



Our Intent

Our EYFS Intent

In our EYFS unit we want every child to have the best possible start to their learning journey at St Mary's. Our child led EYFS curriculum enables them to fulfil their potential, building a foundation for igniting curiosity and enthusiasm for learning, forming relationships, and thriving. Our Early Years team promote and expand language acquisition between children and their peers in an enabling, language rich environment. By responding to their individual interests and needs, the children are equipped to build on, extend their learning and develop secure attitudes to learning ensuring they are ready for Key stage 1.

Implementation

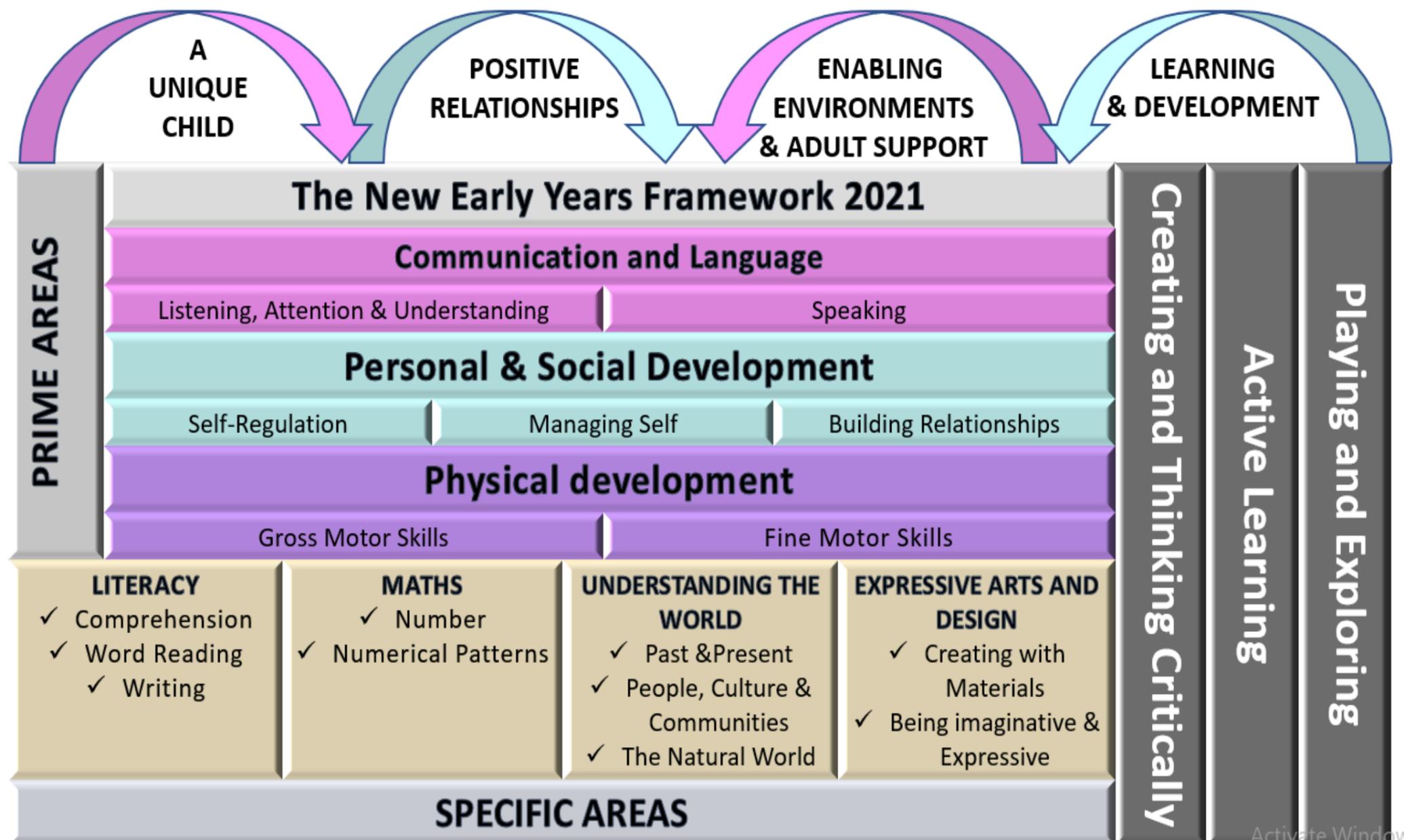
Our aspiration is to develop children who are

- good listeners and confident talkers
- able care for themselves and others
- able to move their bodies with good balance, coordination and control
- able to write a sentence that can be read by themselves and others
- number fluent
- able to read books associated with their phonic knowledge
- curious and investigative within their environment
- confident to create and perform in front of others

by doing this our children will be meeting the statutory ELGs and reach a good level of development by the end of reception.

RECEPTION LONG TERM PLAN 21-22

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Mary's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." EYFS Team.



"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."

EYFS Team

An Baya Value	Together We Make A Difference					
St Mary's School Values	<p align="center">Learning with Hope</p> <p align="center">Generosity will be explored in Reception and Preschool and link to our Global Themes. Other values explored throughout the school - Courage, Perseverance, Hope</p>					
Global theme <i>Key Texts to support theme</i> Project Outcome	Identity and Diversity <i>All are welcome</i> <i>Lunch at 10 Pomegranate Street</i> Recipe book to raise funds for street food project/Donations from parents for food parcels		Sustainable Development <i>Here We Are: Notes for Living on Planet Earth & Michael Recycle</i> Respecting our Planet Recycling campaign in school		Human Rights <i>I Have the Right to be a Child & Malala's Magic Pencil</i> The Rights of a Child Raise money for a children's charity	
Knowledge and Understanding	Understanding for rules in school How can rules help us Some basic ways to avoid, manage and resolve conflict		Making a recycling project and share with an agency like SAS Basic needs for human and animal life		How our own actions have consequences	
Overarching Theme	Term 1 I wonder how things change?	Term 2 I wonder what stories are told?	Term 3 I wonder what amazing things have existed in our world?	Term 4 I wonder what is in the great outdoors?	Term 5 I wonder where people live?	Term 6 I wonder what is in the sea?
Possible mini themes	Starting school/new beginnings Rules and routines All about me, families, homes All about our bodies Feelings, senses and emotions	Celebrations, parties Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes - Autumn/Winter	Comparing places Polar regions and the rainforest/jungle Dinosaurs/Mary Anning Growing and changing Now and then	St. Piran's Day Easter Plants and flowers Life cycles Minibeasts Seasonal changes - Winter/Spring	Looking at our local area (map reading) Space/Earth Habitats Looking at a contrasting country	Recycling, looking after the world Seasonal changes - Spring/Summer
Key vocab	respect, unique, emotions, families, and wider families, senses	celebrate, parade, gift, feast, decorate, festive	conflict, freezing, seasons, ancient, moat, crenelation, environment, polar, desert, tropical, marine, vast, nocturnal, Palaeologist, fossils. Specific dinosaurs names, carnivore, herbivore, omnivore.	Harvest, germination, insect, arachnid, metamorphosis, nocturnal, seasons	senses, travel, continents, Earth, habitats	
Key knowledge	Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone Humans need food, water, oxygen and shelter to survive. It	Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on	Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there.	The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow.	People travelled in different ways in the past Houses were made of different materials in the past and materials are used differently in other countries. People wear different clothes There is no oxygen in space	We have a responsibility to look after our world. Discover what it means to recycle Understand that we can all make a difference to our world by recycling Different religions have their own Creation stories.

	is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell.	the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light. Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.		Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Spiders have 8 legs. Insects have 6 legs and three body sections - head, thorax and abdomen.		
Cultural Capital and experiences offered	Visit to Penlee Museum Library visits Forest School- intro to rules Woodland exploration Harvest Festival Trip to Trengwaiton Balancability	Visit the fire station Library visits Forest School -building a fire Bonfire Night - toasting marshmallows in our field Diwali experience Christmas Nativity Remembrance Day in the park.	Library visits Forest School-cooking Visit Feadon Farm Winter walk Chinese New Year Safer internet day Balancability	Library visits Forest School-design a minibeast adventure park Visit a Garden centre World book day Mothering Sunday Easter Visit the local park keeper	Library visits Forest School-music in the woods Visit the train station and get on a train Balancability	Library visits Visit to the Penlee Lifeboat base in Newlyn Beach School- beach rules and sculptures Visit from a fish merchant
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Tracker Phonics assessment	Ongoing short assessments Baseline analysis Pupil feeding forward meetings with parents EYFS team meetings In house moderation Midterm Assessments	Ongoing short assessments Federation moderation Tracker data EYFS team meetings Internal moderations Pupil feeding forward meetings with parents	Ongoing short assessments Parents evening info EYFS team meetings Tracker data Pupil feeding forward meetings with parents	Ongoing short assessments Federation moderation EYFS team meetings Tracker data Internal moderations Pupil feeding forward meetings with parents	Ongoing short assessments Parents evening info EYFS team meetings Tracker data EOY data Pupil feeding forward meetings with parents
Parental Involvement	Set up of TEAMS accounts Staggered Start Parents feeding in forms Parents Feeding forward meetings Harvest Assembly Home / School Agreement Phonics workshop	Feeding in forms Nativity Maths workshop Parents Feeding forward meetings Book at Bedtime	Feeding in forms Writing workshop Share a story Stay and Read morning Parents Feeding forward meetings Look at me! Talent show!	Feeding in forms Art workshop / Gallery Share a story Parents Feeding forward meetings	Feeding in forms Share a story Maths Morning - Look how far we have come! Parents Feeding forward meetings	Feeding in forms Share a story Parent's Picnic Parents Feeding forward meetings

Communication and Language

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. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Grandma Fantastic's wonderful word basket, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.

Our curriculum goal : To develop young people who are confident listeners and talkers.
: who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	I wonder how things change?	I wonder what stories are told?	I wonder what amazing things have existed in our world?	I wonder what is in the great outdoors?	I wonder where people live?	I wonder what is in the sea?
	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail - time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions 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	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Term specific provision	Plan Do Review (speak clearly to explain partner and activity chosen) Play Projects (engage in conversation about what they are doing) 'All About me' books shared		Plan Do Review (speak clearly to give further details about activity) Play Projects (engage in conversation about what they have done and are going to do)		Plan Do Review (listen to other people's reviews and ask relevant questions) Play Projects (engage in conversation to explain what they have done and how they have done it)	
Ongoing provision throughout the year	Grandma Fantastic	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	NELI	Specific naming and vocabulary development for those who require additional support - these children will model it to others.				
	Adult modelling in setting	To model back and forth conversations - allowing time for thought processing and response time				
	Story/Song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and song				

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	I wonder how things change?	I wonder what stories are told?	I wonder what amazing things have existed in our world?	I wonder what is in the great outdoors?	I wonder where people live?	I wonder what is in the sea?
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 . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Our curriculum goal	To develop young people who can care about themselves and others. -who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. -who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.					
Term specific provision	Circle time/PSHE All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) Fire safety What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe		Circle time/PSHE I'm special, you're special Same and different Same and different families Same and different homes Kind and caring (1) Kind and caring (2) Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Internet safety		Circle time/PSHE Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep Road safety Beach safety	
Ongoing provision throughout the year	Grandma Fantastic	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	NELI	Specific naming and vocabulary development for those who require additional support - these children will model it to others.				
	Adult modelling in setting	Model friendships, how to deal with situations in correct ways,				
	Story/Song time	Explore stories and songs that talk about positive relationships, feelings, diversity, and emotions				
	Golden Rules	To be respectful and caring of others needs				

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	I wonder how things change?	I wonder what stories are told?	I wonder what amazing things have existed in our world?	I wonder what is in the great outdoors?	I wonder where people live?	I wonder what is in the sea?
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. By creating games and providing opportunities for play both indoors and 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 . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Our curriculum goal	To develop young people who can move their bodies with good balance, coordination, and control -who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. -who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Term specific provision	<p>Autumn 1:</p> <p>Fine motor soft start Morning run PE- Pupils will explore walking using different body parts in different directions, at different levels and at different speeds. explore how we walk using our head, arms and feet, applying an effective walking technique. develop walking at different levels and at different speeds, experience sustained walking following a route and instructions. Using tools (tweezers, knife and fork - loading, scissors - holding/carrying correctly, snipping)</p> <p>Autumn 2:</p> <p>Fine motor soft start Morning run PE - Pupils will explore different ways of pushing a ball. different ways of rolling a ball. different ways of bouncing a ball. develop different ways of bouncing a ball whilst moving into space. different ways of rolling and pushing a ball. different ways of rolling, pushing and bouncing a ball with a partner. Using tools (hammers and screwdrivers, knife and fork - cutting, pipettes, scissors - straight lines)</p>		<p>Spring 1:</p> <p>Fine motor soft start Morning run PE - Pupils will explore moving in a high way and explore making high shapes. apply, 'champion gymnastics' by moving in a low way and explore making low shapes. exploring how to move safely using apparatus. explore movements and shapes in high and low ways on the apparatus. explore movements and shapes in high, low, over and under ways on the apparatus.</p> <p>Spring 2</p> <p>Fine motor soft start Morning run PE - pupils will explore different movements using different parts of the body. to add movements together to form a sequence. add their movements together to form a sequence. explore larger scale travelling movements, responding to words or music. respond to words and music using their bodies. explore character movements with a partner. Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)</p>		<p>Summer 1</p> <p>Fine motor soft start Morning run PE - pupils will explore what happens when they kick a ball using different parts of their feet. develop using our feet to move with a ball. to develop dribbling using our feet to move with a ball. to understand where to dribble and why. o continue to explore moving with a ball, develop pupils' kicking and dribbling skills during competitions.</p> <p>Summer 2</p> <p>Fine motor soft start Morning run PE - pupils will explore why it is important to take turns when playing a game. why we need to keep the score during a game. understand why games have rules and understand the consequences if the rules of the game are not followed. explore simple principles (evasive skills) to avoid being tagged. explore simple principles to prevent the attackers from scoring. apply their understanding of attacking (fish) and defending (sharks), applying it into a competitive game. Sewing Using tools (scissors - irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)</p>	
Ongoing provision throughout the year	Lunchtime	Modelling how to hold a knife and fork and use them appropriately				
	Daily fine motor activities	Every morning from 830-900 all activities have been designed to develop coordination, and manipulation with development throughout the year.				
	Balancability	Held throughout the year to develop balance, and coordination				
	Drawing club	Holding a pencil effectively, to develop accuracy when drawing and writing.				

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	I wonder how things change?	I wonder what stories are told?	I wonder what amazing things have existed in our world?	I wonder what is in the great outdoors?	I wonder where people live?	I wonder what is in the sea?
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)					
Our curriculum goal	<p>To develop young people who able to write a sentence that can be read by themselves and others</p> <p>-who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p> <p>-who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>					
Term specific provision Literacy Comprehension - Developing a passion for reading Children will visit the library weekly Word Reading Children will be working as a complete class for phonics as first teach and receive additional support if required - Focus on consolidation of phase 2/ phase 3 phonemes, phase 4 adjacent consonants and reading tricky words associated . Formation and songs associated phonic sheets sent home as well as phoneme cards and tricky words as and when taught in class .	<p>VIPERS focus - to say what we think a book is about by looking at the cover (P), to say who your favourite character is (E)</p> <p>VIPERS focus - to explain how a character is feeling (I), to answer simple questions about what has happened (R)</p> <p>Phonics phase 2 and phase 3 To read I no go to the</p> <p>Grandma Fantastic support Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story. Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>VIPERS focus - to use words to describe a character or setting (V), to say what happened first in the story (S)</p> <p>VIPERS focus - to say what you think will happen next (P), to explain why something happened (R/I)</p> <p>Phonics phase 3 To spell I no go to the To read we he me be she, all, her, my, was, they, are, you</p> <p>Grandma Fantastic support Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story. More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p>	<p>VIPERS focus - to explain why we like a character or story (E), to find a word which means ... (V)</p> <p>VIPERS focus - to say what happened at the beginning, middle and end of a story (S)</p> <p>Phonics phase 4 To spell we he me be she, all, her, my, was, they, are, you To read said have like so do come some little one were out when there what</p> <p>Grandma Fantastic support Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support. Child confident to write a simple short story. May still need a phonics mat to support.</p>			
Text types covered (link with lenses) and	Narrative Ruby's Worry or	Narrative We are going on a bear hunt by Michael Rosen	Report Penguins -National Geographic for Kids by Ann Schreiber	Narrative Jack and the Jellybean Stalk By Rachael Mortimer	Narrative Mama Panya's Pancakes by Mary Chamberlin	Report If Sharks Disappeared by Lilly Williams

performance poetry that the children do for their parents.	Perfectly Norman by James Percival Nursery rhyme challenge weekly voted for by the children	Performance Narrative The First Christmas Story	Performance Poetry chosen by the children	Performance Poetry chosen by the children	Performance Poetry chosen by the children	The Rainbow Fish Performance Poetry chosen by the children
Writing TFW used as stimulus across the year Texts may alter due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Texts as a Stimulus expectations: Nursery Rhymes Label characters Create an I/ make marks Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages - Create a Message centre!	Texts as a Stimulus expectations: Sequence the story Speech bubbles Create a wanted poster to catch the troll Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Texts as a Stimulus expectations: CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions Mini beasts - Animal Fact File - Compare two animals 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.	Texts as a Stimulus expectations: retell parts of the story / repeated refrains / speech bubbles Describe foods / adjectives Healthy Food - My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions - life cycles Recount - A trip to the park Character descriptions. Write 2 sentences	Texts as a Stimulus expectations: Report Retell the story in own words / reverse the journey Description Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Texts as a Stimulus expectations: Write facts Write a postcard / diary writing My Holiday - recount Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description Write three sentences - B, M & E.
Ongoing provision throughout the year	Daily reading	All children to read daily to an adult four times a week - additional reading time given to those who need additional school support.				
	Phonological awareness games	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.				
	CP time	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by characters, write messages to characters, engage in and talk about books, retell stories and create their own				
	Busy books	Weekly writing in busy book				
	Grandma Fantastic	Grandma will drop in regularly with new vocabulary for the children to take and use in their learning				

Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	I wonder how things change?	I wonder what stories are told?	I wonder what amazing things have existed in our world?	I wonder what is in the great outdoors?	I wonder where people live?	I wonder what is in the sea?
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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. 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. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
Our curriculum goal	To develop young people who are number fluent. -who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Term specific provision	White Rose Maths Getting to know you Just like me Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)	White Rose Maths It's me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness) Light and dark Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (Shapes with 4 sides) Measurement - Time (Night and day)	White Rose Maths Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	White Rose Maths Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2) Consolidation	White Rose Maths To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) First, then, now Adding more Taking away Spatial reasoning (2)	White Rose Maths Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning (3) On the move Deepening understanding Patterns and relationships Spatial reasoning (4)
Ongoing provision throughout the year	CP time	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by characters, complete puzzles, "What can you see, how do you see it?" Counting games				
	Daily routine	Self-registration (10-frames), calendar days of the week, date modelled in numicon, visual timetable, book voting, sticker charts (10-frames)				
	Story time/visualise time	What do you notice? Tell me what you see?				
	Maths Mastery Trial	NCETM				

Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	I wonder how things change?	I wonder what stories are told?	I wonder what amazing things have existed in our world?	I wonder what is in the great outdoors?	I wonder where people live?	I wonder what is in the sea?
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.					
Our curriculum goal	To develop young people who are curious and investigative within their environment -who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places -who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.					
Term specific provision	<p>RE - F4: Being special, where do we belong? Cornish Heritage - language, Dolly Pentreath</p> <p>Harvest Me, My family and my school Science Explore magnets ICT Use iPad camera</p>	<p>RE - F2: Why is Christmas special to Christians? Cornish Heritage/History - traditions - lantern parades, lights, legend of Tom Bawcock</p> <p>Bonfire Night, Fire service visit Remembrance Day Diwali/Hanukkah Advent/Christmas ICT Use iPad stopwatch app Use Beebots - basic operations</p>	<p>RE - F5: What places are special and why? Cornish Heritage/History - castles, legend of King Athur</p> <p>Chinese New Year My village PCSO visit History Compare times - looking at differences in animals, clothes, transport, toys, Mary Anning ICT Use of technology in home and school</p>	<p>RE - F3: Why is Easter special for Christians? Cornish Heritage - Saints, Saint Piran St. Piran's Day</p> <p>Mothering Sunday Easter Science Compare and contrast environments - polar regions, desert, jungle, under the sea, ICT Use digital microscope</p>	<p>RE - F5: What stories are special and why? Cornish Heritage - gardens, Eden Project, Lost Gardens of Heligan Ramadan/Eid-alFitr Science Growing - plants/humans Seasonal changes - Spring to Summer ICT Use Beebots - moving from A to B</p>	<p>RE - F1: Why is the word 'God' so important to Christians? History - Grace Darling Science Growing - animals Seasonal changes - Summer Science Explore materials and textures (recycling) ICT Use Beebots - following a path</p>
Understanding the world RE / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community.	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p>	<p>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a Mark's Ark visit. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things - Changes in the leaves, weather, seasons,</p>	<p>Use Mama Panya's Panckaes to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking - boat building Metallic / non-metallic objects Seasides long ago - Magic Grandad Share non-fiction texts that offer an insight into contrasting environments.</p>

<p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago - How time has changed. Using cameras.</p>	<p>characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots</p>	<p>Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.</p>	<p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
<p>Ongoing provision throughout the year</p>	<p>CP</p>	<p>Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts</p>				
	<p>Story and song</p>	<p>Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries</p>				
<p>Key vocabulary linked to NC subjects (including but not limited to)</p>	<p>RE</p>	<p>belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Muslim, mosque</p>				
	<p>History</p>	<p>present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar,</p>				
	<p>Geography</p>	<p>polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons</p>				
	<p>Science</p>	<p>question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth</p>				
	<p>Computing</p>	<p>technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume</p>				

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	I wonder how things change?	I wonder what stories are told?	I wonder what amazing things have existed in our world?	I wonder what is in the great outdoors?	I wonder where people live?	I wonder what is in the sea?
Educational programme	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
Our curriculum goal	<p>To develop young people who are confident to create and perform in front of others</p> <p>-who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>-who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>					
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	Music- Rhythm and Pulse Art and DT Use templates and stencils with pencils Wax crayon rubbings Print - fingers, stampers Paint - setup and use Malleable materials - use rolling pins and cutters Use felt tip pens Transient art - sand art Model with construction kits Collage - stick Focus artists - Tony Plant(sand art), Georges Seurat (pointillism) Nursery Rhyme Performance	Music - singing - songs for nativity Art and DT Use stencils with paints and sponges Print - outlines Paint - different brushes, different surfaces Malleable materials - roll and shape by hand Use oil pastels Model with construction kits Junk model - join with tape/glue and embellish Focus artists - John Dyer (fireworks), Piet Mondrian (primary colours, shapes) Christmas Nativity Performance	Music- Pitch Art and DT Print - relief printing with rollers Paint - colour mixing Malleable materials - imprint, use mark makers Transient art - glueless collage/loose parts Collage - cut and stick Weaving Consolidate and refine previously taught skills and techniques independently Focus artists - Hilma af Klint (colour mixing), Henri Matisse (cut and stick collage) Poetry Performance for Families	Music - songs for a performance Art and DT Paint - wax resist Print - 3D shapes Junk model - flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently Focus artists - Andy Goldsworthy (natural art), Emily Stackhouse (observational drawing of plants) Poetry Performance for families	Music - instrumental Art and DT Observational drawings Paint - using water colour paints Transient art - natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently Focus artists - Paul Klee, Wassily Kandinsky (shapes) Poetry Performance for families	Music- transition production for year 1 Art and DT Malleable materials - pottery/sculpture Junk model - moving parts Sewing Consolidate and refine previously taught skills and techniques independently Focus artists - Paul Clark (local artist), Barbara Hepworth (sculpture) Poetry Performance for families
Ongoing provision throughout the year	CP	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				

	Song/Story time	Sing a range of songs/nursery rhymes, understand the structure of stories
	Drawing club	Develop drawing skills, use imagination, develop storylines
Key vocabulary linked to NC subjects (including but not limited to)	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style
	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe