

# Luxulyan School

## EYFS Long Term Curriculum Plan



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Grow Every Learner   Learn for Life   Enjoy Every Challenge   Excel Together

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	<b>Marvellous Me Let's Celebrate</b>		<b>Amazing Adventures To the Rescue</b>		<b>The Circle of Life Blue Planet</b>	
Possible ideas, mini themes  (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Poppy Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter		Different Environments Polar regions and tropical regions Castles People who help us Superheroes Recycling – looking after the world St. Piran's Day Easter Seasonal changes – Winter/Spring		Growing and changing Plants and flowers Human body, senses Animal life cycles Under the Sea Beaches Lighthouses Plastic pollution Seasonal changes – Spring/Summer	
Key stories and books  (Drawing Club texts listed first)  (Not an exhaustive list)	Goldilocks and the Three Bears Simon Sock The Colour Monster  Happy Birthday Winnie Elmer And Nobody Noticed the Mouse Cake Supertato Carnival Catastro-pea The Penguin Who Wanted to be Different  All Are Welcome Little Glow Lighting a Lamp Eight Candles to Light The Nativity Story Robin's Winter Song		Around the World with Max and Lemon Lost and Found Beautiful Bananas Cave Baby Meg's Mummy Winnie and Wilbur – The Naughty Knight  Supertato Hector and the Big Bad Knight A Superhero Like You Funny Bones – Dr. Bones Superbat Michael Recycle  Robin's Winter Song Look Up George Saves the World by Lunchtime Supertato series of books		Jack and the Beanstalk Winnie's Amazing Pumpkin Little Red Riding Hood The Biggest Bed in the World Hattie Peck Monkey Puzzle  The Fish Who Could Wish Shark in the Dark The Sea Saw Hello Lighthouse Somebody Swallowed Stanley The Odd Fish  The Tiny Seed George and Flora's Secret Garden Commotion in the Ocean Tiddler	
Key vocabulary  (including but not limited to)	rules, family, special, respect, unique, emotions  celebrate, parade, guest, feast, decorate, festive		environment, polar, tropical, ancient, pyramid, ruin  hero, villain, assistance, emergency, courage, recycle		germination, harvest, senses, develop, incubate, metamorphosis  ocean, marine, tide, island, ecosystem, pollution	

Enquiry questions	<p>What is special to me?  Who is in my family?  Where do I live?  How can I show respect to others?  How are people the same and different?  What are emotions?</p> <p>Why do people celebrate Bonfire Night?  Why do people celebrate Poppy Day?  Who celebrates Diwali and why?  Who celebrates Hannukah and why?  How do I celebrate Christmas?  Why is Christmas special to Christians?</p>	<p>Where would you like to live?  What is it like in the polar regions?  What is it like in the tropical regions?  What was it like to live in the early stone age?  What was it like to live in Ancient Egypt?  What was it like to live in a medieval castle?</p> <p>What makes a good superhero?  What is a fictional superhero?  What is a real-life superhero?  What are the emergency services?  Who is your superhero?  How can I be a world saving superhero?</p>	<p>What do plants need to grow?  What are the main parts of a plant?  What are the 5 senses?  How do people change as they grow?  Do all animals lay eggs?  Whose baby am I?</p> <p>What can be found in the ocean?  What might we see at the beach?  Why are lighthouses important?  How do we stay safe near the sea?  What can harm life under the sea?  How can I help look after the seas and oceans?</p>
<p>Key knowledge</p> <p>(including but not limited to)</p>	<p><b>All About Me</b>  Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone. I live in or near Luxulyan which is in Cornwall.</p> <p><b>Emotions and Feelings</b>  There are lots of different emotions that we can feel. Sometimes you can feel more than one emotion at once. It is OK to feel any emotion. Some emotions feel good and some feel bad. It is important to talk to someone if you have bad feelings.</p>	<p><b>Environments</b>  There are lots of different environments on Earth. Polar regions are cold, icy and have snow. Not many plants grow there. Global warming is melting the ice in the polar regions. Tropical regions are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. Deforestation is destroying the rainforest.</p> <p><b>Now and Then</b>  In the past people wore different clothes and travelled in different ways. In the past houses were made of different materials. We have not always had electricity. We have not always had computers and the internet.</p>	<p><b>Plants</b>  Plants need light, warmth, water and food to grow. Plants have roots, stems/stalks, leaves and flowers.</p> <p><b>Humans</b>  Humans need food, water, oxygen and shelter to survive. We have five senses - taste, touch, sight, hearing, smell.</p> <p><b>Animals</b>  Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Some animals lay eggs and some do not.</p> <p>A life-cycle is a series of stages a living thing goes through during its life.</p>

	<p><b>Celebrations</b></p> <p>Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5<sup>th</sup> November. People celebrate with bonfires and fireworks. Poppy Day is on the 11<sup>th</sup> November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.</p> <p><b>Christmas</b></p> <p>Advent is a time of preparation for Christmas. Christmas takes place on the 25<sup>th</sup> December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.</p>	<p><b>Superheroes</b></p> <p>A superhero is someone who helps others. Superheroes are brave, kind and helpful. Fictional superheroes often have special powers and wear a special costume. People who help us are often thought of as real-life heroes.</p> <p><b>The Emergency Services</b></p> <p>There are four emergency services – police, fire, ambulance and coastguard. You can contact the emergency services by dialling 999.</p> <p><b>Our World</b></p> <p>We have a responsibility to look after our world. We can help by remembering to reduce, reuse, recycle and repair.</p>	<p><b>The Sea</b></p> <p>There is more sea than land on earth. The sea is very, very deep in places. Many different fish and sea creatures live in the sea – they are all different shapes, colours and sizes.</p> <p><b>The Beach</b></p> <p>Beaches can be pebbly or sandy. We can see sand, shells, pebbles, seaweed, rocks and driftwood on the beach.</p> <p><b>Lighthouses</b></p> <p>Lighthouses help keep ships safe at sea by warning them about rocks. In the past lighthouses used an oil lamp to create the light.</p> <p><b>Plastic Pollution</b></p> <p>Sea creatures cannot tell the difference between fish and plastic. Plastic is dangerous to sea creatures. We can help by picking up litter.</p>
<p>Possible 'Wow' moments and experiences</p> <p>(Not an exhaustive list)</p>	<p>All About Me bags, Autumn Walk, Harvest Festival, Bread making, Bonfire Night – toasted marshmallows, Fire service visit, Remembrance Day, Diwali/Hanukkah, Advent/Decorating Day, Christmas time/Nativity, Children in Need, Anti-Bullying Week</p>	<p>Winter Walk, Chinese New Year, Safer Internet Day, Shrove Tuesday/Pancake Day, PCSO visit, World Book Day, St. Piran's Day, Mothering Sunday, Trip to the Eden Project, Comic Relief/Sport Relief, Spring Walk, Easter/Egg hunt, Easter nest cakes</p>	<p>Planting sunflower seeds, Planting beans in jars, Trip to Lost Gardens of Heligan, Baby photos, Making fruit kebabs, Ramadan/Eid-al-Fitr, Duckling experience, Animal visits, Beach trip, RNLI/Lifeguard visit, World Ocean Day, Sports Day, Transition to Year 1</p>

## Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me Let's Celebrate		Amazing Adventures To the Rescue		The Circle of Life Blue Planet	
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	To become a <b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Term specific provision	OWL Time/Play Projects (engage in conversation about what they are doing) 'All About Me' bags		OWL Time/Play Projects (engage in conversation about what they have done and are going to do)		OWL Time/Play Projects (engage in conversation to explain what they have done and how they have done it)	
Ongoing provision throughout the year	Babblejab	Develop social phrases, engage in two-way conversation with a friend, listen and respond to ideas, speak clearly to give feedback				
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				
	Drawing Club	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts				
	OWL Time/Play Projects (CP)	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs				

Personal, Social and Emotional Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me Let's Celebrate		Amazing Adventures To the Rescue		The Circle of Life Blue Planet	
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Curriculum Goals	To become an <b>Independent Individual</b> who can follow the school charter, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.  To become a <b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.					
Term specific provision	<u>Jigsaw – Being Me in My World</u>  Who Me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities  E-safety – ThinkUKnow Jessie and friends – watching videos	<u>Jigsaw – Celebrating Difference</u>  What am I good at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself  Firework safety	<u>Jigsaw – Dreams and Goals</u>  Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards  E-safety – safer internet day theme	<u>Jigsaw – Healthy Me</u>  Everybody's body We like to move it, move it! Food, glorious food Sweet dreams Keeping clean Stranger danger  NSPCC – PANTS campaign	<u>Jigsaw – Relationships</u>  My family and me Make friends, make friends, never ever break friends (parts 1 and 2) Falling out and bullying (parts 1 and 2) Being the best friends we can be  E-safety – using tablets safely	<u>Jigsaw – Changing Me</u>  My body Respecting my body Growing up Fun and fears (parts 1 and 2) Celebration  Sun and beach safety

Ongoing provision throughout the year	Babblejab	Ask someone to be your partner, listen to and consider their ideas
	Daily routines	Self-registration, book voting, use OWL time board during continuous provision, 'choose it, use it, put it away' when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during OWL time), lunchtimes, getting ready for home
	Drawing Club	Build relationships with others, see themselves as a valued individual, give focused attention and follow instructions
	Whole School Rules, School Charter	<p><b>Ready, respectful, safe</b> We want our school to be a fair and happy place. We promise to...</p> <p><b>Grow every learner</b> Help each other to be who we want to be learn from our marvellous mistakes</p> <p><b>Learn for life</b> Ask questions, be curious, think critically Be polite, friendly and respect everyone's right to learn</p> <p><b>Enjoy every challenge</b> See out the challenge of learning Be resilient</p> <p><b>Excel together</b> Learn as a team, family and school community Keep each other safe and happy</p>
	OWL Time/Play Projects (CP)	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity

## Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me Let's Celebrate		Amazing Adventures To the Rescue		The Circle of Life Blue Planet	
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goals	To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.  To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Term specific provision	<u>Leap Into Life</u> Functional Movement: <i>Gait, skip, jump</i> <i>Lung and leap</i> Movement Concepts: <i>Spatial awareness</i> <i>Temporal awareness</i> Aesthetic Movement: <i>Isolated body parts</i> <i>Body shape</i> Manipulative Skills: <i>Rolling and trapping</i> <i>Catching</i>  Sweeping/brushing Threading Screwing/unscrewing		<u>Leap Into Life</u> Functional Movement: <i>Push and pull</i> <i>Squat and roll</i> Movement Concepts: <i>Cross-lateral movement</i> <i>Gallop/slide</i> Aesthetic Movement: <i>Levels</i> <i>Direction</i> Manipulative Skills: <i>Releasing</i> <i>Striking and kicking</i>  Using large rollers Weaving		<u>Leap Into Life</u> Functional Movement: <i>Bend and stretch</i> <i>Rotate and balance</i> Movement Concepts: <i>Cross lateral/directional</i> <i>Cognitive development</i> Aesthetic Movement: <i>Dynamics</i> <i>Flow and rhythm</i> Manipulative Skills: <i>Catching</i> <i>Releasing and dribbling</i>  Sewing Summer 1: Using tools (scissors – irregular shapes)	



	<p>Autumn 1: Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping)</p> <p>Autumn 2: Using tools (hammers and screwdrivers, knife and fork – cutting, scissors – straight lines)</p>	<p>Spring 1: Using tools (scissors - curved lines and regular shapes)</p> <p>Spring 2: Using tools (enhance and consolidate previous skills as needed following assessment)</p>	<p>Summer 2: Using tools (enhance and consolidate previous skills as needed following assessment)</p>
Ongoing provision throughout the year	Funky Finger Disco	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term	
	Drawing Club	Hold a pencil effectively, develop accuracy and care when drawing and writing	
	Lunch time	Hold and use a knife and fork correctly, understand about healthy eating	
	OWL Time/Play Projects (CP)	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills	
	Yoga	Develop strength, balance and co-ordination	

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me Let's Celebrate		Amazing Adventures To the Rescue		The Circle of Life Blue Planet	
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goals	To become a <b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).  To become a <b>Wow Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Term specific provision	VIPERS focus – to say what we think a book is about by looking at the cover (P), to say who your favourite character is (E)  <u>Read, Write, Inc</u> Teach set 1 sounds Reading groups Letter formation	VIPERS focus – to explain how a character is feeling (I), to answer simple questions about what has happened (R)  <u>Read, Write, Inc</u> Teach set 1 sounds Read red words (Red ditty level) Reading groups Letter formation, Fred Fingers	VIPERS focus – to use words to describe a character or setting (V), to say what happened first in the story (S)  <u>Read, Write, Inc</u> Recap set 1 sounds Teach set 2 sounds Read red words (Red ditty level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases	VIPERS focus – to say what you think will happen next (P), to explain why something happened (R/I)  <u>Read, Write, Inc</u> Recap set 1 sounds Teach set 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases	VIPERS focus – to explain why we like a character or story (E), to find a word which means ... (V)  <u>Read, Write, Inc</u> Recap set 1 and 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences	VIPERS focus – to say what happened at the beginning, middle and end of a story (S)  <u>Read, Write, Inc</u> Recap set 1 and 2 sounds Read red words (Green/Purple level) Reading groups Letter formation Fred Fingers

	<u>Drawing Club</u> Name copying and writing Writing secret symbols, initial sounds	<u>Drawing Club</u> Name copying and writing Writing secret symbols, initial sounds, CVC words	<u>Drawing Club</u> Writing phonetically decodable words, phrases and captions	<u>Drawing Club</u> Writing phonetically decodable words, phrases and captions	<u>Drawing Club</u> Writing phonetically decodable words, simple sentences	Writing groups – words, phrases, sentences  <u>Drawing Club</u> Writing phonetically decodable words, simple sentences
Ongoing provision throughout the year	Drawing Club	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, read and write secret passwords				
	OWL Time/Play Projects (CP)	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by Adventure Island characters, write messages to Adventure Island characters, engage in and talk about books, retell stories and create their own				
	Phonological awareness	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds				
	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				

# Mathematics

Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me Let's Celebrate		Amazing Adventures To the Rescue		The Circle of Life Blue Planet	
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goal	To become a <b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Term specific provision	<u>White Rose Maths</u>  Getting to know you  Just like me Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)	<u>White Rose Maths</u>  It's me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3  Geometry and spatial thinking (Circles and triangles Spatial awareness)  Light and dark Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (Shapes with 4 sides) Measurement – Time	<u>White Rose Maths</u>  Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2)  Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	<u>White Rose Maths</u>  Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2)  Consolidation	<u>White Rose Maths</u>  To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1)  First, then, now Adding more Taking away Spatial reasoning (2)	<u>White Rose Maths</u>  Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning (3)  On the move Deepening understanding Patterns and relationships Spatial reasoning (4)

		(Night and day)				
Ongoing provision throughout the year	Babblejab	Use mathematical language to explain ideas				
	Daily routines	Self-registration (10-frames), calendar, visual timetable, book voting				
	Drawing Club	Use mathematical language when drawing, count, subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes				
	OWL Time/Play Projects (CP)	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left by Adventure Island characters, complete puzzles, "What can you see, how do you see it?"				
	Story/song time	Practise taught skills, "What do you notice?", "What can you see, how do you see it?"				

## Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me Let's Celebrate		Amazing Adventures To the Rescue		The Circle of Life Blue Planet	
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goals	To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.  To become a <b>Compassionate Citizen</b> who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.					
Term specific provision	<u>RE</u> – Being special – where do we belong?  Cornish Heritage – language, Dolly Pentreath  Harvest  Me, my family and my school  Explore magnets  Use iPad camera	<u>RE</u> – Why is Christmas special to Christians?  Cornish Heritage – traditions – lantern parades, lights, legend of Tom Bawcock  Bonfire Night, Fire service visit Remembrance Day Diwali/Hanukkah Advent/Christmas  Seasonal changes – Autumn Walk	<u>RE</u> – What stories are special and why?  Cornish Heritage – castles, legend of King Athur  Chinese New Year  Compare environments – polar and tropical regions Compare times – looking at differences in houses, clothes, transport	<u>RE</u> – Why is Easter special for Christians?  Cornish Heritage – Saints, Saint Piran  St. Piran's Day Mothering Sunday Easter  PCSO visit  Seasonal changes – Spring Explore materials and textures (recycling)	<u>RE</u> – Why is the word 'God' so important to Christians?  Cornish Heritage – gardens, Eden Project, Lost Gardens of Heligan  Ramadan/Eid-al-Fitr  Growing – plants, humans, animals Seasonal changes – Spring Explore balance	<u>RE</u> – What places are special and why?  Cornish Heritage – beaches and gig rowing, Ann Glanville  Seasonal changes - Summer Explore sinking and floating  Use of technology in the wider world Use Beebots – following a path

		Explore light and colour  Use iPad stopwatch app Use Beebots – basic operations	Seasonal changes - Winter Explore changing states of matter  Use of technology in home and school	Use Beebots – moving from A to B	Use digital microscope	
Ongoing provision throughout the year	Drawing Club	Draw and talk about characters and settings, draw simple maps				
	OWL Time/Play Projects (CP)	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				
Key vocabulary linked to NC subjects  (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque				
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, ancient, castle, king, queen, knight, legend				
	Geography	polar region, desert, rainforest, jungle, tropical, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons, lighthouse, rock pool				
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth				
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume				

## Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me Let's Celebrate		Amazing Adventures To the Rescue		The Circle of Life Blue Planet	
Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goals	To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.  To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
Term specific provision	<u>Charanga Music – Me!</u>  Use templates and stencils with pencils Wax crayon rubbings Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art - sand art	<u>Charanga Music – My stories</u>  Use stencils with paints and sponges Print - outlines Paint – different brushes, different surfaces Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish	<u>Charanga Music – Everyone!</u>  Print – relief printing with rollers Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously	<u>Charanga Music – Our World</u>  Paint – wax resist Print – 3D shapes Junk model – flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently  Focus artists – Paul Klee, Wassily Kandinsky (shapes)	<u>Charanga Music – Big Bear Funk</u>  Observational drawings Paint – using water colour paints Transient art – natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently  Focus artists – Andy Goldsworthy (natural art), Emily	<u>Charanga Music – Reflect, Rewind and Replay</u>  Malleable materials – pottery/sculpture Junk model – moving parts Sewing Consolidate and refine previously taught skills and techniques independently  Focus artists – Paul Clark (local artist),



	Model with construction kits Collage – stick  Focus artists – Tony Plant(sand art), Georges Seurat (pointillism)	Focus artists – John Dyer (fireworks), Piet Mondrian (primary colours, shapes)	taught skills and techniques independently  Focus artists – Hilma af Klint (colour mixing), Henri Matisse (cut and stick collage)		Stackhouse (observational drawing of plants)	Barbara Hepworth (sculpture)
Ongoing provision throughout the year	Drawing Club	Develop drawing skills, use imagination, develop storylines				
	OWL Time/Play Projects (CP)	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories				
Key vocabulary linked to NC subjects  (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				

#### Notes:

Babblejab, Drawing Club, Play Projects, Message Centre, Adventure Island - Greg Bottrill, Can I Go and Play Now  
 “What do you notice?”, “What can you see, how do you see it?” – Karen Wilding, EYMaths