • making their own 'brushes' to **paint** colour monsters • mixing **colours** to **paint** pictures of fruits and vegetables • making playdough – talk about what they see when **colours** mix • retelling the story of We're Going on a Bear Hunt using **movement sound** and the physical environment • **listen**ing and **moving** to a range of music including music from India, exploring the rhythm and beat.

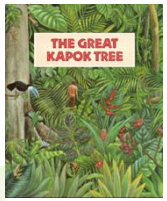
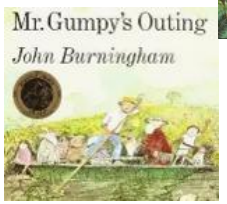
Autumn 2: Celebrations

Communication & Language	Personal, Social & Emotional Development	Physical Development
Key Learning: • To know how to **listen**, pay **attention** and **answer** in whole class and small group interactions. • To **speak** using social phrases appropriately. • To **listen** to and follow simple instructions that have two parts. • Start and continue a conversation with adults and other children. • To **listen** to and want to find out what new words mean. • To **answer questions** on likes and dislikes (e.g. stories).	**Key Learning:** • To know how to build respectful relationships with **others** - adults and children. • Listen to **others** and agree a compromise. • To know how to use a knife and fork with competency (**independent**ly)	**Key Learning:** • To know how to **move** and **travel** skip, climb and dance • To know how to move with **control**, negotiating space and obstacles. • To know how to use scissors, paintbrushes, cutlery and a range of tools with increasing **control** and accuracy.
Curriculum Experiences: • To ask **questions** of a 'tiger' who comes to visit the class • Children pay **attention** to what Elf has got up to and **speak** about what they see. • To **answer questions** and **speak** about what makes us unique and special during circle times. • Children **listen** and pay **attention** so they know when to play their part and during the Nativity Performance.	**Curriculum Experiences:** • Play new games with **friends (others)**. • Children are engaged in discussions where they **explore** their own **feelings,** ideas and opinions about what to do if you are upset, sad or things have not gone as planned in play. • Elmer Day Celebrations! Wearing brightly coloured clothes, decorating biscuits, games that celebrate how we and **others** are the **same** and **different.** **Jigsaw - Celebrating Difference.** Children learn about respect for what is the **same** and **different**.	**Curriculum Experiences:** • rolling, receiving, bouncing, catching, dribbling and kicking a ball during P.E lessons with **control** • using a range of tools with **control** to decorate our class Christmas door

Literacy	Maths	Understanding the World	Expressive Arts and Design
Key Learning: • To anticipate- where appropriate- some key events in **stories**. • Retell a familiar **story.** **Little Wandle Phonics:** • To know the phase 2 sounds associated with the **letters** Week 1: ff ll ss j Week 2: v w x y Week 3: z zz qu Week 4: sh th ng nk Week 5: words with s added at the end • To begin blending **words** for **reading** and segmenting **words** for to represent the sounds in **writing**. • To read tricky **words** 'put' 'pull' 'full' 'as' 'and' 'has' 'his' 'her' 'go' 'no' 'to' 'into' 'she' 'push' 'he' 'of' 'we' 'me' 'be' **Kenyngton Script (Handwriting)** **Letter** formation taught in relation to phonics using Little Wandle phrases	**Key Learning:** • To know the month that their birthday is (exploring **time)** • To know the composition of **numbers** to 10. • Using positional language (**where** words)	**Key Learning:** • To know different types of **weather** **RE (Surrey Syllabus):** Why do we have celebrations? **(time, others, communities, stories)**	**Key Learning:** • To know how to retell, adapt and invent simple **stories-** building/ making props and materials to use in their stories/ role play. **(construct)** • To know how to use some different techniques: to **construct**, **join** materials and to apply **paint**.
Curriculum Experiences: Focus **Books** - • Pumpkin Soup • The Tiger Who Came to Tea • Elmer • The Elf on the Shelf Writing Christmas lists  	**Curriculum Experiences:** • making a class birthday chart. • counting sounds,and then take turns tapping and **counting** themselves. • tapping the sides of **shapes** and **counting** • children identify the 'whole' and 'part' when shown 1 part of a familiar object. • using language to describe **where (position)** the elf is	**Curriculum Experiences:** • Children observe the **weather** and draw the **change** they see. • Rehearse and perform the Christian nativity story (**time** and **community**) • Special visitors invited to talk about their profession (**others, community**) • children **explore** and play with ice and watch the **change**.	**Curriculum Experiences:** • **Explore** pumpkin using senses - children feel the texture, smell the inside, and explore seeds. • Make and **explore** soup (including pumpkin soup) • Role Play – preparing tea for the tiger/birthday party • joining media to make **colour**ful hats for 'Elmer Day' • **combining** materials Christmas decorations, cards and decorate the class door • singing and **dancing** together in the nativity performance

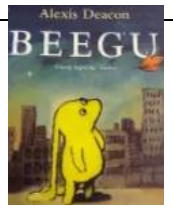
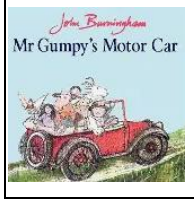
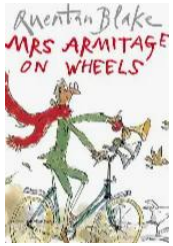
Spring 1: Our Wonderful World

Communication & Language	Personal, Social & Emotional Development	Physical Development
Key Learning: • **speak** describing events they have **listened** to or paid **attention** to adding some detail. • articulate ideas and thoughts using full sentences when they **talk.** • use **talk** to **respond** to problems, **order** thinking and activities, and to explain in more detail.	**Key Learning:** • to know what being **ready,** respectful and **safe** looks like for them and **others,** including their **friends**. • to know how to share and take turns with **others**. • develop the use of positive language when talking about what makes us the **same** and **different**.	**Key Learning:** • to vary **speed** when **travel**ling and **moving** • to know how to cross a road **safe**ly with an adult. • to know how to show **control**, accuracy and care when drawing. • increase **independence** in self-care. • create more opportunities to be active outside. persevere to keep practising and improving skills. • to know how to imitate, copy, follow, lead, demonstrate, practise physical movement.
Curriculum Experiences: • Children try a range of fruit and **talk** about which ones they preferred any why during circle time. They **listen** to and remember the favourite fruits of their friends • Children retell the story of Handa's Surprise in **order** • Children **talk** about how they will contribute to making a group Chinese dragon and then explain to their friends how they made it in **order**	**Curriculum Experiences:** • children play a range of games in which they have to wait for their turn and share. • children discuss what being **ready**, respectful and **safe** looks life and make their own class posters to display. • children discuss ways we can make sure everyone feels welcome and included in class. **Jigsaw - Dreams and Goals.** Children learn about aspirations and how to achieve goals.	**Curriculum Experiences:** • the children walk to visit Sunbury library – crossing the road **safely** • in PE children will develop their expressive **movement** • children **explore** space and how to use space **safe**ly. they **explore travel**ling **move**ments, shapes and balances.

Literacy	Maths	Understanding the World	Expressive Arts and Design
Key Learning: • Know the difference between fiction (**story**) and non- fiction (**information**). • Want to engage in Storytime with extended **stories** and **information**/ learning new **words.** **Little Wandle Phonics:** Week 1: ai ee igh oa Week 2: oo oo oar or Week 3: ur ow oi ear Week 4: air er dd, mm tt bb rr gg, pp ff Week 5: longer words • To begin blending **words** for **reading** and segmenting **words** for to represent the sounds in **writing**. • To blend and segment **words** with double letters – dd, mm, tt, bb, rr, gg, pp, ff • To read tricky **words** 'was' 'you' 'they' 'my' 'by' 'all' 'are' 'sure' 'pure.' **Kenyngton Script (Handwriting)** Long legged giraffe **letters** *l i u t j y*	**Key Learning:** • to know how to recall **number** bonds to 0-5 (and some to 10). • to know how to recognise **numbers** up to 10. • to know how to continue, copy and create repeating **patterns**. • to know how to add in additional elements to regular repeating **patterns** to make them more complex. • using spatial reasoning to talk about **how far (distance),** and **where (position** and **direction)**.	**Key Learning:** • to know how to recognise when something freezes or something melts (**change, time, weather**) • to know **places** in our local area and describe them. • to know that aspects of children's lives in other countries can be the **same** or **different**. • to know how the natural world around them is the **same** and **different** to a contrasting environment. • to know some ways we can care for our environment. **RE (Surrey Syllabus):** What makes a **place** special? (**others - community**)	**Key Learning:** • to know how to generate an idea before they build/ make/ create. **(construct)** • to know how to talk about the process they took. • to know how to describe what they see or feel in response to artwork, image or object. **(explore)** • be confident to represent thoughts and feelings through a wide variety of art including **sound**, music, singing and **dance**.
Curriculum Experiences: • visit Sunbury library – see how **story** and **information books** are organised Focus **Books** - • Mr Gumpy's Outing • Handa's Surprise • The Great Kapok Tree  	**Curriculum Experiences:** • use multi-link cubes to find different ways to make 5 and 10. • making **patterns** using natural objects. • view items from above and the side • use language to describe **where and how far (position and distance):** near, close, far, next to, beside.	**Curriculum Experiences:** • draw their route to school **(place)** • a local walk • look at google maps to view Sunbury from above and the side • read a range of **information books** to find out more about **different** countries • learn about a village called Comunidade Indígena Dessana in the Amazon rainforest and find out how people live there. explore what is the **same** and **different** to their local environment. **(place)**	**Curriculum Experiences:** • dragon **dancing** for Chinese New Year • making masks and necklaces in response to seeing African necklaces and masks **(construct)** • looking at, describing and recreating Seurat-style art **(explore)**

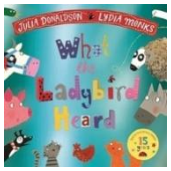
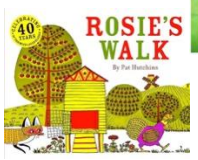
Spring 2: How do things work?

Communication & Language	Personal, Social & Emotional Development	Physical Development
Key Learning: • To **speak** connecting more than one idea or action using conjunctions (because, then…) (with modelling and support from a teacher) • Ask **questions** to find out more, and to check they have understood.	**Key Learning:** • To know and explain the reasons for some rules- trying to behave in line with the rules. • To know how **others in our community** teachers, fire fighters, police, dentists, opticians, paramedics, doctors and nurses help us. • To know how to be confident to try new activities, showing **independence,** resilience and perseverance when facing challenge.	**Key Learning:** • To know how to **move** travel at different **speeds** following **directions** - skip, dance, climb. • To know how to **move** with **control**, negotiating space and obstacles.
Curriculum Experiences: • Children invite their parents to **talk** about their junk modelling/invention and how they made it in **order** • Children will be **talk** about the experiences and viewpoints of different characters in stories.	**Curriculum Experiences:** • Children will 'freeze frame' scenarios from the Beegu story to explore how the characters are f**eeling**. • Children meet **other** people in our **community** from different occupations and learn more about their jobs and what they do. **Jigsaw - Healthy Me.** Children learn about being and keeping **healthy** and **safe**.	**Curriculum Experiences:** • **Exploring** the **move**ment of machines and vehicles and developing fundamental **move**ment skills including balancing, running, changing **direction**, jumping, hopping. • They will learn how to stay **safe** using space, listening to rules and instructions and work **independent**ly and with a **others**. • Playing games that require **move**ment, verying **speed** and **direction** linked to transport and space

Literacy	Maths	Understanding the World	Expressive Arts & Design
Key Learning: **Little Wandle Phonics:** *To begin blending **words** for **reading** and segmenting words for to represent the sounds in **writing**.* Week 1: review ai ee igh oa, oo oar or ur oo ow oi ear Week 2: review er air words with double letters, longer words Week 3: words with two or more digraphs Week 4: words ending in -ing compound words Week 5: longer words, words ending s es /z/ **Kenyngton Script (Handwriting)** One-armed robot **letters:** • *r b n h m k p*	**Key Learning:** • to know how to compare **quantities** up to 10. • to know the composition of **numbers** to 10. • to know when one is greater than, less than, the **same** as (equal to) another **quantity.** • to know how to **count** on and backwards. • to know how to use **time** related language (yesterday, last week, today, tomorrow, next week, morning, afternoon, night) • to know how addition and subtraction is represented in stories, songs and rhymes. • to know the concept of subtraction (how this changes the **quantity**) • to know how to add 1 and subtract 1 in concrete and narrative contexts • persevere to check for accuracy and know that this is important	**Key Learning:** • To know what happens in the Spring • To know that our school is a diverse **community** • Recognise a range of technology they might see in school, at home and in the world around them **(same, different)** **RE (Surrey Syllabus):** What can we learn from **stories**?	**Key Learning:** • To know how to perform simple stories, songs, poems and **rhymes**. • To know how to generate an idea before they build/make/ create. **(construct)**
Curriculum Experiences: Focus **Books** - • Mr Gumpy's Motor Car • Mrs Armitage on Wheels • Beegu • QPootle 5    	**Curriculum Experiences:** • Children will make their own towers from 1- 10, and find out what is one more/ one less than a **number**. • Children will explore '5 and a bit' ways to make numbers between 6 and 10. • Children will make a small world town using a variety of construction resources and use language of **how far** and **where** • Children sing and chant songs to remember number bonds to 10 and how many more 6 needs to make 10.	**Curriculum Experiences:** • Recording (in different ways) observations from a Spring walk **(time, same, different)** • **explore** different vehicles by looking at a tricycle (upside down), bicycle, scooter, under a real car bonnet, a motorcycle, • talk about what the **same** and **different** • A visit from the fire brigade! Children experience spraying the hose and step inside a real fire engine	**Curriculum Experiences:** • Role Play – garage / car wash • Reclaimed materials project – **draw** design and make their own 'invention/machine' **(construct)** • Children make prints using a range of objects chosen from the classroom (indoors and outdoors) such as lego, bubble wrap, cars, **(painting)**

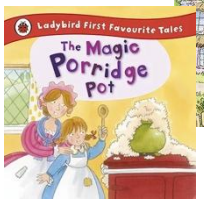
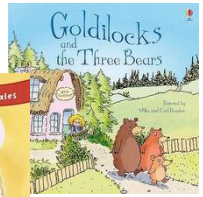
Summer 1: Living Things/Farm

Communication & Language	Personal, Social & Emotional Development	Physical Development
Key Learning: • To **talk** using regular past, present and future tense in speech with growing accuracy. • Connect more than one idea or action using conjunctions (because, then…) (with modelling and support from a teacher).	**Key Learning:** • To know and explain the reasons for some rules – trying to behave in line with the rules so we are **ready**, respectful and **safe** • To want to make choices that are **healthy**.	**Key Learning:** • To know how to **move** with **control,** negotiating space and obstacles, changing **speed** and **direction**. • To know how to hold a pencil effectively (with tripod grip in most cases) and with **control.**
Curriculum Experiences: • Children **write** about their experience at Bockett's Farm. • Children pay **attention** to and **talk** to their peers about what changes they can see happening with their beans. • Children use a range of words, **talk**ing about different textures and flavours whilst tasting fruit during circle time.	**Curriculum Experiences:** • We explore the **ready**, respectful, **safe** behaviour of the characters in the story books we are reading. • Children have the opportunity to talk about how to stay **safe** when outside of school • Learning how to win and lose well with others including in a team **Jigsaw - Relationships**. Children learn about building positive and healthy relationships with **others**.	**Curriculum Experiences:** • Children will develop their understanding of the rules for playing games • Children will practise and further develop fundamental movement skills, how to work with **others**, (a partner and a team) • Continuing to improve posture and pencil **control** in handwriting lessons

Literacy	Maths	Understanding the World	Expressive Arts and Design
Key Learning: • Seek out opportunities to **write** messages. Engage in more extended **writing** episodes. • To know the 5 key concepts of print 1. The print has meaning 2. To name the parts of a **book** (front, title, pages, back) 3. Page sequencing 4. Print can have different purposes 5. English is read from left to right, and top to bottom **Little Wandle Phonics:** Week 1: short vowels CVCC Week 2: short vowels CVCC CCVC Week 3: short vowels CCVCC CCCVC CCCVCC longer words Week 4: longer words, compound words Week 5: root words ending in: -ing, -ed /t/, -ed / id / ed / -est **Kenyngton Script (Handwriting)** Curly caterpillar **letters** *c a d o s g q e f*	**Key Learning:** • To know how to **count** beyond 20 recognising the **pattern** of the counting system. • To know how to double up to 5, and halve up to 10, concrete items (and how this changes the **quantity**) • To know the 'one more than/ less than' relationship between consecutive **numbers**. • To know how to distribute equally and make equal (the **same**) groups in concrete/ narrative contexts.	**Key Learning:** • To know how to **speak** about observations • To create drawings and paintings of animals and plants they have seen and **explored** • To know that there are **changes** that happen as the seasons change. • To know key features (**changes** that happen) of a life cycle of a plant: beans/ dandelions, animal: frogs. **RE (Surrey Syllabus):** What makes something special?	**Key Learning:** • To know how to retell, adapt and invent simple stories – building/making props and materials to use in their stories/role play. • To know how to use some different techniques, safely: to join materials; to apply paint; to print; to create rubbings; to construct using malleable materials; to sculpt. • Be confident to represent thoughts and feelings through a wide variety of art including music, singing and dance.
Curriculum Experiences: Focus **Books** - • Bean's Life Cycle • Jasper's Beanstalk • Rosie's Walk • What the Ladybird Heard   	**Curriculum Experiences:** • **count quantities** of things that cannot be seen- sounds. • **count quantities of** up to 20 objects • using their fingers to make doubles patterns. • children share the food in the role play farm shop equally (the **same**) between their friends.	**Curriculum Experiences:** • children plant and observe their own bean growing **(change)** • children write about what they observe in their own bean plant diary. • a visit to Bockett's Farm on a coach (**same, different, place**) • To taste fruit and vegetables grown on farms **(explore)** • creating an imaginary map of their own farm **(place)**	**Curriculum Experiences:** • children create their own animal puppets. **(construct)** • children work as a class to make a farm – creating and **constructing** with clay • creating a **dance** 'grow' • a family art project

Summer 2: Once Upon a Time…

Communication & Language	Personal, Social & Emotional Development	Physical Development
Key Learning: • Ask **questions** to find out more, and to check they have understood. • **Respond** to **stories**, **speak**ing the parts that are repeated and remembered • **Order** and sequence **stories**	**Key Learning:** • To know that they and **others** might have strong **feelings** and begin to develop strategies for responding to those feelings.	**Key Learning:** • To know how to use core muscle strength to achieve a good posture when sitting at a table or on the carpet. • Be resilient and determined. • **Explore** movement in different contexts. • To know how to use a range of small and large apparatus, on their own and in a group.
Curriculum Experiences: • Children use the flying baths they made to retell the story as they **speak** and in action. • Children explore how the characters in 'Goldilocks and The Three Bears' asking **questions** about they feel through hot-seating.	**Curriculum Experiences:** • Children think about why Goldilocks entered the Three Bears house and whether this was respectful or **safe** • The children come up with alternative approaches for what Goldilocks could do and how she can repair her relationship with the bears. **Jigsaw - Changing Me.** Children learn about coping positively with change.	**Curriculum Experiences:** • Sports day – varying **speed** and **where to direction** • Children use apparatus **safe**ly.

Literacy	Maths	Understanding the World	Expressive Arts and Design
Key Learning: • To know how to segment **words** to **write** simple words, short phrases and sentences. • To know how to write phrases and simple sentences. • To know how to leave spaces between words. • To know how to write so that they and others can re-read what they have written. **Little Wandle Phonics:** Week 1: long vowels CVCC CCVC Week 2: long vowel CCVC CCVC CCV CCVCC Week 3: phase 4 words ending -s /s/ phase 4 words ending -s /z/ phase 4 words ending -es Week 4: root words ending in -ing -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5: Phase 4 words ending in -s /s/ /z/, -es, longer words **Kenyngton Script (Handwriting)** Zig-zag monster **letters** *z v w x*	**Key Learning:** • To know how to **count** beyond 20 recognising the **pattern** of the counting system. • To know how to **count** on and backwards. • To know how to talk about 2D and 3D **shapes.** • To know mathematical language for **shapes** and make links to number e.g a triangle has 3 sides.	**Key Learning:** • To know how to recognise when something freezes or Melts **(changes)** • To know that artifacts/ photos/ books/ stories and videos show how life was different in the past and be able to talk about what is similar (the **same)** and **different** • To know and talk about the jobs/ occupations they would like to do one day. **RE (Surrey Syllabus):** What makes our world wonderful? **(place)**	**Key Learning:** • To know how to use some different techniques, safely: to join materials; to apply **paint**; to print; to create rubbings; to **construct** using malleable materials; to sculpt. • Reflect on what they are doing and **creating;** building on previous experiences and learning.
Curriculum Experiences: Focus **Books** - • Goldilocks and The Three Bears • The Magic Porridge Pot • The Flying Bath  	**Curriculum Experiences:** • **explore** number lines to 100. • A wide range of **counting** opportunities • **counting** up and down	**Curriculum Experiences:** • learning about where water comes from • **exploring** how we use water • invite grandparents to share what toys they used to play with and what life was like when they were children **(change, same, different, time)**	**Curriculum Experiences:** • role play… when I grow up • make their own flying baths with puppets using different materials. • **Construct** a house for the Three Bears House as part of a project, using a range of materials.