

Learning Block (But not limited too)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry Children's individual interests will be planned in accordingly.	Marvellous Me: What makes me special? Autumn Halloween Family Ourselves Autumn walks (Tehidy woods)	Fantastic Festivals and Splendid Celebrations Autumn Halloween Diwali Bonfire Night Fire Service visit Christmas/Father Christmas story Christmas around the world	Wonderful Weather and Super Seasons: What is weather? Winter Arctic (cold places) Chinese New Year	How does your garden grow? Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring Food & Heathy lifestyles Time and changes	Can We Explore It? Cornwall and other places to explore Life cycles – Frog/butterfly/plant/sunflowers Local Area – Local park visit Tehidy woods visit	All Creatures Great and Small (Wildlife) What is an animal? Where do they live? What is a lifecycle? Summer holidays (past and present) Hot places (Hot and cold) Church visit Rockpools/ Beaches Mermaids Pirates
Communication and Language	<i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times, rhymes, and songs.</i> <i>Maintain attention in whole class/groups.</i> <i>Follow 1 step instructions.</i> <i>Understand 'why' questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i>	Listen in familiar & new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Follow instructions with 2 parts in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i>	Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	<i>Learn new vocabulary</i> <i>Use new vocabulary through the day</i>	<i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems, and songs.</i>		<i>Use new vocabulary in different contexts</i> <i>Listen to and talk about stories to build familiarity and understanding.</i>		
Personal, Social and Emotional Development Self-regulation	<i>Can talk about feelings.</i> <i>Welcome distractions when upset.</i> <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> <i>Independently organise belongings in the morning.</i> <i>Manage personal hygiene.</i> <i>Build constructive and respectful relationships.</i> BEING ME IN MY WORLD	<i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. <i>Continue to build constructive and respectful relationships.</i> CELEBRATING DIFFERENCE (INCLUDING BULLYING)	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences. DREAMS AND GOALS	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. HEALTHY ME	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i> RELATIONSHIPS	<i>Able to identify and moderate own feelings.</i> <i>See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. CHANGING ME
Physical Development Real PE Focus	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Personal Cog Focus – following instructions, practise safely, independent work Coordination skill: Footwork Static Balance skill: One leg	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Social Cog Focus – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance	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. Creative Cog Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Cognitive Cog Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Health and Fitness Cog Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work

<p>PD: Fine Motor</p> <p>Gross Motor</p>	<p>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/yoga.</p> <p>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 spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>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</p>					
<p>Literacy/ Comprehension</p>	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Comprehension: Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books.</p> <p>Innovate a well-known story with support.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
<p>Literacy Phonics and Reading</p>	<p>Read Write Inc Phonics Carousel approach – ('Making A Strong Start' RWI Document) Introduce one sound per day- Set 1 single letter sounds. Introduce letter formation with each sound (RWI rhymes). Pinny time and Fred talk games to develop oral blending skills and phoneme/grapheme correspondence. Introduce rhyme 'special friends, Fred talk, read the word' as reading approach. Begin blending taught sounds in VC and CVC words - use of magnetic boards with maximum of 10 known sounds to practise segmenting and blending. Introduce digraph ck + consonant endings ff, ll, ss. Use half-termly assessment (or sooner) to identify next steps and reading groups. Expected assessed reading band by end of Aut1 – set 1 group B</p>	<p>Read Write Inc Phonics Pupils work in small groups to develop phoneme/grapheme correspondence according to known sounds. Know grapheme phoneme correspondence of 25 single letter sounds. Introduce 'word time' green cards to segment and blend words with known letters (1.1 – 1.6). Introduce digraphs sh, th, ch, qu, nk, ng and use 'word time' cards 1.7 with words of 3 sounds. Begin to read blending books to set 1.7. Use one-to-one daily tuition for lowest 20% of pupils. Those exceeding: see Spr1, Spr2, Sum1 or Sum2 (based on assessment). Use half-termly assessment (or sooner) to identify next steps and reading groups. Expected assessed reading band by end of Aut2 – set 1 group C.</p>	<p>Read Write Inc Phonics Those on track: continue to practise grapheme phoneme correspondence of 25 single letter sounds and digraphs introduced in Aut2. Continue to read words cards 1.1-1.7 including word cards of 4 sounds and blending books. Use one-to-one daily tuition for lowest 20% of pupils. Those exceeding: see Spr2, Sum1 or Sum2 (based on assessment). Use half-termly assessment (or sooner) to identify next steps and reading groups. Expected assessed reading band by end of Spr1 – Ditty sheets.</p>	<p>Read Write Inc Phonics Those on track: continue to practise grapheme phoneme correspondence of 25 single letter sounds and digraphs introduced in Aut2. Use 1.1 - 1.7 word time cards with up to 4 known sounds to segment and blend. Introduce 'alien' (nonsense) word card for reading known sounds) Introduce 'tricky' words - the, to, and, no, go, l through 'Ditty' sheet reading (one sheet per day). Use one-to-one daily tuition for lowest 20% of pupils. Those exceeding: see Sum1 or Sum2 (based on assessment). Children who have progressed further than these will read RWI colour band according to assessment and join Y1 grp. Use half-termly assessment (or sooner) to identify next steps and reading groups.</p>	<p>Read Write Inc Phonics Those on track: continue to practise grapheme phoneme correspondence of 25 single letter sounds and digraphs introduced in Aut2. Use additional 1.7 word time cards with 5 known sounds to segment and blend. Introduce further 'tricky' words as identified in Red books – use red word cards: put, the, l, no, of, my, for, he. Use one-to-one daily tuition for lowest 20% of pupils. Those exceeding: see Sum2 (based on assessment). Children who have progressed further than this will read RWI colour band according to assessment and join Y1 grp. Use half-termly assessment (or sooner) to identify next steps and reading groups.</p>	<p>Read Write Inc Phonics Introduce set 2 sounds – ay, ee, igh, ow, oo, oo, ar, or, air, ou, oy. Use set 2 word cards to segment and blend words with known sounds (set 1 and set 2 sounds). Continue to develop 'tricky' word knowledge through red word cards as identified in each Green book: your, said, you, be, are (and previous 'tricky' words). Use one-to-one daily tuition for lowest 20% of pupils. Those exceeding: read RWI colour band according to assessment and join Y1 grp. Use half-termly assessment (or sooner) to identify next steps and reading groups. Expected assessed reading band by end of Green/Purple</p>

Expected assessed reading band by end of Spr2 – Red

Expected assessed reading band by end of Sum1 – Green

Re-read books to build children's confidence in word reading, fluency, understanding and enjoyment. Read books consistent with children's phonic knowledge according to half-termly assessments.

Literacy/ Talk for Writing

Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Attempt to write their name copying it from a name card or try to write it from memory. Pre writing skills- marks and PD links.

Composition: Use talk to organise describe events and experiences.

Spelling: Orally segment sounds in simple words. (Fred Talk) Attempt to write their name copying it from a name card or try to write it from memory.

Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.

Fiction pattern: Mystery/ making connections
Text: Owl Babies
Focus: writing their name on a letter to Mummy Owl

Non- Fiction:
Text type: simple fact file
Text: Owl facts

Poetry:
Focus: Exploring
Type: traditional/ nursery rhymes
Theme: N/A

Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.

Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.

Handwriting: Start to form letters from their name correctly. Recognise that after a word there is a space.

Fiction pattern: Adventure/celebration
Text: The Everywhere Bear
Focus: writing simple words (using sounds learnt to write VC and CVC words). Use of finger spaces between words.

Non- Fiction:
Text type: maps with labels
Text: Little Red Riding Hood's Journey on a map

Poetry:
Focus: Performing
Type: rhyming
Theme: Festivals and celebrations

Emergent writing: Use appropriate letters for initial sounds.

Composition: Orally compose a sentence and hold it in memory before attempting to write it.

Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.

Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

Fiction pattern: Journey tale
Text: The Three Bears
Focus: Composing a sentence orally and 'holding in head'.

Non- Fiction:
Text type: weather chart with labels
Text: This Week's Weather

Poetry:
Focus: Writing
Type: shape
Theme: Weather

Emergent writing: Build words using letter sounds in writing.

Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

Spelling: Spell to write VC, CVC and CVCC words independently using RWI graphemes.

Attempt to spell some irregular common (tricky) words e.g. the, to, no, go

Handwriting: Holds a pencil effectively to form recognisable letters.

Fiction pattern: Journey/mystery tale
Text: Handa's Hen
Focus: Composing a sentence orally and write it using known sounds.

Non- Fiction:
Text type: Instructions
Text: Caring for a Seed

Poetry:
Focus: Exploring
Type: acrostic
Theme: Plants

Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

Composition: Start to write a simple sentence with a full stop.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

Fiction pattern: Overcoming a problem
Text: The Man Engine Remembers
Focus: Simple sentence writing with a full stop.

Non- Fiction:
Text type: Lists
Text: Ingredients for a recipe

Poetry:
Focus: Writing
Type: a list
Theme: Places of interest

Emergent writing: Show awareness of the different audiences for writing. (letters, stories, notes, lists, posters, invitation)

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Composition:
Write different text forms for different purposes (e.g. lists, stories, instructions).

Spelling: Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me.

Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Fiction pattern:
Text:
Focus: Simple sentence writing with a capital letter and full stop.

Non- Fiction:
Text type: Letters
Text : A letter to the Zoo

Poetry:
Focus: Performing
Type: classic
Theme: Animals

Handwriting: The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)

Mathematics

Count objects, actions, and sounds. Subitise

Explore the composition of numbers to 10 Subitise

Explore the composition of numbers to 10 Subitise

Explore the composition of numbers to 10 Subitise
Numbers 7, 8, 9

Explore the composition of numbers beyond 10. Subitise

Explore the composition of numbers beyond 10. Subitise
Automatic recall number bonds 0-10

<p>White Rose: Ongoing throughout the year</p>	<p>Baseline Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.</p>	<p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</p>	<p>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time/day/night</p>	<p>Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity</p>	<p>Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time</p>	<p>Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA</p>	<p>Adding more Taking away Number bonds Shape – spatial reasoning</p>	<p>Doubling Sharing and grouping Even and odd Patterns and relationships</p>
<p><i>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.</i></p> <p><i>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</i></p>									
<p>UTW: Religious Education (Cornwall-Agreed-Syllabus)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Key Question: Being special. Where do we belong?</p>	<p>Key Question: <i>Why is Christmas Special to Christians?</i></p>	<p>Key Question: Why is Easter Special for Christians?</p>	<p>Key Question: Which Stories are Special and Why?</p>	<p>Key Question: Which places are special any why?</p>	<p>Key Question Why is God Important to Christians?</p>			
<p>Understanding the World: (People Culture and Communities/Geography)</p>	<p><i>Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</i> Themselves, special things in their own lives, being respectful. Banjo visits Our school People who help us</p>	<p>Talk about and describe features of their own family, talk about families in other countries across the world. Bonfire night/ Guy Fawkes Who can we celebrate? Birthdays Celebrations Respect <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Our own families What is special to us? Other countries <i>Recognise some similarities and differences between life in this country and life in other countries.</i></p>	<p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. Visits from the community/fire/police/nurse etc. Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. <i>Understand that some places are special to members of their community.</i> Exploring different countries through books Role play</p>	<p>Animals and know how to care for an animal/pets Vets Role Play Jungle/safari possible themes</p>			
<p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books.</p>									
<p>UTW: Past & Present (History)</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past baby photos photos of people throughout their lives- showing ages</p>	<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Old and new toys Comment on images of familiar situations in the past.</p>	<p>Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Singing days of the week song Months of the year songs Old and new buildings</p>	<p>Talk about and understand changes in their own lifetime, by creating a personal timeline. Describe images of familiar situations in the past using books and photos St Piran's Day- Why do we celebrate this?</p>	<p>Recount an event, orally, pictorial and/or with captions. Trevithick Day- why do we celebrate this? Old steam engines/ modern trains</p>	<p>Photos of old farming equipment etc. Order experiences in relation to themselves and others, including stories. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>			
<p>The Natural World (Geography/Science links)</p>	<p>Describe what they see, hear, and feel whilst outside. Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps,</p>	<p>Recognise some environments that are different from the one in which they live. Studying leaves and found objects</p>	<p>Understand the effect of changing seasons on the natural world around them. Mapping: Program a BeeBot or instruct a friend to move along a track</p>	<p>Growing foods/healthy eating/healthy lifestyles Flowers Birds</p>	<p>Explore the natural world around them Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p>	<p>Understand the key features of the life cycle of a plant or animal. Animal patterns Animal textures</p>			

	<p>Pete's story map around school, seating maps, nature area map and read commons signs and logos.</p> <p>Draw information from a simple map.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p>Signs of the seasons</p> <p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.</p> <p>Find out about their local area by talking to people, examining photographs, and visiting local places.</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>
<p>Communication Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Observation: Explore the natural world around them by visits to Woodland Way and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>						

<p>Expressive Arts and Design</p> <p>Being Imaginative</p> <p>Creating with Materials</p>	<p>Develop storylines in their pretend play. (Fantasy and Reality)</p> <p>Role play linked to themes and children's interests/ story of the week.</p> <p>Role Play: Doctor Surgery, Shop (permanent /Maths link), School, Home corner (permanent all year)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Mark Making Skills- Artist study – Jackson Pollock (mark making)</p> <p>Portrait skills – drawing themselves, observational work, mark making.</p> <p>Artist Study- (Portraits) Andy Warhol Local Artist Study- John Dyer (buildings/locations)</p> <p>Cooking and creating food skills- linked to themes/books/children's interests. How can I make my own food to eat?</p> <p>Playdough exploring Colour mixing</p>	<p>Return to and build on their previous learning,</p> <p>Role Play: Christmas Corner/post office/Santa workshop/farm shop/ Frozen castle/ fantasy worlds based on children's interests.</p> <p>Artist study – Yayoi Kusama, Piet Mondrian, Kandinsky (Pattern/colours)</p> <p>Local Artist Study: Alice Hole</p> <p>Experiment with rubbing, printing to create texture and pattern using natural and man-made objects.</p> <p>Clay Exploring- Texture Lorien Stern- ceramics artist</p>	<p>Refining ideas and developing their ability to represent them.</p> <p>Role Play: Weather hut, fire station, police station, links to children's interests</p> <p>Artist Study – Yves Klein (handprints and painting with hands)</p> <p>Local Artist Study: Heather Howe (woods/forests/weathers)</p> <p>3D junk modelling exploring (links to recycling)</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Role Play: Gardens, people who help us themes, hospital, flower shop, children's interests.</p> <p>Artist Study: Andy Goldsworthy (Transient Art/patterns)</p> <p>Local Artist: Rebecca Jewel (flowers)</p> <p>Digital Art (Graphic Design) - using the iPad/interactive board to create art and print.</p>	<p>Refining ideas and developing their ability to represent them. (using different media)</p> <p>Photography: using cameras to create artwork (How can I create a picture in a different way?)</p> <p>Artist/Photographer study: (look at various examples of good photography of people, places, objects) Mario Testino- link to fashion show role play/show</p> <p>Local Artist/Photographer study: James Kitto (Cornwall)</p>	<p>Refining ideas and developing their ability to represent them. (using different media continued and to develop independence)</p> <p>Artist Study – Van Gogh</p> <p>Local Artist Study- David Hosking</p> <p>Local Artist: Chris Howarth (One Man and His Rake)</p> <p>Papier Mache- textures- creating 3D art.</p> <p>Roberto Benavidez- Paper Mache artist</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings, Create collaboratively sharing ideas, resources, and skills. Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</p>						

<p>EAD: Music (Being Imaginative)</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>I know some simple dances and can move to the rhythm of a song</p> <p>Charanga Songs: Pat-a-cake</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>I know some nursery rhymes and Christmas songs by heart</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>I know I can change the words to some songs</p> <p>Charanga Songs: Wind the Bobbin Up</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>I know some songs by heart</p> <p>I know how to move to different styles of music</p>	<p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>I know instruments make different sounds</p> <p>Charanga Songs: Big Bear Funk Nursery Rhymes linked to themes</p>	<p>Continue to explore and engage in music making and dance, performing solo or in groups.</p> <p>I am starting to hear beats, pace and tempo Sing in a group or on their own, increasingly matching the pitch and following the melody</p>
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	<p>1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Charanga Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p>	<p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Coky</p>	<p>Farm songs Train songs (Steam engines)</p> <p><i>Local Cornish songs; Cornwall My Home Pasty songs</i></p>	<p>I know how to make up my own song and share and perform to a group</p> <p>Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>
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