

Reception Curriculum Overview

Here at Holywell, we place children's interest and ideas at the forefront of learning. Therefore, our planning and enhanced provision is adapted accordingly. Themes may last for a few days or a few weeks. Staff within EYFS observe and facilitate play to stimulate interactions and further develop learning. This also enables them to plan for individuals/ whole class next steps. In Nursery and Reception, we also have core books, which we share and use to enhance the children's learning across the year. Below are some possible drivers in learning which may be used as a hook. However, not all of these drivers will be covered as our children have so many wonderful ideas!

Overarching Principles	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 & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					
Characteristics of Effective Teaching and Learning	Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence and resilience. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests.</i>	What makes me special?  Starting school / my new class / New	It's the most wonderful time of the year! 	Out of this World  Arts & Design focus:	How does your garden grow?  Flowers / Weather / seasons	What does a dragon need to know? 	Our Green Planet 

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	Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at?	Bonfire night Celebrations Diwali Harvest The Nativity Christmas Lists Letters to Father Christmas	A Starry Night Van Gogh Journeys Alien words Rocket building	Planting beans/seeds Lifecycles	Where do we live in the UK /world? Materials Hospitals/People who help us Kings and Queens Castles	Reduce, Reuse & Recycle /Fun Science / Materials Where in the world shall we go? Marine life Fossils - Mary Anning Seasides in the past Compare: Now and then! Seaside art
High-quality Texts (core book texts in each classroom)	Goldilocks and the Three Bears Owl Babies	Room on the Broom The Gingerbread Man	Astro Girl The 100 Decker Bus	We're Going on a Bear Hunt Monkey Puzzle	Zog The Three Little Pigs	Ten Little Dinosaurs Somebody Swallowed Stanley
Enrichment Opportunities	Being healthy - colour monster Staying Safe-Visitors from various emergency services e.g. fire brigade, Volunteer Life brigade. Autumn Walk Baking: Apple Crumble	Celebrations Autumn Festivals Diwali Bonfire Night Halloween Remembrance Day Christmas Night and Day Baking: Gingerbread	Artists Winter Valentines day Chinese New Year Light and Dark Cooking: Chinese Stir Fry	Literature Works/Book Focus Easter Mother's Day World Book Day Changes in Spring	History - Monarchy/Chronology Spring Walk around the local area	Geography Our local environment A trip around Holywell - Map work Father's Day Under the Sea - singing songs and sea shanties
Topic Vocabulary	Nocturnal, Diurnal, Autumn, Harvest, Change, Season, Large, Medium, Small	Autumn, Festivals, Diwali, Diva Lamp, Rangoli, Christmas, Remembrance, Light, Dark,	space, rocket, Mae Jemison, astronaut, gravity, travel, world, planets, journey	spring, season, growth, new life, daffodil, buds, butterfly, caterpillar, life cycle, planting	King, Queen, royal, palace, crown, maps, construct, build, the past,	environment, local, change, past, the past, recycle, volcano, then, now

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Areas of Learning:	Autumn: End of term skill expectations	Spring: End of term skill expectations	Summer: End of term skill expectations			
Communication and Language	EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.					
	I listen in larger groups when distractions are minimised. I can listen to instructions without having to stop what I am doing. I understand and follow more complicated instructions. I offer reasons and explanations when answering 'how' and 'why' questions, I link sentences and generally stick to the topic of conversation. I give a more detailed account of recent events and experiences. I clarify my ideas by thinking out loud. I repeat back new vocabulary correctly even if these are longer words.	I can listen attentively in smaller groups and respond to others during conversation. I can use new vocabulary through the day. I can answer who, what, when, where questions and I am beginning to answer why. I am beginning to articulate my ideas and thoughts in well-formed sentences. I am beginning to connect one idea or action to another using a range of connectives. I can retell familiar stories, some as exact repetition and some in their own words.	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. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, 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.			

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Focus Vocabulary	Vocabulary will be developed across all areas of learning including core books and enrichment opportunities. .		
Where might I see these skills within the provision?	Throughout the EYFS environment.		
Areas of Learning: PSED	EYFS Statutory Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.		
	I take pleasure in winning games. I can transition to a new environment or activity. I can regulate my feelings by drawing on a range of strategies I know, to calm myself down after an upsetting event. I choose the necessary equipment I need to complete a task. I can undress and dress myself independently, except for laces, ties and back buttons. I can eat using a fork and knife. I show sympathy towards other children who are in distress. I have friends that I have chosen myself. I initiate conversations with familiar adults and children.	I am generally sensible, controlled and independent in my behaviour but this is still variable depending on the situation. I follow tidy up routines and have a strong sense of time in relation to the daily routine. I describe what I am going to do before I do it e.g. giving a description of a model and what it will be like before I build it. I can pour my own drink without spilling and prepare a simple snack. I can fold my clothes. I can express my own feelings using our emotional regulation strategies. I am beginning to work out how people feel, what has happened or what is wrong when 'reading' non-verbal communication or when looking at non-verbal and situational clues in pictures. I play cooperatively most of the time, establishing and sticking to agreed rules for fair play. I am gentle and protective towards younger children and enjoy showing them how things are done.	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 to follow instructions involving several ideas or actions. 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. Building Relationships • Work and play cooperatively and take turns with others.

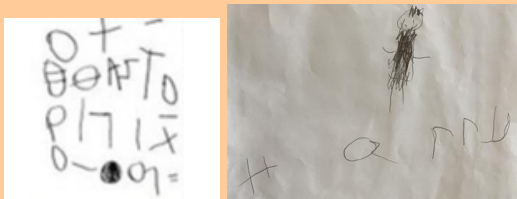
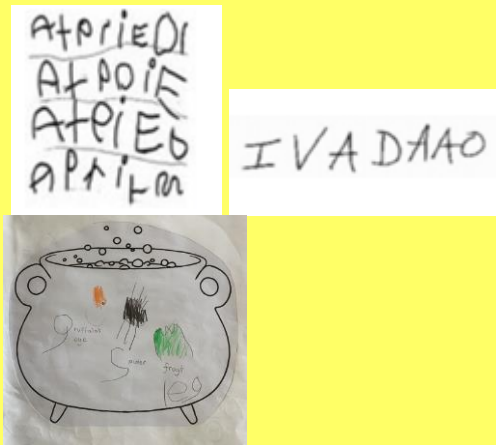
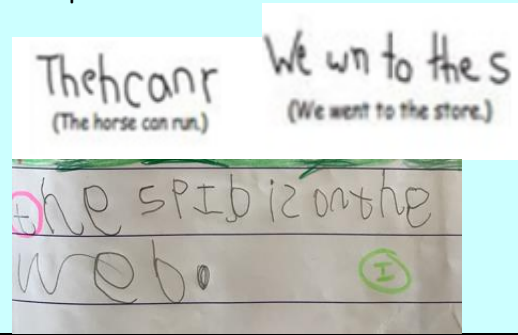
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		I demonstrate some resilience and perseverance in the face of challenge. I am beginning to know and talk about the different factors that support my overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	• Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Focus Vocabulary			
Where might I see these skills within the provision?	Throughout the EYFS environment.		
Areas of Learning: Physical Development	EYFS Statutory Educational Programme: 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 through tummy time, crawling and play movement with both objects and adults.		
	I can navigate movement from one place to another skillfully, turning sharp corners, running, hopping, jumping. I can skip using alternate feet rather than galloping. I can roll a ball along the ground at a small target. I can throw a ball in the air underarm at a small target. I can throw an object overarm at a small target.	I can throw and catch an object using two hands. I can balance along a narrow beam/plank. I can safely create an obstacle using large loose parts to demonstrate balance, agility, body strength and coordination. I can use my core muscle strength to achieve good posture when sitting at a table to write. I can use a range of tools competently, safely and confidently e.g. scissors, pencils, paintbrushes, knives, fork, spoons.	Gross Motor Skills • 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. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

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	I am beginning to hold a pencil effectively when drawing and mark making. I can draw a simple person that includes a head, body, arms, legs and simple features. I am beginning to form familiar letters effectively when mark making. I am beginning to hold a knife and fork correctly when eating.	I can hold a pencil effectively when drawing and begin to add more detail. I am beginning to develop a handwriting style which is fast, accurate and efficient.	• Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Focus Vocabulary	hop, skip, jump, run, gallop, space, throw, underarm, overarm, roll, catch, cutlery	throw, catch, balance, safety, utensils,	
Where might I see these skills within the provision?	Writing Area, Outdoor Learning, Dough Disco. Squiggle Whilst you Wiggle, Funky Fingers, Playdough, Creative Area, FUTSAL, sand and water, loose parts, large and small construction.		
Areas of Learning: Literacy	EYFS Statutory Educational Programme: 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 only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, 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).		
	I can read individual letters by saying the sounds for them using our Floppy Phonics programme. I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences. I can read some common exception words such as to, I, go, no, into, the. I am beginning to write initial sounds and some CVC words in various contexts e.g. lists, labels.	I can read some letter groups that each represent one sound and say sounds for them. I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. I can re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. I am beginning to form lower-case and capital letters correctly.	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. Word Reading

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	I can tell you what I am going to draw and write before I create my special marks. I can write my name forming letters increasingly accurately. I actively listen to stories and can retell familiar stories. I listen to stories from beginning to end and can answer questions based on the story. Examples of writing by the end of Autumn term: 	I can spell words by identifying the sounds and then writing the sound with letter/s. I use vocabulary and forms of speech that are increasingly influenced by my experiences of books. I can answer questions related to characters or events within a familiar story. I will listen to non-fiction texts, rhymes, poems and songs. Examples of writing by the end of Spring term: 	• 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. 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. Examples of writing by the end of reception: 
Focus Vocabulary	phoneme, sound, grapheme, word, letter	digraph, trigraph, sentence, finger space,	full stop, capital letter, letter formation
Where might I see these skills within the provision?	Writing Area, Role Play Area, Phonics, Reading Area, Construction		

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Mathematics	EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.		
	I can identify when a set can be subitised and when counting is needed. I can subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. I can make different arrangements of numbers within 5 and talk about what I can see, to develop their conceptual subitising skills. I can spot smaller numbers 'hiding' inside larger numbers. I can connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. I can hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. I am developing my counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. I can compare sets of objects by matching.	I am continuing to develop my subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. I am beginning to identify missing parts for numbers within 5. I can explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. I can focus on equal and unequal groups when comparing numbers. I understand that two equal groups can be called a 'double' and connect this to finger patterns. I can sort odd and even numbers according to their 'shape'. I am continuing to develop my understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. I can order numbers and play track games. I can join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. I use some more formal mathematical vocabulary when talking about 2d and 3d shapes.	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. 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.

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	I am beginning to develop the language of 'whole' when talking about objects which have parts. I can compare 2d and 3d shapes. I can copy an ABC pattern. I am showing an awareness of comparison in estimating and predicting.	I can make my own ABB, ABBC patterns. I can spot an error in an ABB pattern. I can create a pattern using movement, sound or symbols. I can recognise the relationship between the size and number of units.	
Focus Vocabulary	counting rules, numerals, subitise, whole, part, staircase pattern, repeating pattern, 2d shape names, five frame	more than, less than, fewer, the same as, equal to, subitise, 2d/3d shape names, part, whole, verbal counting to 20, ABB/ABBC pattern, same, different, double, ten frame, odd, even.	more than, less than, fewer, the same as, equal to, subitise, 2d/3d shape names, part, whole, verbal counting to 20, same, different, double, ten frame, odd, even, share, half, double.
Where might I see these skills within the provision?	Maths Area, Snack Time, Daily Routine, Maths Mastery, Daily Maths, Reading Area, Role Play Area, Outdoor Learning, Water Area, Sand Area.		
Areas of Learning: Understanding the World	EYFS Statutory Educational Programme: 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 - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
	I can confidently talk about the changes that take place during Autumn from exploring my local environment (school grounds). Geography & Science link I am able to follow and describe a familiar route. Geography link	I can talk about the changes in my immediate environment from season to season. I can explain how the landscape changes throughout the seasons using key vocabulary. Geography & Science link I can draw information from a simple map. I am beginning to talk about the features on my map.	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.

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	I am able to recount changes within living memory. I can talk about how I have changed since I was a baby. I am able to use our class calendar to talk about past events using vocabulary such as yesterday, last week, when I was in Nursery. History Link I can recall simply what happens at a traditional Christian infant baptism and dedication. I can recall simply what happens when a baby is welcomed into a religion other than Christianity. RE Link (F4) Say how and when Christians like to thank their Creator - Harvest Festival. RE Link (F1) I can recall simply what happens at a traditional Christian festival (Christmas) I am beginning to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. I can retell the nativity story, making connections with personal experiences. I can talk about how I celebrate Christmas or something special to me. RE Link (F2)	I am able to draw a map related to a journey that is familiar to me, e.g. a journey in a story or a route around school. Geography link I am able to talk about special events in my life. I can identify and talk about key figures from the past e.g. Queen Elizabeth, Mae Jemison, Mary Anning. I am able to talk about our EYFS timeline and remember significant events using photographs etc to recall. History Link I can talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. I can retell stories, talking about what they say about the world, God, human beings I can think about the wonders of the natural world, expressing ideas and feelings. RE Link (F1) I can talk about ideas of new life in nature. I can recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature. I can talk about some ways Christians remember these stories at Easter. RE Link (F3)	• Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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. 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
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Focus Vocabulary	map, school, hall, library, office, field, allotment, fun club, meadow, through, across, straight, forward, behind, in front, next to, autumn, harvest, changes, yesterday, in the past, incarnation, Christmas, Nativity.	Holywell, village, England, path, road, change, many years ago, Easter, holy week, cross, eggs, new life, nature,	different, same, beach, ocean, world, similar, old, new, past, present, church, god, mosque, synagogue
Where might I see these skills within the provision?	Outdoor Learning, Investigation Station/Curiosity Table, Reading Area, Creative Area.		
Areas of Learning: Expressive Arts and Design	EYFS Statutory Educational Programme: 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 quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
	I can play imaginatively within themes I have not had first hand experience of but are often based upon favourite stories. I pretend with other children, each of us taking on different roles. I pretend using gestures, mime and unrealistic objects. I can draw/paint a representation of a person with increasing detail such as, arms, legs, body, facial features. I use colours for a purpose when painting and drawing. (Art Link) I can safely construct with a purpose using a variety of materials.	I use gestures and expression within my voice to bring my imaginary characters to life. I can explain the role I am taking on and use language to act out the role. I am beginning to act out in detail stories I have been read or told in both imaginary play and with puppets, small world play or through actions. I am beginning to make up new stories with others which are increasingly detailed in their structure and understanding of characters and act them out in play. I am taking great pride and care when drawing/painting. I will add observational detail to enhance my drawings.	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. Being Imaginative and Expressive • 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.

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	I can use scissors to accurately cut a variety of lines e.g. straight, curved, zig-zag. (DT Link) I can listen attentively, move to and talk about music, expressing their feelings and responses. I can find the pulse in songs. I am beginning to copy clap rhythms and explore high pitch and low pitch. (Music Link)	I use a range of resources effectively to create my pictures e.g. pastels, chalks, pencils, paints. I know that I can create colours by mixing two together when they are not available. (Art Link) I can think about and discuss what I want to make and I can talk about problems and how they might be solved as they arise. I can use my knowledge of tools and techniques to improve my models. (DT Link) I can sing in a group or on my own, increasingly matching the pitch and following the melody. I am beginning to explore and engage in music making and dance. I am beginning to explore melodic patterns using one or two notes. (Music Link)	
Focus Vocabulary	Role play vocabulary and areas will change depending on the theme and children's interests e.g. home corner, three bears cottage. Role play specific - flavour, salt, pepper, cutlery, utensils, boil, teapot, cup, mug, teaspoon, table spoon. DT - glue sticks, cutting, snipping, safe, attach, masking tape, selotape Music - pulse, pitch, rhythm	Role play vocabulary and areas will change depending on the theme and children's interests e.g. space station. DT - pva glue, glue spreader, split pins, improve, folding, stapler, hole punch Music - pulse, pitch, rhythm, beat, instrument, percussion, high sounds, low sounds.	Role play vocabulary and areas will change depending on the theme and children's interests e.g. doctor's surgery DT - construct, connect, stabile, secure, measure Music - pulse, pitch, rhythm, beat, instrument, percussion, tuned, untuned, tempo, perform, rap, unison, high sounds, low sounds.

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Where might I see these skills within the provision?	Role Play Area, Creative Area, Loose Parts, Outdoor Learning, Writing Area.		
Outdoor Learning	Outdoor is important to our EYFS children as it provides the children with skills, knowledge and experiences that can not be found in the classroom. Being outside allows children to connect with and become immersed in nature and the environment using all their senses, communicate freely with their peers, and provide physical challenges that they can not experience indoors. It allows them time to imagine, create, take calculated risks, which in turn inspires confidence and resilience. It supports good mental health and fosters a life- long love of the outdoors.		
Opportunities	I can build upon my knowledge about the seasons beginning with Autumn and compare - what is the same and what is different?Science Link - (Observing Changing Over Time) I can sort leaves and natural materials using different criteria e.g. type, size, shape. Science Link - (Identifying and Classifying) I am becoming more familiar with the outdoor environment, meadow and school field. I can make observations, using recently taught vocabulary to describe the environment. Harvest and cooking using produce	Winter, Spring I can compare the differences between Autumn and Winter. I can plant seeds and discussing growth.	I can make observational drawings based on our local environment. I can use a variety of materials to build a den. Science Link- (Problem Solving) I can name, sort and classify minibeasts. Science Link - (Identifying and Classifying)
Vocabulary	Summer, Autumn, Winter, Same, different Tracks Migration, Hibernation Habitat	Freeze, frozen, melting Buds, blossom, birth Predator, prey Pheasants. geese, flock	Planting, soil, compost, seeds, bulbs, roots, stem, leaves, height, compare, predict, growth, tall/short.



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