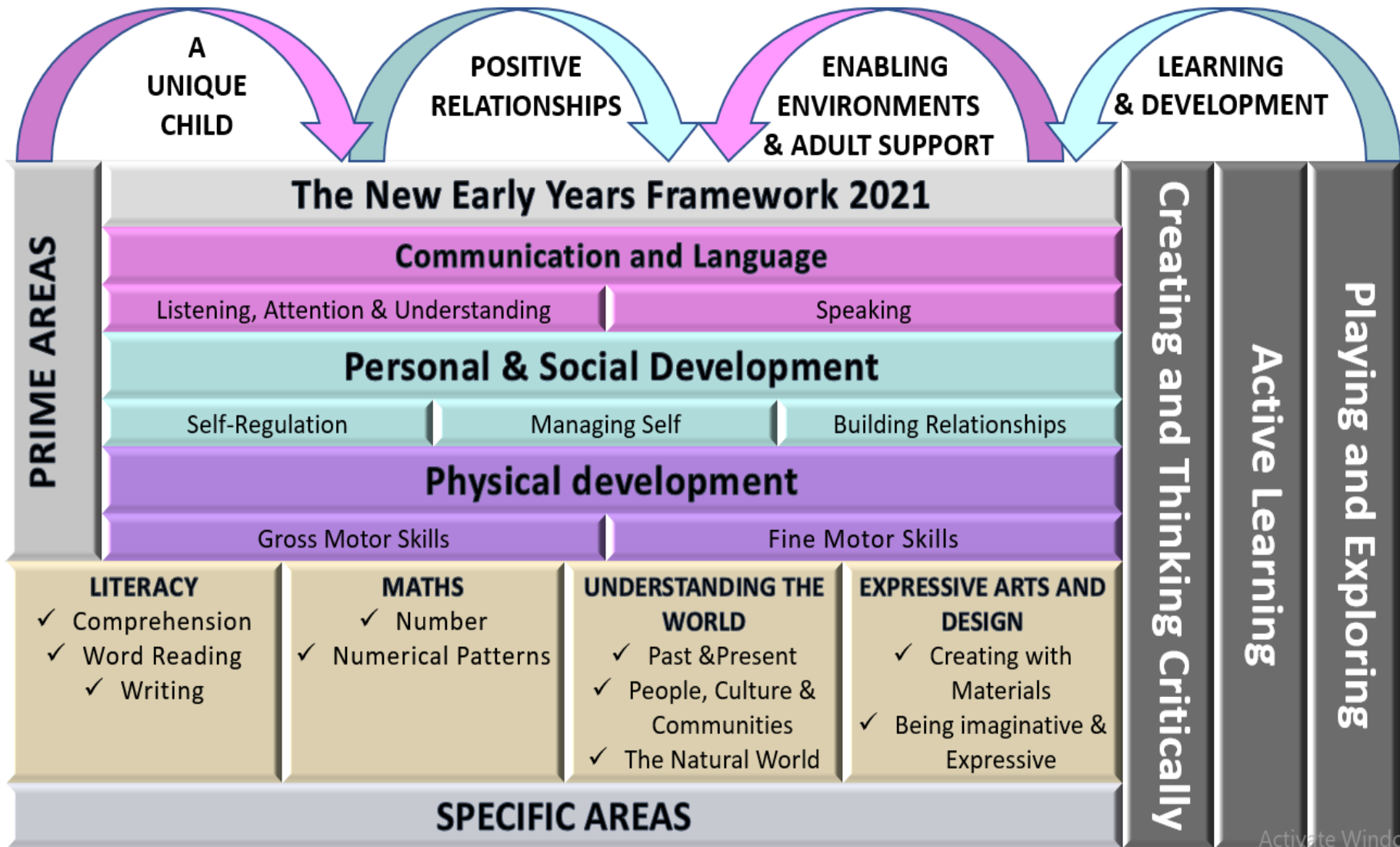




RECEPTION CURRICULUM

OVERVIEW: EYFS



TERMLY OVERVIEW: EYFS

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
<p>General Themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p> <p>WELLBEING & Behaviour For Learning</p>	<p>All About me</p> <p>Starting school / my new class / New Beginnings People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind, staying safe Little Red Hen – Harvest, Autumn</p>	<p>Magical Moments</p> <p>Diwali Bonfire Night Remembrance Day Traditional Christmas stories Gingerbread Man The Nativity Christmas Lists Letters to Father Christmas</p>	<p>Amazing animals</p> <p>Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats Types of animals</p>	<p>Ready steady grow</p> <p>Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials Easter</p>	<p>Big Wide World</p> <p>Around the Town How do I get there? Where in the world have you been? Holidays. Where do we live in the UK / world? Other countries Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?</p>	<p>Under the sea</p> <p>Under the sea Off on holiday / clothes Send me a postcard! Marine life Sea sides in the past Compare: Now and then! Seaside art Beach trip</p>
<p>Reading Spine Texts and 'old favourites'</p> <p>Subject to change based on prior knowledge / interests</p> <p>Key text</p>	<p>The Colour Monster Goes to School Funny Bones The Leaf Thief Little Goose's Autumn Happy in our skin</p> <p>Rosie's Walk</p>	<p>The Jolly Christmas Postman Hansel & Gretel Nativity Stick Man One Snowy Night The Night Before Christmas</p> <p>The Gingerbread Man</p> <p>Little Red Riding Hood Goldilocks Rama and Sita</p>	<p>The Emperors Egg The Very Hungry Caterpillar Tige who came to tea Farmer Duck Rumble in the jungle Dear Zoo</p> <p>Owl Babies</p>	<p>The Tiny Seed Oliver's Vegetables Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons The Gigantic Turnip</p> <p>Jack and the Beanstalk</p>	<p>Runaway train Katie in London Whatever Next What the ladybird heard All are welcome Lost and found</p> <p>Handa's Surprise</p> <p>The Train Ride Atlas</p>	<p>The Lighthouse Keeper's Lunch The Snail and the Whale Rainbow Fish The fish who could wish Sharing a shell Commotion in the ocean</p> <p>Tiddler</p> <p>Under the Sea Non – Fiction World Atlases</p>
<p>Potential 'Wow' moments</p> <p>Enrichment Weeks</p>	<p>Autumn Trail Doctor visit Harvest Time – Church visit Birthdays Favourite Songs Talent show Roald Dahl Day What do I want to be when I grow up?</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Pantomime visit Black History Month Remembrance Day Road Safety World Space Week Children in Need Anti- Bullying Week</p>	<p>Zoo visit Farm visit Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week</p>	<p>Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Science Week Eater Egg Hunt</p>	<p>Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Let's fly Space exploration dome</p>	<p>Visit to the beach /aquarium Under the Sea – singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day Ice – Cream at the park</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea

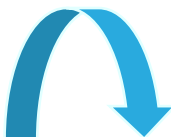
Characteristics of Effective Learning



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.

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.



Over Arching 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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

At Crowan School, we make sure that every child has a positive start to their school journey, implementing a curriculum that allows our children to become independent, confident and successful learners. In an environment where they feel safe to ask questions, explore and try new things our children strive to achieve, reaching their full potential through learning tailored to meet their individual needs.

"The freedom to dream, the space to believe, the place to achieve!"

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

	Social/Moral	Spiritual	Social/Cultural	Social/Moral	Spiritual	Moral
<p>The “Crowan School Way”</p> <p>Students take ownership of their learning</p> <p>Inspiring Learning Environments</p> <p>Pupil Voice</p> <p>SMSC</p> <p>Core Principles</p>	<p>Character Formation</p> <p>Our rules of Care for everyone and everything; and Do our best at all times are tangible throughout the curriculum</p> <p>Experienced Based Curriculum</p> <p>Provision for Philosophy, Religion & Ethics, PSHE , further supported by the 'Jigsaw' curriculum.</p> <p>Exploring who I am/identity in the natural environment</p> <p>School reward systems and other SMSC provision</p>	<p>Spiritual Insight</p> <p>Students have profound and stirring experiences of religious education, festivals</p> <p>Effective pastoral care</p> <p>The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief</p> <p>Positive Relationships</p> <p>Spiritual connection with nature in the school grounds</p>	<p>Educational Excellence</p> <p>Teachers and students inspired and joyful</p> <p>High quality dialogue, including development of back and forth talk and good listening</p> <p>Speak sincerely</p> <p>Engage in empathic dialogue</p> <p>Culture of intellectual curiosity and continuous professional development</p> <p>Positive interactions and communication</p>	<p>Educational Excellence</p> <p>Holistic, values based and contextualised curriculum</p> <p>Children actively involved in creating their own paths of learning</p> <p>Children's passions are evident</p> <p>Committed engagement of parents/carers as co-educators.</p>	<p>Spiritual Insight</p> <p>Children evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world.</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p> <p>Exploring who I am/identity in the natural environment</p>	<p>Character Formation</p> <p>Children make conscientious choices</p> <p>Promote the 'Common Good'</p> <p>Children develop moral literacy and connect with emotional engagement</p> <p>Provision for Philosophy, Religion & Ethics, PSHE</p>
<ul style="list-style-type: none"> o We are unique spiritual beings with incredible potential and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical and spiritual. o We choose how we wish to respond to life and what we nurture within us. o We care for and respect all life – human, animal and plant – and live in a way that causes the least possible harm. o We each observe the one same reality from our own unique perspective and engage in open-minded dialogue to deeply enrich our vision. o We serve a higher purpose by living a meaningful and satisfying life of contribution. o We are nourished by personal relationships that fulfil our need to love and be loved, encouraging us to be the best we can be 						

An educated person has a good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>British Values</p> <p>Circle times</p> <p>These will mirror the principles and values of our school</p> <p>We will 'dip in and out of each area' each term as and when we need to.</p>	<p>Mutual Respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of Law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong.</p> <p>We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual Liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others</p>	<p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating diversity of the UK. They are not exclusive to being British and are shared by other democratic countries</p>
<p>Links to 'SCARF' Curriculum & 'We Thinkers'</p>	<p>Me and My Relationships</p>	<p>Valuing Difference</p> <p>Thinking Thoughts & Feeling Feelings</p>	<p>Keeping Safe</p> <p>The Group Plan</p>	<p>Rights and Respect</p> <p>Thinking with Your Eyes</p>	<p>Being My Best</p> <p>Body in the Group</p>	<p>Growing and Changing</p> <p>Whole Body Listening</p>
<p>Assessment Opportunities</p>	<p>Analyse Nursery Assessments</p> <p>In-house - Baseline data on entry</p> <p>RBA</p> <p>Phonic Intervention groups</p> <p>Ongoing observations</p>	<p>Ongoing assessments</p> <p>Baseline analysis</p> <p>Parents evening info</p> <p>EYFS Team meetings</p> <p>In house moderation</p> <p>Midterm Assessments</p> <p>Ongoing observations</p>	<p>GLD Projections for EOY</p> <p>EYFS team meetings</p> <p>Phase meeting and internal moderations</p> <p>Ongoing observations</p>	<p>Parents evening info</p> <p>EYFS team meetings</p> <p>Phonics assessments</p> <p>Ongoing observations</p> <p>Discussion of progress & individual journeys to GLD</p> <p>Discussions with SENDCO as needed</p>	<p>EYFS team meetings</p> <p>Ongoing observations</p>	<p>Parents evening info</p> <p>EYFS team meetings</p> <p>Ongoing observations</p> <p>End of year assessments</p> <p>EOY data</p> <p>Discussion of data</p>
<p>Parental Involvement</p>	<p>Parents Evening</p> <p>Home / School Agreement</p> <p>Phonics workshop</p> <p>Tapestry Observations</p>	<p>Nativity</p> <p>Parents Evening</p> <p>Tapestry Observations</p>	<p>Tapestry Observations</p>	<p>Tapestry Observations</p> <p>Parents evening</p>	<p>Tapestry Observations</p>	<p>Reports sent home</p> <p>Tapestry Observations</p>

Diversity texts to be read throughout the phase during story time sessions

BAME main characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
<ul style="list-style-type: none"> • Ellie's magic wellies • The feather • Grace and family • We're going to find the monster 	<ul style="list-style-type: none"> • Maisie's scrapbook • All are welcome • Happy in our skin • Errol's garden • Dig, dig, dig • All sorts • Goodnight world 	<ul style="list-style-type: none"> • Leo and the octopus • Beckle 	<ul style="list-style-type: none"> • Amazing • Jessica's box 	<ul style="list-style-type: none"> • My magic family • My friends and me • Slug in love • Evie's new brother • Aalfred and Aalbert • Pink is for boys • Julian is a mermaid

International/national awareness (explored through assemblies and collective worship)

<p>International Literacy Day</p> <p>International Day of Democracy</p> <p>International Day of Peace</p>	<p>Oct: Black History Month</p> <p>World Mental Health Day</p> <p>World Values Day</p> <p>World Kindness Day</p> <p>International Day of Tolerance linked to Anti Bullying Week</p> <p>Universal Children's Day</p>	<p>World Religion Day</p> <p>International Day of Education</p> <p>Feb: LGBT+ History Month</p> <p>Children's Mental Health Week</p> <p>Race Equality Week</p> <p>International Day of Women and Girls in Science</p> <p>Random Act of Kindness Day</p>	<p>UN Zero Discrimination Day</p> <p>World Book Day</p> <p>National Career's Week</p> <p>International Women's Day</p> <p>Commonwealth Day</p> <p>World Oral Health Day</p> <p>International Day of Happiness</p> <p>World Poetry Day</p>	<p>World Wish Day</p> <p>International Dance Day</p> <p>May: International Share a Story Month</p> <p>International Nurses' Day</p> <p>International Day of Families</p> <p>MAY: Mental Health Awareness month</p> <p>World Day for Cultural Diversity</p> <p>Elmer Day</p>	<p>June: Pride Month</p> <p>World Environment Day</p> <p>World Ocean's Day</p> <p>Empathy Day</p> <p>World Refugee Week</p> <p>World Music Day</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea
<p>Communication and Language</p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism</p>	<p>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, storytelling 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.</p>					
<p>Whole EYFS Focus –</p> <p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, poetry, rhymes, speech and language interventions, Pie Corbett T4W and storytelling actions, EYFS productions, assemblies and weekly interventions.</p> <p>Daily story time</p> <p>Word of the day</p>	<p>Welcome to EYFS</p> <p>Settling in activities Making & reconnecting with friends Children talking about experiences that are familiar to them. What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story!</p> <p>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. Learn rhymes, poems and songs. Choose books that will develop their vocabulary.</p>	<p>Tell me why!</p> <p>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. Continue to build new vocabulary</p>	<p>Talk it through!</p> <p>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. Use talk to organize and solve problems. Make connections between ideas. Begin to listen to and understand non-fiction.</p>	<p>What happened?</p> <p>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. Use non-fiction to develop vocabulary. Re-tell own stories using story language. Listen attentively to others and respond appropriately. Share in group and 1-1 situations. Introduce weekend news. Express own ideas and feeling use a range of tenses and conjunctions.</p>	<p>Time to share!</p> <p>Show and tell. Weekend news 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. Hold conversations with adults and their peers. Give explanations for why things happen. Express own ideas and feeling use a range of tenses and conjunctions.</p>
Links to Year 1 Curriculum	<p>Programme of study – spoken language: listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play,</p>					

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.

	improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others; select and use appropriate registers for effective communication.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea
Personal, Social and Emotional Development	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 .					
Managing Self Self - Regulation Links to 'Jigsaw' Curriculum Links to 'We Thinkers' Social Thinking initiative	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class and school rules and routines Supporting children to build relationships. Dreams and goals Begin to express their own feelings.</p> <p>Jigsaw – Me and My Relationship BIG BRUSH CLUB</p>	<p>Getting on and falling out. How to deal with anger Emotions & expressing feelings Celebrating differences Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>Jigsaw – Valuing difference BIG BRUSH CLUB</p> <p>We Thinkers – Thinking thoughts and feeling feelings</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Jigsaw – Keeping safe BIG BRUSH CLUB</p> <p>We Thinkers – The Group Plan</p>	<p>Feelings Learning about qualities and differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others, gaining other perspectives. Oral health</p> <p>Jigsaw – Rights and respect BIG BRUSH CLUB</p> <p>We Thinkers – Thinking with your eyes</p>	<p>Relationships What makes a good friend? Random acts of Kindness Looking after pets Looking after our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p> <p>Jigsaw – Being my best BIG BRUSH CLUB</p> <p>We Thinkers – Body in the group</p>	<p>Taking part in sports day - Winning and losing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Confidently manage own needs and manage hygiene.</p> <p>Jigsaw – Growing and changing BIG BRUSH CLUB</p> <p>We Thinkers – Whole body listening</p>
	<p>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.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task 				<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."</i></p>	

	<ul style="list-style-type: none"> ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 				Education Endowment Foundation.	
Links to Year 1 Curriculum Jigsaw Units	Me and my relationships	Valuing differences	Keeping safe	Rights and respect	Being my best	Growing and changing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness 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 .					
Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. DAILY OPPORTUNITIES	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip Teach and model correct letter formation. Dough disco Pen Disco	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy, Teach and model correct letter formation. Dough disco Pen disco Finger Fit	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Dough disco Pen disco Finger Fit	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Dough disco Pen disco Finger Fit	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. Dough disco Pen disco Finger Fit	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly and develops own handwriting style. Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Pen disco Finger Fit
Gross Motor WEEKLY OPPORTUNITIES	Different ways of moving to be explored with children. Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Development of movement skills, travelling in different ways, negotiating space Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, etc Development of movement skills, travelling in different ways, negotiating space. Link to Arena PE planning: fundamental movement skills, gym fundamental skills, dance		Provide a wide range of activities to support a broad range of abilities. Revise and refine fundamental movement skills, moving towards a fluent style of moving. Develop body strength, balance, coordination and agility. Combine different movements. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Link to Arena PE planning: fundamental movement skills, gym, games, dance, athletics		Obstacle activities children moving over, under, through and around equipment. Dance / moving to music. Races / team games involving gross motor movements, dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Further develop ball skills, catching throwing, striking, hitting, kicking Exploring tactics Sports day Link to Arena PE planning: fundamental movement skills, striking and fielding, athletics, games.	
	From Development Matters 21': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					

	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Links to Year 1 Curriculum	P.E - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea
<p>Literacy</p> <p>Comprehension - Developing a passion for reading and reading for enjoyment</p> <p>Word Reading</p>	<p>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)</p>					
	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
	<p>Phonic Sounds: RWI Set 1 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Book without words for story telling.</p>	<p>Phonic Sounds: RWI Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Phonic Sounds: RWI Reading: Non-fiction texts, Internal blending, Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were</p>	<p>Phonic Sounds: RWI Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>

<p>Links to Year 1 Curriculum</p>	<p>RWI provision Y1 programme of study, word reading - Apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s); read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading. Y1 programme of study, comprehension - develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear read to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known; understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far; participate in discussion about what is read to them, taking turns and listening to what others say; explain clearly their understanding of what is read to them.</p>					
<p>Link to Talk Through Stories</p>	<p>Elmer Lost and Found Farmer Duck</p>	<p>One Snowy Night Stick Man The Owl who was Afraid of the Dark</p>	<p>Owl Babies Gecko's Echo The Lion Inside</p>	<p>Five Minutes Peace The Extraordinary Gardener Where the Wild Things Are</p>	<p>Zog Hand's Hen Room on the Broom</p>	<p>Tiddler The Rainbow Fish Ruby's Worry</p>

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea
<p>Literacy</p> <p>Writing</p> <p>TFW used as one form of teaching</p> <p>Texts may change due to children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>(Subject to change based on children's interests & needs)</p>	<p>Key Text: <i>Rosie's Walk</i></p> <p>TfW: <i>Nursery Rhymes</i></p> <p>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 / Message centre.</p>	<p>Key Text / TfW: <i>The Gingerbread Man</i></p> <p>Finger Fit – link to book spine</p> <p>Name writing, labelling using initial sounds, story scribing, CVC words. Retelling stories in writing area, instructions for gingerbread. Help children identify the sound that is tricky to spell. Sequence the story. Write a sentence.</p>	<p>Key Text / TfW: <i>Owl Babies</i></p> <p>Finger Fit – link to book spine</p> <p>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. Labels and simple captions, CVC words / simple sentence writing using high frequency words.</p>	<p>Key Text / TfW: <i>Jack and the Beanstalk</i></p> <p>Finger Fit – link to book spine</p> <p>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 Recount Character descriptions. Write 2 sentences.</p>	<p>Key Text / TfW: <i>Handa's Surprise</i></p> <p>Finger Fit – link to book spine</p> <p>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</p>	<p>Key Text / TfW: <i>Tiddler</i></p> <p>Finger Fit – link to book spine</p> <p>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 3 sentences – B, M & E.</p>

<p>Links to Year 1 Curriculum</p>	<p>Y1 programme of study – writing, transcription: spell: words containing each of the 40+ phonemes already taught; common exception words; the days of the week; name the letters of the alphabet: naming the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound; add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un– ; using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]; apply simple spelling rules and guidance, as listed in English Appendix 1; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting- Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Y1 programme of study – writing, composition: write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Y1 programme of study- writing, vocabulary, grammar and punctuation: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; learning the grammar for year 1 in English Appendix 2; use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Y1 key texts (provisional): Little Red Hen, Snail and the Whale, The Runaway Pancake, The Three Little Pigs, Rainbow Fish</p>
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We will encourage children's independence and decision-making, supporting them to learn through their mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea
<p>Maths</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> – Shakuntala Devi</p> <p><i>Mathematics Mastery</i></p>	<p>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.</p>					
	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose
	<ul style="list-style-type: none"> - Getting to know you (2 weeks) - Match, sort and compare (2 weeks) - Talk about measure and patterns (2 weeks) 	<ul style="list-style-type: none"> - It's me 1, 2, 3 (2 weeks) - Circles and triangles (1 week) - 1, 2, 3, 4, 5 (2 weeks) - Shapes with 4 sides (1 week) 	<ul style="list-style-type: none"> - Alive in 5 (2 weeks) - Mass and capacity (1 week) - Growing 6, 7, 8 (2 weeks) - Length, height, time (2 weeks) 	<ul style="list-style-type: none"> - Length, height, time (continued) - Building 9 & 10 (3 weeks) - Explore 3D shapes 	<ul style="list-style-type: none"> - To 20 and beyond (2 weeks) - How many now/ (1 week) - Manipulate, compose and decompose (2 weeks) - Sharing and grouping (2 weeks) 	<ul style="list-style-type: none"> - Sharing and grouping (continued) - Visualise, build and map (3 weeks) - Make connections (1 week) - Consolidate

Links to Year 1 Curriculum White Rose Units	Shape Position and direction Shape	Place value within 10; 20; 100 Shape Addition and subtraction	Mass and volume Length and height Place value within 10; 20; 100 Addition and subtraction Multiplication and division	Time Length and height Place value within 10; 20; 100 Addition and subtraction Multiplication and division Shape	Place value within 10; 20; 100 Addition and subtraction Multiplication and division Fractions	Place value within 10; 20; 100 Addition and subtraction Multiplication and division Money Fractions
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Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea	
<p>Understanding the World</p> <p>RS/Festivals</p> <p>Links to Cornwall RE syllabus</p> <p>Links to Developing Experts – Science Curriculum</p>	<p>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.</p>	<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. 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. Exploring the natural world and identifying features of autumn.</p> <p>Links to Science curriculum: Developing Experts – Our Body</p> <p>Links to RE syllabus: Why is the word 'God' so important to Christians?</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 characters from real people in their lives. Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need. Diwali and how it is celebrated. Gunpowder plot.</p> <p>Links to Science curriculum: Developing Experts – Machines</p> <p>Links to RE syllabus: Why do Christians perform Nativity plays at Christmas?</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 trip to the zoo. 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. 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>Links to Science curriculum: Developing Experts – Animals</p> <p>Links to RE syllabus: Being special: Where do we belong?</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, 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>Links to Science curriculum: Developing Experts –Plants</p> <p>Links to RE syllabus: Why do Christians put a cross in an Easter garden?</p>	<p>Use Handa's Surprise 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. Can children talk about their homes and what there is to do near 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 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.</p> <p>Links to Science curriculum: Developing Experts – Space</p> <p>Links to RE syllabus: What places are special and why?</p>	<p>Look at how the sea environment is very different to the land for the animals that live in it and compare. Name a range of sea creatures and create fact files. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside's long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Beach visit/aquarium trip</p> <p>Links to Science curriculum: Developing Experts – The Beach/Materials</p> <p>Links to RE syllabus: What times / stories are special and why?</p>
	Rosh Hashanah Yom Kippur Sukkot All Saints Day	Diwali Hannukah Christmas Advent	Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice	

<p>Links to Year 1 Curriculum</p>	<p>Science - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense; asking simple questions and recognising that they can be answered in different ways</p> <p>History - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; They should understand some of the ways in which we find out about the past and identify different ways in which it is represented; significant historical events, people and places in their own locality; They should use a wide vocabulary of everyday historical terms.</p> <p>Geography - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Science -observe changes across the four seasons; observing closely, using simple equipment; gathering and recording data to help in answering questions</p> <p>DT - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>History - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; They should understand some of the ways in which we find out about the past and identify different ways in which it is represented; significant historical events, people and places in their own locality; Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time; They should use a wide vocabulary of everyday historical terms; They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Geography - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Science - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; identify and name a variety of common animals that are carnivores, herbivores and omnivores; describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets); identifying and classifying</p> <p>History - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; They should understand some of the ways in which we find out about the past and identify different ways in which it is represented; significant historical events, people and places in their own locality; They should use a wide vocabulary of everyday historical terms.</p> <p>Geography - name and locate the world's seven continents and five oceans; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Science - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe the basic structure of a variety of common flowering plants, including trees; observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies; observing closely, using simple equipment; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions</p> <p>Geography - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Science - performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions</p> <p>History- events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality; They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods; They should use a wide vocabulary of everyday historical terms; They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Geography - name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Science - identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions; distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>History- events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; significant historical events, people and places in their own locality; Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time; They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods; They should use a wide vocabulary of everyday historical terms.</p> <p>Geography - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Magical Moments	Amazing animals	Ready Steady Grow	Big Wide World	Under the Sea
<p>Expressive Arts and Design</p> <p>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.</p> <p>Links to Charanga Music curriculum</p> <p>Links to Scottish Borders Art Scheme</p>	<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. 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>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, family portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Drawing – make lines – steering direction, control, line patterns. Create observation & fantasy drawing using line skill.</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Parties and Celebrations Role Play of The Nativity</p>	<p>Collage – develop knowledge of colour & texture. Draw round templates, fold, cut, create designs. Use different texture in pictures.</p> <p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>	<p>Printing – develop knowledge of shape & pattern, manipulate to produce clear prints. Make repeated patterns and explore symmetry.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>3D – Develop an understanding of shape and form. Clay work and creating texture. Create sculptures.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with</p>	<p>Fabric – Develop an understanding of textures & skills in sewing and weaving. Patchwork. Glue efficiency.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Father's Day Crafts</p> <p>Praze Fair Show</p>
Links to Year 1 Curriculum	DT - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; select from and use a wide range of materials and components, including construction	Art & design - To use a range of materials creatively to design and make products; DT- design purposeful, functional, appealing products for themselves and other users based on design	Art & design - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Art & design - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; about the work of a range of artists, craft makers and designers, describing the differences and similarities between	Art & design - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination DT- explore and evaluate different products; evaluate their ideas and	Art & design -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	<p>materials, textiles and ingredients, according to their characteristics; build structures, exploring how they can be made stronger, stiffer and more stable; use the basic principles of a healthy and varied diet to prepare meals.</p> <p>Music - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>criteria; generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology; explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Music - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>		<p>different practices and disciplines, and making links to their own work.</p> <p>DT -understands where food comes from</p> <p>Music - use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>products against a design criteria; build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Music - listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>DT- build structures, exploring how they can be made stronger, stiffer and more stable</p>
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EARLY LEARNING GOALS: FOR THE END OF THE YEAR

HOLISTIC/BEST FIT JUDGEMENT

Communication and language	Personal, social, emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
<p>ELG: 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.</p> <p>ELG: 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, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p> <p>ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>ELG: 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.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: 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.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.