

Yearly Plan for Reception 2024 - 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Kindness	Once upon a time...	Amazing Animals around the world	The Birds, the Bees, the Seeds and the Trees	Imagine...	Under the Sea and above the Earth
Big Questions	Who are you? Where are we? What's your favourite colour? How are you kind?	Who is your favourite character?	What is your favourite animal? Where does that animal live?	Why do bees buzz? How do flowers grow?	Where do unicorns live? What was it like when Dinosaurs roamed the Earth?	Can fish sing? How deep is the ocean? How would you get to space?
Links to Development Matters	UtW: - Talk about members of their immediate family and community. - Name and describe people who are familiar to them.	UtW: - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	UtW: - Draw information from a simple map. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.	UtW: - Draw information from a simple map. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.	UtW: - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them.	UtW: - Draw information from a simple map. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.
These strands are a <u>daily focus</u>	C & L: - Understand how to listen carefully and why listening is important - Learn new vocabulary - Use new vocabulary through the day. - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			PSED: - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs. - Personal hygiene - Toothbrushing - regular physical activity - healthy eating - having a good sleep routine - being a safe pedestrian		

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Assessment	Baseline assessment Phase 2 phonics assessment DM tick list	Phase 3, part 1 phonics assessment DM tick list	Phase 3 phonics assessment DM tick list	Phase 4, part 1 phonics assessment DM tick list	Phase 4 phonics assessment DM tick list	DM tick list ELG tick list EYFS Profile complete
Real life experiences	-Meet other children in school -Walk around our village/ community -Using knives and forks to eat school lunch	-Perform nativity with KS1 -Visit the church -Tehidy woods -Pumpkin patch	-Newquay zoo -Making healthy snacks	-Plant seeds and observe growing -Grow vegetables -visit garden centre -Eden?	-Visit the jungle. -Visit flower farm (Petalon) -	-Go rockpooling -Beach visit -Aquarium -Strawberry picking
Links to Development Matters	PD - 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. PD - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes					
Role-Play opportunities	Kindness Café Shoe shop Farm shop	Grandma's cottage Three pig's houses The Nutcracker	Veterinary surgery	Forest Garden centre	-Magic potion station -Rainbow world	-Marine lab -Seaside shop -Aquarium
Links to Development Matters	EA&D - Develop storylines in their pretend play. PD - 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.					
WOW Moments	Make Grandpa's Giant Rainbows/ colour mixing	Christmas!	Invite people to bring pets in?	Build Dens Use palm drills Grow plants	Magic potions and spells Dinosaur day	Beach school
Links to Development Matters	PD - 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.					









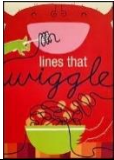
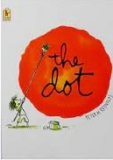
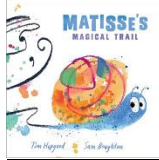




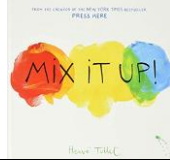


Phonics	Phase 1 Phase 2	Phase 3	Phase 3	Phase 4 – Blends + writing capital letters	Phase 4 – Blends + writing capital letters	Consolidation Assess and review and go over key words for reading and spelling
Links to Development Matters	<p>Literacy:</p> <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. <p>PD - 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>PD - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>PD - Develop the foundations of a handwriting style which is fast, accurate and efficient</p>					
Key stories	Grandad's Secret Giant Perfectly Norman Elmer Smartest Giant	Traditional tales: Three Little Pigs Goldilocks Red Riding Hood Gingerbread Man Elves and the Shoemaker	The Great Octopus Escape Geronimo The Tiger who Came to Tea The Lion Inside The Koala who Could Dear Zoo	Stuck The Tiny Seed Very Hungry Caterpillar	Bear and the Piano Lights on Cotton Rock How to Catch a Star The Magic Paintbrush Paper Dolls -Sea of Tranquillity (space)	The Storm Whale
Talk for Writing	The Big Carrot Little Red Hen	Gingerbread Man Christmas poetry	Going on a Bear Hunt	The Very Hungry Caterpillar	How to Catch a Star	Instructions: how to look after the beach.
Links to Development Matters	<p>Literacy:</p> <ul style="list-style-type: none"> - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 					

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Science	Animals including humans: <ul style="list-style-type: none">• be able to identify different parts of their body.• Know the effects exercise has on their bodies.• Have some understanding of growth and change. birds, fish, mammal, sight, hearing, touch, taste, smell, head, neck, ear, mouth, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow	Everyday Materials: <ul style="list-style-type: none">• be able to ask questions about the place they live.• Talk about why things happen and how things work.• Manipulates materials to achieve a planned effect. hard, soft bendy/not bendy, shiny, dull, rough, smooth Everyday Materials: <ul style="list-style-type: none">• Discuss the things they have observed such as natural and found objects. Natural, manmade	Animals including Humans: <ul style="list-style-type: none">• Have some understanding of healthy food and the need for variety in their diets.• Be able to show care and concern for living things.• Can talk about things they have observed including animals birds, fish, mammal, sight, hearing, touch, taste, smell, head, neck, ear, mouth, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow	Plants: <ul style="list-style-type: none">• Make observations of plants• Know some names of plants, trees and flowers• May be able to name and describe different plants, trees and flowers• Show some care for their world around them leaves, trunk, branch, , flower, stem	Seasonal Changes <ul style="list-style-type: none">• Developing an understanding of change.• Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes).• Look closely at similarities, differences, patterns and change. windy, sunny, snow, rain, temperature	Seasonal Changes: <ul style="list-style-type: none">• Comments and questions about the place they live or the natural world., Everyday Materials: <ul style="list-style-type: none">• Discuss the things they have observed such as natural and found objects.
Key Scientists			Jane Goodall – studied chimpanzees in natural habitats Dr Charles Henry Turner (first person to discover that insects can hear and honey bees can see colours)		Caroline Herschel (1750-1848) - often considered to be the first professional female astronomer, and as such is a hugely iconic and inspirational figure. Her brother was also an astronomer, but it was she who carried out many of the calculations that were crucial to his theories. She detected a number of comets and three nebulae, able to detect these due to the superiority of her telescope to others in use at the time - she had built the telescope with her brother. Edwin Hubble (1889-1953) - his work established the fact that there were more galaxies than just our own, the Milky Way. He also theorised that the universe was constantly expanding.	
Links to Development Matters	UtW: <ul style="list-style-type: none">- Recognise some similarities and differences between life in this country and life in other countries.- Explore the natural world around them.- Describe what they see, hear and feel whilst outside- Recognise some environments that are different to the one in which they live- Understand the effect of changing seasons on the natural world around them.- Understand that some places are special to members of their community. PSED: <ul style="list-style-type: none">- Express their feelings and consider the feelings of others.- Show resilience and perseverance in the face of challenge. C & L -Engage in non-fiction books.					

Music Areas	Singing	Listening	Composing	Musicianship – pulse/ beat	Musicianship - rhythm	Musicianship - pitch
Objectives taught and revisited throughout the year through topic sessions, continuous provision and assemblies	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody.
Unit/ Sing Up Unit	I've got a Grumpy Face	Witch, Witch!	Bird Spotting: cuckoo polka	Up and Down	Down there Under the Sea	Slap, Clap, Clap!
	The Sorcerer's Apprentice	Row, Row, Row your Boat	Shake my Sillies out	Five Fine Bumblebees	It's Oh So Quiet	Bow, bow, bow Belinda
Intent	<ul style="list-style-type: none"> -Make up new words and actions about different emotions and feelings. -Explore making sound with voices and percussion instruments to create different feelings and moods. -Sing with a sense of pitch, following the shape of the melody with voices. -Mark the beat of the song with actions. 	<ul style="list-style-type: none"> -Make up a simple accompaniment using percussion instruments. -Use the voice to adopt different roles and characters. -Match the pitch of a four-note (la-so-mi-do) call-and-response song. 	<ul style="list-style-type: none"> -Explore the range and capabilities of voices through vocal play. -Develop a sense of beat by performing actions to music. -Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). -Enjoy moving freely and expressively to music. 	<ul style="list-style-type: none"> -Make up new lyrics and accompanying actions. -Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. -Use appropriate hand actions to mark a changing pitch. 	<ul style="list-style-type: none"> -Develop a song by composing new words, and adding movement and props. -Sing a song using call-and-response structure. -Play sea sound effects on percussion instruments. -With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E). -Listen to a range of sea-related pieces of music and respond with movement. 	<ul style="list-style-type: none"> -Compose a three-beat body percussion pattern and perform it to a steady beat. -Sing a melody in waltz time and perform the actions. -Transfer actions to sounds played on percussion instruments. -Listen actively to music in 3/4 time -Find the beat and perform a clapping game with a partner.

	<ul style="list-style-type: none"> -Explore storytelling elements in the music and create a class story inspired by the piece. -Identify and describe contrasts in tempo and dynamics. -Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower). -Respond to music in a range of ways (e.g. movement, talking, writing). 	<ul style="list-style-type: none"> -Make up new lyrics and vocal sounds for different kinds of transport. -Sing a tune with 'stepping' and 'leaping' notes. -Play a steady beat on percussion instruments. 	<ul style="list-style-type: none"> -Create a sound story using instruments to represent different animal sounds/movements. -Sing an action song with changes in speed. -Play along with percussion instruments. -Perform the story as a class. -Listen to music and show the beat with actions. 	<ul style="list-style-type: none"> -Improvise a vocal/physical soundscape about minibests. -Sing in call-and-response and change voices to make a buzzing sound. -Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. -Listen to a piece of classical music and respond through dance. 	<ul style="list-style-type: none"> -Improvise music with different instruments, following a conductor. -Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. -Play different instruments with control. -Explore dynamics with voices and instruments. -Develop listening skills, identifying dynamics (<i>forte</i>, <i>piano</i>, <i>crescendo</i>, and <i>diminuendo</i>) across a range of different musical styles. 	<ul style="list-style-type: none"> -Invent and perform actions for new verses. -Sing a song while performing a sequence of dance steps. -Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. -Listen to and talk about folk songs from North America.
Sequence of Learning	<p><u>Lesson 1:</u> Learn the song and think about how we show feelings and emotions in music.</p> <p><u>Lesson 2:</u> Compose new lyrics and actions for the song.</p> <p><u>Lesson 3:</u> Explore sounds (timbre) to reflect feelings and emotion.</p>	<p><u>Lesson 1:</u> Listen and pitch match a call-and-response song.</p> <p><u>Lesson 2:</u> Sing with a range of voices to adopt different roles and characters.</p> <p><u>Lesson 3:</u> Improvise, compose, and play a simple accompaniment using percussion instruments.</p>	<p><u>Lesson 1:</u> Imitate birdsong using vocal play and develop singing skills with a cuckoo singing game.</p> <p><u>Lesson 2:</u> Active listening it <i>Cuckoo polka</i> by Johann Strauss II.</p> <p><u>Lesson 3:</u> Free, imaginative movement to Ralph Vaughan Williams's <i>The lark ascending</i>.</p>	<p><u>Lesson 1:</u> Higher and lower.</p> <p><u>Lesson 2:</u> Flying up and flying down.</p> <p><u>Lesson 3:</u> Climbing up and rolling down.</p>	<p><u>Lesson 1:</u> The big blue ocean.</p> <p><u>Lesson 2:</u> Sounds like the sea.</p> <p><u>Lesson 3:</u> Swim and sing.</p>	<p><u>Lesson 1:</u> Shall we dance?</p> <p><u>Lesson 2:</u> Clapping partners.</p> <p><u>Lesson 3:</u> Tap, scrape, scrape.</p>
	<p><u>Lesson 1:</u> Move to music.</p> <p><u>Lesson 2:</u> Exploring classroom percussion instruments.</p> <p><u>Lesson 3:</u> Explore the story of <i>Fantasia</i> and create a new version as a class.</p>	<p><u>Lesson 1:</u> Sing a tune with 'stepping' and 'leaping' notes.</p> <p><u>Lesson 2:</u> Play a steady beat on percussion instruments.</p> <p><u>Lesson 3:</u> Make up new lyrics for different kinds of transport.</p>	<p><u>Lesson 1:</u> Sing an action song observing contrasting speeds.</p> <p><u>Lesson 2:</u> Play a rhythmic accompaniment on percussion instruments.</p> <p><u>Lesson 3:</u> Choose percussion instruments to represent the range of sounds in a story.</p>	<p><u>Lesson 1:</u> Sing a call-and-response section and change voices to make a buzzing sound.</p> <p><u>Lesson 2:</u> Play an accompaniment using tuned & untuned percussion, & recognise a change in tempo.</p> <p><u>Lesson 3:</u> Listen to a piece of classical music and respond through dance & improvise a vocal/physical soundscape.</p>	<p><u>Lesson 1:</u> Move to the music and understand dynamics.</p> <p><u>Lesson 2:</u> Explore dynamics through instruments.</p> <p><u>Lesson 3:</u> Creating characters and stories related to dynamics.</p>	<p><u>Lesson 1:</u> Learn the song <i>Bow, bow, bow Belinda</i> and the partner dance.</p> <p><u>Lesson 2:</u> Invent and perform new actions.</p> <p><u>Lesson 3:</u> Play an instrumental accompaniment.</p>

Vocabulary	<p>Pitch: shape (contour), high/low</p> <p>Structure: call-and-response</p> <p>Tempo: beat</p> <p>Timbre: hard/soft, scratchy/smooth</p> <p>Other: words that describe emotions and feelings e.g. angry, sad, happy, excited, silly etc.</p>	<p>Pitch: high/low.</p> <p>Structure: call-and-response, phrase.</p> <p>Tempo: strong beat, pulse (the 'heartbeat' of the music).</p> <p>Timbre: scratchy percussion, sounds, tone, tuned/untuned percussion, instrument names.</p> <p>Texture: solo, together (unison), accompaniment.</p>	<p>Duration: beat.</p> <p>Timbre: vocal play to explore sounds the voice can make, cuckoo whistle, orchestra.</p> <p>Pitch: cuckoo interval, so-mi.</p> <p>Structure: echo singing.</p>	<p>Dynamics: louder, quieter.</p> <p>Pitch: up, down, higher, lower, melody, interval, stepping notes, scale.</p> <p>Tempo: pulse, beat, faster, slower.</p> <p>Timbre: glockenspiel, chime bars, xylophone.</p>	<p>Dynamics: <i>forte</i> (loud), <i>piano</i> (quiet), <i>crescendo</i> (getting louder), <i>diminuendo</i> (getting quieter).</p>	<p>Dynamics: getting louder, getting quieter.</p> <p>Pitch: stepping note, leap, notes C-D-E, higher, lower.</p> <p>Structure: call-and-response.</p> <p>Tempo: getting slower/faster.</p> <p>Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick.</p> <p>Other: soundscape</p>
	<p>Duration: long/short</p> <p>Dynamics: louder/quieter.</p> <p>Pitch: higher/ lower.</p> <p>Tempo: faster/ slower.</p> <p>Timbre: percussion instruments.</p> <p>Other: storytelling, Classical music, composer, orchestra.</p>	<p>Duration: beat, pulse, rhythm.</p> <p>Dynamics: loud, quiet.</p> <p>Pitch: stepping and leaping notes.</p> <p>Other: songwriting, improvise.</p>	<p>Duration: syncopation, rests.</p> <p>Dynamics: louder, quieter.</p> <p>Pitch: higher sounds, lower sounds.</p> <p>Structure: verse and chorus.</p> <p>Tempo: faster, getting faster, slower, getting slower.</p> <p>Timbre: quality of sounds (e.g. squeaky, booming)</p>	<p>Duration: dotted rhythms, rest.</p> <p>Dynamics: loud, quiet, louder, quieter.</p> <p>Pitch: stepping notes, jumping notes.</p> <p>Tempo: fast, slow, faster, slower.</p> <p>Timbre: quality of voice (e.g. squeaky, jerky, swishy).</p> <p>Other: soundscape.</p>	<p>Duration: longer/shorter sound, waltz time (3/4 time).</p> <p>Timbre: ring, shake, scrape, tap, strike, drum, body percussion.</p>	<p>Duration: dotted notes, rhythm.</p> <p>Pitch: higher, lower.</p> <p>Structure: phrase.</p> <p>Tempo: steady beat.</p> <p>Other: percussion instruments, tuned (with notes), untuned (without notes).</p>
Links to Development Matters	<p>EA&D - Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>EA&D - Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>EA&D - Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>EA&D - Explore and engage in music making and dance, performing solo or in groups.</p> <p>PD - 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.</p>					

<p>Art – termly coverage</p>	<p>Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Goldsworthy/Pollock Help children to understand that there are lots of different artistic styles.</p>  	<p>Fine Motor Skills Hold a pencil effectively in almost all cases Use a range of small tools, including scissors and paint brushes Begin to show accuracy and care when drawing. Rebecca Cobb/Eric Carle: illustrators as artist</p>     	<p>Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Mondrian: explore colour and shape</p> 
<p>Art skills to cover through the year</p>	<p>Drawing - Line, pattern and texture Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Create repeating patterns – irregular painting patterns – Simple symmetry</p>	<p>Painting, printing and colour Experiment with painting and colour mixing using powder paints, poster paints and water colours.</p> <p>Experiment with crayons, chalks and oil pastels.</p> <p>Use sponges to make patterns or pictures.</p> <p>Print with food items.</p> <p>Finger painting.</p> <p>Use found materials: man made/natural to print.</p> <p>Rubbings</p>	<p>Collage, sculpture and 3-D art Use fabric, wool or thread to make models with recycled items.</p> <p>Use ribbons and string to thread and make patterns.</p> <p>Make collages using paper, tissue, crepe etc</p> <p>Use fabrics for role play and dance</p> <p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing: building and destroying, shape and model.</p>
<p>Artists</p>	<p>Local Artist: Alfred Wallis Other Focus Artists: Mondrian, Pollock Andy Goldsworthy Examples of illustrators: Axel Scheffler, Eric Carle, Quentin Blake, Rebecca Cobb (Lives in Falmouth)</p>		
<p>Texts to support Art</p>	         		
<p>Links to Development Matters</p>	<p>EA&D - Explore, use and refine a variety of artistic effects to express their ideas and feelings. EA&D - Return to and build on their previous learning, refining ideas and developing their ability to represent them. EA&D - Create collaboratively, sharing ideas, resources and skills. PD - 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. C & L - Engage in non-fiction books.</p>		

<p>ICT</p> <p>Objectives to cover throughout the year</p> <p>Find activities at:</p> <p>https://www.ilearn2.co.uk/signin-html/</p> <p>Autumn</p>	<p>Computer Discovery</p> <ol style="list-style-type: none"> 1.Parts of a Computer 2.Computer Repair Shop (Role Play) Control a Computer (Mouse and Touch) 	<p>Mouse and Keyboard Skills</p> <ol style="list-style-type: none"> 1.Move the mouse or trackpad and left click to select an object. (Activity 1 and 2) 2.Drag and drop with mouse or trackpad to move objects around the screen. (Activity 3) 3.Find letters or numbers on keyboard. (Activity 5) 4.Begin touch typing with home row keys. (Activity 6) <p>https://media.abcya.com/games/connect_the_dots_order/html/index.html</p> <p>https://media.abcya.com/games/build_a_house/html/index.html</p>	<p>Early Music Creation</p> <ol style="list-style-type: none"> 1.Understand the advantages and disadvantages of making music on a computer. (Intro video) 2.Understand that different instruments make their own sound and that instruments can be divided into groups (Activity 1) 3.Create a rhythm using a pattern of beats (Activity 2) 4.Create digital sounds using patterns and shapes (Activity 3) 5.Create a simple melody using patterns and adjust tempo (Activity 4 and 5) <p>https://springroll-tc.pbskids.org/music-shop/396e07b084426b6bc400482654e358b507513091/release/index.html?playOptions=%5B%5D</p> <p>https://musiclab.chromeexperiments.com/Kandinsky/</p> <p>https://musiclab.chromeexperiments.com/Melody-Maker/</p>	<p>Digital Photos and Videos</p> <ol style="list-style-type: none"> 1.Taking photos and videos 2.Using photos and videos 	<p>Digital Art and Design</p> <ol style="list-style-type: none"> 1.Jackson Pollock Colouring 2.Dress up 3.Design a treehouse 4.Design a robot 5.Colouring book <p>https://cdn2.kidmons.com/games/paintonline/index.php</p> <p>https://springroll-tc.pbskids.org/treehouse/94c993e473adb70f7e4e27eeadd496bb505f9a9/release/index.html</p> <p>https://cdn2.kidmons.com/games/coloringgame/index.php</p>	<p>Programming</p> <ol style="list-style-type: none"> 1.Beebots 2.Code-a-pillar
<p>On-going throughout the year</p>	<p>E-Safety</p> <ol style="list-style-type: none"> 1.Hector's World 2.Smartie the Penguin 3.Sharing Messages online 					
<p>Links to Development Matters</p>	<p>PSED - sensible amounts of 'screen time'</p>					

PE (Real PE)	Personal Coordination: footwork Static Balance: one leg EXS: I enjoy working on simple tasks with help. EXC: I can work on simple tasks by myself. I can follow instructions and practise safely.	Social Dynamic Balance to agility: jumping and landing Static Balance: seated EXS: I can play with others and take turns and share with help EXC: I can work sensibly with others, taking turns and sharing. I can work sensibly with others.	Cognitive Dynamic Balance: on a line Static Balance: stance EXS: I can follow simple instructions EXC: I can name some things I am good at. I can understand and follow simple rules	Creative Coordination: Ball Skills Counter Balance: with a partner EXS: I can observe and copy others EXC: I can explore and describe different movements. I can explore different movement	Physical Coordination: sending and receiving Agility: reaction/response EXS: I can move confidently in different ways EXC: I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control	Health & Fitness Agility: ball chasing Static Balance: floor work EXS: I am aware of the changes to the way I feel when I exercise EXC: I am aware of why exercise is important for good health
Links to Development Matters	<p>EA&D - Explore and engage in music making and dance, performing solo or in groups.</p> <p>PD:</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - 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. - Combine different movements with ease and fluency - 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. 					

R.E.	F1. Why is the word 'God' so important to Christians	F2. Why is Christmas special for Christians?	F3. Why is Easter special for Christians?	F4. Being special: where do we belong?	F5. Which places are special and why?	F6. Which stories are special and why?
Links to Development Matters	UtW: - Talk about members of their immediate family and community. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries					

Development Matters:	
Communication and Language	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important - Learn new vocabulary - Use new vocabulary through the day. - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs. <ul style="list-style-type: none"> - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
Physical Development	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping

	<ul style="list-style-type: none"> - 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. - Combine different movements with ease and fluency - 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. - Develop the foundations of a handwriting style which is fast, accurate and efficient - Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
Literacy	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.
Mathematics	<ul style="list-style-type: none"> - Count objects, actions and sounds. - Subitise - Link the number symbol (numeral) with its cardinal number value - Count beyond ten - Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10. - 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. - Compare length, weight and capacity.
Understanding the World	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.

	<ul style="list-style-type: none"> - Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design	<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups.
Early Learning Goals:	
Communication & Language	<p>ELG: Listening, Attention & Understanding</p> <ul style="list-style-type: none"> - 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>ELG: Speaking</p> <ul style="list-style-type: none"> - 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.
Personal, Social & Emotional Development	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> - 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>ELG: Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly.

	<p>-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</p> <p>-Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers.</p> <p>-Show sensitivity to their own and to others' needs.</p>
Physical Development	<p>ELG: Gross Motor Skills</p> <p>-Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-Demonstrate strength, balance and coordination when playing.</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills:</p> <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>-Begin to show accuracy and care when drawing.</p>
Literacy	<p>ELG: Comprehension</p> <p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>-Anticipate – where appropriate – key events in stories.</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p>ELG: Word Reading</p> <p>-Say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>-Read words consistent with their phonics knowledge by sound-blending.</p> <p>-Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words,</p> <p>ELG: Writing</p> <p>-Write recognisable letters, most of which are correctly formed.</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>-Write simple phrases and sentences that can be read by others.</p>
Mathematics	<p>ELG: Number</p> <p>-Have a deep understanding of number to 10, including the composition of each number.</p> <p>-Subitise (recognise quantities without counting) up to 5.</p> <p>-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</p>

	<ul style="list-style-type: none"> -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.
Understanding the World	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> -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>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religions 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>ELG: The Natural World</p> <ul style="list-style-type: none"> -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.
Expressive Arts & Design	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools, 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>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -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.