

Luxulyan School

EYFS Long Term Curriculum Plan – Cycle A



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Once Upon a Time Time to Celebrate		Open the Toybox Here, There and Everywhere		All Creatures Great and Small Blue Planet	
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 Harvest Celebrations, parties, birthdays Bonfire Night, Poppy Day, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter		Favourite Toys Toys in the Past Teddy Bears Different Environments Polar regions, tropical regions, space Plants and flowers St. Piran's Day Easter Seasonal changes – Winter/Spring		Growing and changing Animal life cycles Dinosaurs Pets Under the Sea Beaches Lighthouses Plastic pollution Seasonal changes – Spring/Summer	
Key stories and books (Drawing Club texts listed first) (Not an exhaustive list)	Little Red Riding Hood The 3 Little Pigs The 3 Billy Goat's Gruff Goldilocks and the Three Bears The Gingerbread Man The Little Red Hen Kipper's Birthday Elmer's Special Day The Best Diwali Ever You Must Bring a Hat Supertato Carnival Catastro-pea The Sheep That Saved Christmas All Are Welcome Cake Little Glow The Nativity Story Robin's Winter Song		Kipper's Toybox Lost in the Toy Museum This is the Bear Toby's Doll's House Traction Man in Here Poem – A Night Time Adventure The Giant (Heligan) Errol's Garden Emma Jane's Aeroplane The Search for the Giant Arctic Jellyfish We're Going on a Lion Hunt Whatever Next Where's My Teddy The Mud Maid Look Up Lost and found Beautiful Bananas		Otto Blotter – Bird Spotter Shark in the Dark A Bear's Guide to Beekeeping We are the Wibbly That Pesky Rat Poem – If I Were a Hawk The Sea Saw The Fish Who Could Wish The Pirate Mums Hello Lighthouse Somebody Swallowed Stanley The Odd Fish Hattie Peck Monkey Puzzle How Many Legs? Commotion in the Ocean Tiddler	
Key vocabulary (including but not limited to)	rules, respect, family, unique, prefer, community guest, parade, celebrate, feast, decorate, festive		old, modern, handmade, faded, mechanical, electronic environment, aviation, polar, tropical, lunar, germinate		life cycle, incubate, marine, amphibian, diet, features tide, marine, anchor, island, ecosystem, pollution	

<p>Enquiry questions</p>	<p>What is special to me? Who is in my family? How can I show respect to others? Where do I live?</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>What is my favourite toy? Have we always played with the same toys? What were toys like in the past? What are modern toys like? How are old and modern toys the same and different? How have teddy bears changed over time?</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 is it like in space? What do plants need to grow? What are the main parts of a plant?</p>	<p>Do all animals lay eggs? Whose baby am I? What features do animals have? What do animals eat? Why do people keep pets? What do pets need?</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 (including but not limited to)</p>	<p>All About Me We are born as babies, and grow up to be children, then adults. 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.</p> <p>Families We all have different families and people who care for us. Some might live in our home with us and some might live further away.</p> <p>Houses and Homes Houses can be different shapes and sizes. Houses can be made from different types of materials.</p>	<p>Old Toys Old toys were often made of wood, metal and fabric. Old toys were mechanical or moved by hand. Old toys were usually made by hand. In the past, children played with different toys depending on whether they were a boy/girl, rich/poor.</p> <p>New Toys Modern toys are often made of plastic. Modern toys often use batteries or electronics. Modern toys are usually made by machines.</p> <p>Teddy Bears A teddy bear is a soft toy in the form of a bear.</p>	<p>Animals All animals are living creatures. Animals have different body parts such as fins, wings, tails, beaks, claws, paws. Animals have different skin coverings such as fur, feathers, scales. Some animals eat other animals, some eat plants and some eat plants and animals.</p> <p>Life-Cycles A life-cycle is a series of stages a living thing goes through during its life. 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>Pets Some people keep animals as pets.</p>

	<p>I live in or near Luxulyan which is in Cornwall.</p> <p>Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Poppy Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.</p> <p>Christmas Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.</p>	<p>Teddy bears were invented over 100 years ago.</p> <p>Environments There are lots of different environments on Earth. Polar regions are cold, icy and have snow. Not many plants grow there. Tropical regions are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. There is no oxygen in space.</p> <p>Plants Plants need light, warmth, water and food to grow. Plants have roots, stems/stalks, leaves and flowers.</p> <p>Our World We have a responsibility to look after our world. We can help by remembering to reduce, reuse, recycle and repair.</p>	<p>Pets need food and water, exercise and play, somewhere to live and rest, care and attention, protection from illness.</p> <p>The Sea 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>The Beach Beaches can be pebbly or sandy. We can see sand, shells, pebbles, seaweed, rocks and driftwood on the beach.</p> <p>Lighthouses 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>Plastic Pollution 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, Baby photos, 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, World Book Day, St. Piran's Day, Mothering Sunday, Planting sunflower seeds, Trip to the Eden Project, Comic Relief/Sport Relief, Spring Walk, Easter/Egg hunt, Easter nest cakes</p>	<p>Ramadan/Eid-al-Fitr, Duckling experience, Animal visits, Beach trip, RNLI/Lifeguard visit, Luxulyan Feast Week, 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	Once Upon a Time Time to Celebrate		Open the Toybox Here, There and Everywhere		All Creatures Great and Small 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 Confident Communicator 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	Once Upon a Time Time to Celebrate		Open the Toybox Here, There and Everywhere		All Creatures Great and Small 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 Independent Individual 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 Fantastic Friend 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 Code of Conduct	Be Kind Be Safe Be Responsible
	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	Once Upon a Time Time to Celebrate		Open the Toybox Here, There and Everywhere		All Creatures Great and Small 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	<p>To become an Amazing Athlete 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.</p> <p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					
Term specific provision	<p>Dance BBC Radio Let's move – Autumn Days</p> <p>Healthy Movers Agility/locomotion Co-ordination/ object control Balance/stability</p>	<p>Dance BBC Radio Let's move – Fireworks</p> <p>Gymnastics On the Move: Moving in different ways – walk, run, hop, skip, gallop, slide Jumping Rolling – pencil, log, teddy bear</p> <p>Fundamental skills Twinkl Move – Christmas</p>	<p>Dance BBC Radio Let's move – Magic Carpet Ride</p> <p>Gymnastics Hold That Move: Balance Create a sequence of moves</p> <p>Change That Move: Change direction and speed</p>	<p>Dance BBC Radio Let's move – People Who Help Us</p> <p>Healthy Movers Healthy eating Oral health Body image and body confidence</p> <p>Fundamental skills Twinkl Move – Easter</p>	<p>Dance BBC Radio Let's move – Opposites (Spring)</p> <p>Ball Skills Move That Ball Rolling and trapping Throwing and catching Dribbling and striking Aiming at a target – roll, throw, kick</p>	<p>Dance BBC Radio Let's move – Pirates</p> <p>Fundamental skills Move like an Olympian: Throwing - javelin, at a target Running – sprinting, long distance, egg and spoon Jumping – long jump, speed bounce Skipping – hoop, rope</p>

			Create a sequence of moves			
	<p>Threading Screwing/unscrewing 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>Using large rollers Weaving 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>Sewing Summer 1: Using tools (scissors – irregular shapes)</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	Once Upon a Time Time to Celebrate		Open the Toybox Here, There and Everywhere		All Creatures Great and Small 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 Brilliant Bookworm 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 Wow Writer 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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Once Upon a Time Time to Celebrate		Open the Toybox Here, There and Everywhere		All Creatures Great and Small Blue Planet	
Educational Programme	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
Curriculum Goal	To become a Master of Maths 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> Match, sort and compare (7 steps) Talk about measure and patterns (6 steps) It's me 1, 2, 3! (6 steps) <u>NCETM Mastering Number</u> Weeks 1 to 5	<u>White Rose Maths</u> 1, 2, 3, 4, 5 (7 steps) Circles and triangles (4 steps) Shapes with 4 sides (4 steps) Alive in 5! (8 steps) <u>NCETM Mastering Number</u> Weeks 6 to 10	<u>White Rose Maths</u> <i>Recap of numbers to 5</i> Growing 6, 7, 8 (10 steps) Length, height and time (6 steps) <u>NCETM Mastering Number</u> Weeks 11 to 15	<u>White Rose Maths</u> Building 9 and 10 (13 steps) Explore 3D shapes (7 steps) Mass and capacity (4 steps) <u>NCETM Mastering Number</u> Weeks 16 to 20	<u>White Rose Maths</u> To 20 and beyond (6 steps) How many now? (4 steps) Sharing and grouping (6 steps) <u>NCETM Mastering Number</u> Weeks 21 to 25	<u>White Rose Maths</u> Manipulate, compose and decompose (8 steps) Visualise, build and map (11 steps) Make connections (2 steps) <u>NCETM Mastering Number</u> Week 26 + review and assess

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	Once Upon a Time Time to Celebrate		Open the Toybox Here, There and Everywhere		All Creatures Great and Small 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	<p>To become an Exceptional Explorer 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.</p> <p>To become a Compassionate Citizen 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.</p>					
Term specific provision	<u>RE</u> – Why is the word 'God' so important to Christians? Cornish Heritage – Cornish Mining Harvest Growing - humans Me, my family and my school Explore magnets Use IWB	<u>RE</u> – Why is Christmas special to Christians? Cornish Heritage – traditions – lantern parades, lights, legend of Tom Bawcock Bonfire Night Remembrance Day Diwali/Hanukkah Advent/Christmas Seasonal changes – Autumn Walk	<u>RE</u> – What stories are special and why? Cornish Heritage – Cornish games and dances Chinese New Year Compare times – focus - toys Seasonal changes – Winter Explore changing states of matter	<u>RE</u> – Why is Easter special for Christians? Cornish Heritage – Saints, Saint Piran St. Piran's Day Mothering Sunday Easter Growing - plants Compare environments – polar and tropical regions	<u>RE</u> – Being special – where do we belong? Cornish Heritage – wildlife Ramadan/Eid-al-Fitr Growing –animals Seasonal changes – Spring Use of technology	<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 Beebots – following a path

		Explore light and colour Use Beebots – basic operations	Explore materials and textures	Seasonal changes – Spring Use Beebots – moving from A to B		
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	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Once Upon a Time Time to Celebrate		Open the Toybox Here, There and Everywhere		All Creatures Great and Small 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 Dynamic Designer 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 Proud Performer 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 – loose parts – coloured pebbles	<u>Charanga Music – My stories</u> Use stencils with paints and sponges Embossing Print - outlines Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish Collage – cut and stick	<u>Charanga Music – Everyone!</u> Print – relief printing with rollers Paint – different textures Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – loose parts – Junk DNA Consolidate and refine previously taught skills and techniques independently	<u>Charanga Music – Our World</u> Observational drawings Paint – using watercolour paints Print – 3D shapes Transient art – loose parts – natural resources Weaving Consolidate and refine previously taught skills and techniques independently Focus artists – William Keble Martin	<u>Charanga Music – Big Bear Funk</u> Sewing Junk modelling – flanges and hinges Collage – 3D Paint – different brushes Consolidate and refine previously taught skills and techniques independently Focus artists – Steven Brown (multicolour animals) Charles McGee (paper sculptures)	<u>Charanga Music – Reflect, Rewind and Replay</u> Malleable materials – pottery/sculpture Junk model – moving parts Paint -wax resist Sewing Consolidate and refine previously taught skills and techniques independently Focus artists – Guy Harvey (sea life) Sara Holden (movement in art)

	Focus artists – Guiseppe Archimboldo (fruit and veg), Yayoi Kusama (polka dots)	Focus artists – Alma Thomas, Beatriz Milhazes (collage)	Focus artists – Sonia Delaunay (colour mixing), Andy Warhol (relief printing)	(observational drawings) Katrina Sanchez (weaving)		
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