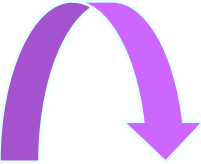


	Halwill EYFS 2026-2027 Ashwater 2026-2027 St Giles 2026-2027					
	Autumn		Spring		Summer	
Question for each topic	Who am I?	Who Helps me?	Which fairy tales do you know? Which fairy tale characters live in a castle? Include stories using castles	Where shall we go?	What's outside?	What happens during the summer? What can we find under the sea?
Vocabulary	Tier One – family, home, child, parent, pet Tier Two – brother, sister, grandparent, cousin Tier Three – Household, generation, extended family, relative	Tier One – firefighter, pilot, mechanic, dentist, hospital Tier Two – Uniform, Ambulance, Rescue, Community, Lifeguard, Rescue Ambulance, Fire engine, Helicopter, Ladder Tier Three – Equipment, Service, Volunteer, Emergency Role, Fire hose, Siren, Police, radio, Toolkit, Emergency vehicle, Safety equipment	Tier One - castle, king, queen, prince, princess, dragon, knight, horse, crown, tower, magical, brave Tier Two – royal, grand, enchanted, mysterious, powerful, rescue, journey, adventure, cruel, kind, escape, celebrate. Tier Three -moat, drawbridge, turret, battlement, kingdom, throne, royal family, banquet, quest, spell, palace.	Tier One - travel, map, trip, hot, cold, snow, ice, explore, go Tier Two – freezing, chilly, warm, icy, hotter, colder, different, similar, discover, wonder, globe Tier Three – Arctic, Antarctic, polar regions, temperature, habitat, explore, ocean	Tier One – Insect, Wing, Leg, Antenna, Hive Tier Two – Web, Cocoon, Pupa, Colony, Pollinate Tier Three – Metamorphosis, Camouflage, Habitat	Tier One – Shore, Pebble, Seaweed, Sun, Sand Tier Two – Tide, Seagull, Lifeguard, Swim, Boat Tier Three – Coast, Cliff, Current, Horizon, Pollution

Seasonal VOcabulary	Tier One – leaf, tree, weather, day, night Tier Two – windy, stormy, puddle, fallen, bare, crunchy, acorn, conket, pinecone. Tier Three –season, harvet, forest. Hibernate, deciduous, autumnal, harvest	Tier One – snow, ice, cold, rain, wind Tier Two – freeze, melt, shiver, storm Tier Three – winter, icicle, blizzard, sleet, hibernate, migrate, frostbite, thermometer	Tier One – snow, ice, cold, rain, wind Tier Two – freeze, melt, shiver, storm Tier Three – winter, icicle, blizzard, sleet, hibernate, migrate, frostbite, thermometer	Tier One- spring, flower, leaf, grass, bird, nest, rain , sun, seed, bee, grow Tier 2- blossom, colourful, hatch, change, warmer, plant Tier 3- germinate, pollinate, lifecycle, habitat, pollen ,offspring, evergreen	Tier One- spring, flower, leaf, grass, bird, nest, rain , sun, seed, bee, grow Tier 2- blossom, colourful, hatch, change, warmer, plant Tier 3- germinate, pollinate, lifecycle, habitat, pollen ,offspring, evergreen	Tier One- sun, hot, beach, sea, sand, water, holiday, hat, ice cream, picnic Tier 2- warm, bright, shade, cool, thirsty, refreshing, explore, grow, blooming, weather Tier 3- season, temperature, sunshine, sunscreen, forecast, heatwave, pollination, habitat, evaporation, drought
Enrichment		Invite dentsit/doctor/nurse in	National Trust – Cotehele and the quay		Room on the Brrom Trail at Cardinham Woods	Trip to Bude
Topics for 2026/2027	All about me	People Who Help Us Festivals	ONce upon a time	Hot and COld Places	Minibeasts Spring – things beginning to grow	Under the sea Summer
Books	Incredible You / Only One You – One Week My Family - One Week Colour Monster Homes – Two Weeks Quest of the cockle implant – 1 week From head to toe	Owl Babies- who helps us at home Mog and the vet Supertato The Jolly postman at Christmas Babcock – People Who Help Us	Naughty Bus Cinderella Gingerbread Man Three Little Pigs	Lunar New Year Around the World Whatever Next Mr Gumpy’s Outing Lost and FOund Blown away Non Fiction – Penguin Huddle	Room on the Broom Extraordinary Gardener Mad about Minibeasts (2 Weeks – Non Fiction) THE Very Greedy Bee THE Tiny Seed	Commotion in the Ocean Rainbow Fish Non Fiction – SHarks (Children on the Earth – 2 weeks) Sally and the Limpet Sharing a shell/One is a snail, Ten is a Crab Lighthouse Keepers Lunch

				Story based in Jamaica or another hot country		
	Ashwater KS1 Incredible Us Hospitals	Jamaica	My world Swap for Castles	Castles Swap for My WOrld	Living things and their habitats	
	All About me! Starting school / my new class / New Beginnings What am I good at? How do I make others feel? Being kind / staying safe Harvest /sukkot How do we grow? Chronology	People of help us/ Festivals People who help us: police/dentist. Light & Dark - Festivals Hibernation: Nocturnal/ Diurnal animals The Nativity Christmas performance	Dragons & Castles Story telling with a focus on oracy and repeated refrains i stories. Castles	Winter / Polar regions / Dinosaurs Polar regions Where are polar regions? How may we travel there? How is it similar or different to how we live?	Plants and flowers Planting of beans/seeds Weather & seasons Minibeasts	Under the sea Where is the seaside? Send me a postcard! What is the seaside? Why is it special? What can we find under the sea?
Pupil Entitlement Enrichment	Autumn walk International Harvest Festivals /Carnivals e.g. Sukkot and UK Harvest. Try food from other cultures e.g. Sukkot Birthdays	Bonfire night Visit by a dental nurse – How can I look after my teeth? Remembrance Day Diwali Children in Need day	Valentine day Shrove Tuesday, Patron Saint days Occasions – Lunar New Year,	World Book day Easter assembly Wild tribe: traditional tales Theatre trip	Wild tribe: Map skills	Sports Day Visit to the Aquarium/beach End of term concert
Opportunities for Diversifying the Curriculum Diversity Texts to be read during story time sessions	Listen to a range of music. We hear the rhythm and feel emotions e.g. Reggae Cultural diversity e.g. The big book of families Maisie's' scrapbook, Hats of faith, Fruits, My hair. The can caravan Different families e.g. My Daddies, My pirate Mums We are family More people to love me Our class is a family.	Exposing children to a wide range of stories, non-fiction, rhymes, and poems Exposing children to the different festivals related to different religions.	Sample foods - awareness of cuisines from around the world. Physical disabilities e.g. When Charlie met Emma, Mila gets her super ears, The quest for the cochlear implant.	Map activities to explore around the world. Bame characters e.g. So much, Astro Girl, Full, full, full of love, Jabari jumps, Izzy Gizmo, Little people big dreams	Biography: look at the life of Mama Miti Neurodiversity e.g. We're all wonders, Perfectly Norman, Incredible you, I see things differently What makes me a me?	Talk about beaches around the world. Books celebrating difference e.g. All are welcome Same but different You matter A world for you and me

	Characteristics of Effective Learning: Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
 OVER ARCHING PRINCIPALS	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, positive and nurturing partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We are aware of children who need greater support than others. <i>PLAY: At Halwill, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i>					

Our values 	We want our children to reach their potential academically whilst here at Halwill. Our School motto ‘Aim high, be resilient and take care of each other’ has relationships at the heart of what we do, as we believe that we develop relationships by being Resilient, Resourceful, Reflective and Respectful. Our values are not just laminated on classroom walls, they are embedded through everything we do. We want our children to leave us as active learners, creative and critical thinkers with a thirst for knowledge. Although planned, we are aware that our children are in different places and progress at different rates and our curriculum is flexible to meet the needs of our children.					
	Taking care of each other Working together: learning together, from each other and with each other. Being respectful	Aiming high Being curious, questioning and challenging what we are taught. Being resourceful: Making links and connections		Being resilient Being a resilient learner and not giving up Engaging: Diving into learning and giving everything a go! Being reflective: understanding the learning journey and reflecting back and looking forwards.		
	Respectful Children will leave EYFS with the confidence to share their ideas and understanding of a wide range of topics with the people around them. All learning will be celebrated and shared in an expressive and supportive manner.	Resilience We understand that learning experiences can be challenging and that this helps us to develop and grow into well rounded and resilient young individuals. With modelled and structured support to active learning experiences, children will overcome barriers to their learning and leave EYFS with the courage to strive for more!	Reflective Being creative and thinking critically is at the core of all play-based learning experiences here in EYFS. Children will have their own ideas about topics we are exploring. Through exciting continuous provision activities, they can make links between ideas and form their own opinions. Our approach to teaching and learning celebrates being reflective and ensures all leave with the skills to pursue their own interests in KS1.	Resourceful A resourceful and creative approach is blended into everything we do in EYFS. Furthermore, we will explore creative individuals, texts and performances. We recognise that each child is unique and needs to express themselves in a variety of artistic ways. This may be through playing and exploring, creating with materials or writing.	Relationships Children are encouraged to show, kindness and warmth to all their friends to build positive relationships. This approach is modelled by all school governors, staff members and parents. Furthermore, we explore supportive and nurturing characters in our narratives, therefore, allowing the children to consistently learn from the positive role models that surround them.	
Assessment opportunities	Use School assessments e.g. Speech & Language link. In-house - baseline data on entry National Baseline data Phonics assessments SEN provision map / OAIP	Ongoing assessments Pupil progress meetings Parents Consultations End of term Assessments Phonics assessments	Ongoing assessments Phonics assessments	Pupil progress meetings Parents Consultations End of term Assessments Phonics assessments Federation moderation	Federation moderation EYFS team meetings	Pupil progress meetings Reports Phonic assessments

Parental involvement	Individual parent consultations Home school agreement Phonic & Reading workshop for parents. Class dojo Maths workshop for parents Harvest celebration.	Maths video– Class dojo Christmas production Carol service Parent consultation	Wow moments Class assembly Whole school assembly	Easter celebration. Parent consultation	Wow moments Class assembly	Summer concert Parent consultation Sports day Yr. 6 leavers assembly
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Communication & Language

C&L is developed throughout the year through high quality interactions, daily small group discussions, Daily story time, snack time chats, PSHE times, stories, singing, speech and language interventions
Pie Corbett T4W actions, Whole class/school productions/ assemblies. What's in the bag? (Sent home weekly, summer term.) Weekly synopsis to parents via Class dojo, to enable children to talk about what they have done in class.

	Who am I?	Who helps me?	Which fairytales do you know?	Where shall we go?	What's outside?	What happens during the summer? What can we find under the sea?
Speaking	Answering questions. For example, about the human body. To talk about healthy foods and exercise to stay healthy. Talk about why things happen, using new vocabulary learnt. Tell me a story - retelling stories: talk for writing. Use picture books. Speaking in sentences about me and my life at home, using stem sentences. Nonfiction texts including me, myself and my community. Singing and poem work around our environment and the seasons Talk about family routines and special occasions.	To make comments about their observations. To be able to talk about how different people help us. Careers themed role play areas will offer children opportunities to use newly introduced vocabulary. Children will be prompted to ask questions and consider why. Vocabulary linked to past and present times and similarities and differences will be discussed.	Express their ideas and feelings about their experiences. ... Ask how and why questions... Discussion times in a range of different contexts. For example, small groups, class and one-to-one opportunities. Children will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Ask questions to find out more and to check they understand what has been said to them. I can describe what happens and why Use of 'because.....	Talk about non-fiction texts. To articulate ideas and thoughts into well-formed sentences Opportunities for the children to offer explanations for why things might happen, making use of recently introduced vocabulary linked to our world. - Play activities in our polar regions play area and outdoor space will encourage children to use talk to help work out problems and organise thinking. Following instructions in a variety of ways. For example, how can we travel?	Singing and poem work about minibeasts. The children will be paying attention to the varying sounds. To be able to share their views and opinions and use because. Encouragement to speak in full sentences. Correct tenses and use of conjunctions in discussions around our theme of Minibeasts and spring will be verbally modelled to the children. Following instructions in a variety of ways. For example, how to plant and grow a sunflower. To be able to talk about the similarities and differences of Minibeasts. To name and sort habitats. To be able to talk	The children will have the opportunity to participate in social play in their new Y1 classroom environment. Following instructions in a variety of ways. For example, being able to follow multi-step instructions. Reflection activities and discussion points in PSED sessions around our year and their achievements. Ask questions to find out more Talk about how they will accomplish a task. Using the language – “I think that...”I agree...I disagree... In my opinion...

					about the changes that happens in Spring.	Describe events in some detail: e.g. class trip, encourage children to use the language “first, last, next, before, after
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ELG for Communication and Language:

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

	Who am I?	Who helps me? Festivals – light & dark	Which fairytales do you know? Castles link	Where shall we go? Hot and cold places	What's outside?	What happens during the summer? What can we find under the sea?
Self-regulation	Children will be encouraged to ask for help and support when they need it. Children will be aware of others' feelings. Each child will learn how to self-register themselves by placing their face against the emotion they are feeling for the day. There will be lots of continuous provision activities linking to emotions. Use of texts such as the 'Colour monster'.	Children will be encouraged to express their feelings and consider the feelings of others. This will be modelled consistently by adults whilst accessing continuous provision inside and outside of the classroom. Learners will be encouraged to explain why they are feeling a certain way. This will be modelled to the children continuously. Stem sentences to be used. Children will learn to be aware of others' feelings.	Short and sharp guided group tasks will have a stronger focus on children giving focused attention to what their adult says. Instructions will play a larger role in the children's day with some children completing two step instructions. Through our literacy learning around fictional texts, children will explore different characters' emotions and will build skills in relating to others' experiences. National trust visit- encouraged to find out about	Daily PSED sessions will be focused around a particular issue or idea that the class has been experiencing. For example, this could be something linked to world events. Children will become more aware of their personal likes and dislikes. Learners will be encouraged to share different ways they like to calm down when upset.	Daily PSED circle time sessions will be focused around a particular issue or idea that the class has been experiencing. For example, this could be something linked to world events. Class visitors linked to our themes e.g. RNLI ' will allow the children to develop an understanding of the roles people play in society. Learners will be encouraged to ask questions and think about life from someone else's perspective. Children will also be encouraged to	PSED circle time sessions will be focused around how far the children have come since the beginning of the academic year. The children will be encouraged to accept compliments and celebrate their own achievements and others. Children will practise giving praise to their peers and considering what they are grateful for as they finish their reception year. The class will have regular transition sessions in the Year 1 classroom environment. They will meet their new class teacher and participate in circle time

		Class rules and routines will continuously be modelled and discussed to support the children to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriation. Visit from dentist/doctor/nurse- allow children to develop an understanding of the roles people play in society.	the world around them and ask questions.		think about themselves and set goals. -	sessions where they can share facts about themselves. Class trip, for example to Cardinham Woods and the beach will require learners to give focused attention to what the adults says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
Managing self	Children will take on responsibility by becoming the 'Special helper'. Class rules and routines will be introduced. Children will each be given carpet spaces and will learn how to 'super sit', 'active listening' and 'magnet eyes'. Teaching and modelling of routine such as washing hands, putting on coats, shoes, jumpers etc. independently. Children will be encouraged to ask for help and support when they need it. Superfoods! Foods that are packed with things that are good for us. For example, Blueberries, tomatoes, oranges. Create a meal for a superhero. How to stay safe/ farm safety	To show good practice with regard to exercise, eating, sleeping and hygiene. Washing hands etc. Themed role play areas such doctors surgeries will encourage children to try new activities and take on roles they have not experienced before. -A variety of job roles will be explored. This will allow the children to continue to understand ways in which we need to manage ourselves when living our lives. Superfoods! Foods that are packed with things that are good for us. For example, Blueberries, tomatoes, oranges. Create a meal for a superhero. Learners will share their personal traditions related to Christmas. They will also learn	There will be a stronger focus on children planning their own learning during 'Independent learning' time. At the end of each session, class discussions will allow children to review their learning and share thoughts with others. Verbal sentence stems will support this process. Computer safety rules will be explored as the children build their independence when accessing phonics or mathematics activities online, screen time. By participating in class rules and routines children will see themselves as valuable individuals. Each learner will take on roles within the classroom and contribute to a healthy learning environment.	The children will be talking about the different factors that support their overall health and wellbeing. There will be a strong focus on healthy eating choices. Our class challenge area will support the development of children's independence with their learning. Children will persevere and feel proud of their achievements. NSPCC – speak out/pants rules. Describing changes to the body when they occur when feeling unwell, anxious, tired, angry or sad.	Life skills will be explored as children discuss ways we can remain safe when not in school. Staying Safe in the Sun Learners will continue to manage their own basic hygiene and personal needs, including dressing, going to the toilet. This will be through interactive circle time sessions and games around the importance of managing ourselves.	Learners will consider their goals as they make the transition into Year 1. The similarities and differences between their EYFS and Year 1 will be explored. Water safety / Beach safety, e.g. visit to RNLI Describing changes to the body when they occur when feeling unwell, anxious, tired, angry or sad. Road Safety

		that all families are different and have different routines.				
Building relationships	Children will be encouraged to start conversations with their peers and listen and respond to what they hear. Likes and dislikes will be explored through carpet sessions. Literacy texts around friendships and new experiences. E.g. Meesha makes friends. A home corner role play area will encourage conversation during play.	Through a play-based approach to learning children will demonstrate friendly behaviour and build constructive and respectful relationships. During play, children will communicate and problem solve with their peers. New relationships will be reviewed and built upon. Themed role play areas like party scenes and nativity sets will support the children to share roles and resources.	Children will explore working in teams to help others. Team skills will be discussed and modelled throughout the day. E.g. melting experiment. Fictional literary texts that include different characters will be explored. Activities around these texts will encourage thinking from a different perspective.	Teamwork will be built into all aspects of school life. For example, supporting peers in the dinner hall or helping others during PE lessons. Encourage thinking from a different perspective through the use of a curiosity cube/challenge. Our wider world will be explored and children will have the opportunity to share their knowledge about the environment with others. This will encourage children to listen to peers and show a sensitivity to others' experiences.	As the children grow in independence, they will be encouraged to help other children from different year groups. This may be during their outdoor play time or during our class paired reading time. Whilst exploring our environment children will work collaboratively and discuss observations with peers e.g. stages of growth.	Children will finish their school year having made secure attachments with their peers and teachers. These relationships will be celebrated. The class will be encouraged to show a sensitivity to others needs and feelings as they make their transition into Year 1.
PHSE	Scarf: Me and my relationships	Scarf: Being my best	Scarf: Keeping myself safe	Scarf: rights and responsibilities	Scarf: Growing and changing	Scarf: Valuing difference.

Personal, Social and Emotional Development Early Learning Goals:

Self-Regulation ELG Children at the expected level of development will:

- 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.

Managing Self ELG Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

Who am I ?

Who helps me?

Which fairytales do you know?

Where shall we go?

What's outside?

What happens during the summer? What can we find under the sea?

Gross motor <i>Daily Fun fit /yoga activities to support gross motor development.</i> <i>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</i> <i>Weekly PE lessons will support gross motor skill development</i> <i>Scarf dancing/disco dough opportunities. Indoor/outdoor opportunities.</i>	The children will take part in PE lessons. Through the year developing 7 functional skills to: run, jump, hop, skip, side step and crawl. The children will explore their new indoor and outdoor learning environment and resources. Through play-based learning activities, the children will use large movements in their play. For example, building in the construction area outside. Learn to ride a bike. Learn how to move safely in large environments.	Use core muscles to achieve good posture Combine different movements with ease and fluency. To negotiate space effectively. Make anticlockwise movement and retrace vertical lines. Different job roles will be explored, and the children will discuss the importance of a healthy lifestyle. Knows that physical activity supports their wellbeing. Know and talk about the different factors that support overall health and wellbeing: - regular physical activity	To be able to balance and coordinate safely. To negotiate space effectively. The children will explore a new role play area and use gross motor skills to become different characters. Progress towards a more fluent style of moving developing control & grace Further develop & refine a range of ball skills –throwing, catching, kicking, passing, batting & aiming Participate in team games.	The children will explore the changing of seasons with regular walks around their local environment. Outdoor PE equipment will be used to support the development of gross motor skills. With a partner To know why it is important to handle different apparatus safely . Master basic movements: refine the fundamental movement skills, rolling, crawling, walking, jumping, running, hopping, skipping & climbing. Perform dances and sequences using patterns of movement. Space Dance	Develop overall body strength, co-ordination, balance & agility. A range of different equipment types will be made available for the children to choose from during play. School Sports Day. Coordination – Sending and Receiving a ball Agility – Reaction/Response	Combine movements with ease & fluency. Enter the water and attempt to swim 5m across the pool. With increased confidence Be fluent in the 7 functional skills of running, jumping, hopping (5 on 1 foot) skip, sidestep and crawl.
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Fine motor <i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality Provide extra help and guidance when needed. Daily fine motor activities e.g. threading, cutting, weaving, playdough.</i>	Children will begin to write their own name. To begin to form recognisable letters which are formed mostly correctly during RWi sessions and their own independent learning time. The children will show preference to a dominant hand and use a pincer grip to begin holding a pencil. Develop good fine motor skills to manipulate objects. Draw lines and circles. Hold pencil/paint brush. Pencil Grip. Taking shoes and coats on/off. Cut with Scissors effectively. Modelling of safe use of tools. Use tools to effect changes to materials e.g. different scissors	The children will continue to write their own name using a range of writing resources. To continue to learn how to form recognisable letters during their phonics lessons. Christmas cards will be written and designed by the children. Enhanced provision activities such as 'Elves Workshop' will require children to use fine motor skills when creating. Begin to use anticlockwise movement and retrace vertical lines. Know how to use scissors effectively. Develop muscle tone to put pencil pressure on paper Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	During phonics lessons the children will write CV, CVC words. The children will work hard to use a tripod grip when writing recognisable letters. To write short phrases using their fine motor skills to support letter formation. A variety of cards will be written and decorated. To know how to use scissors effectively. Begin to form letters correctly handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips	To handle tools, objects, construction and malleable materials safely and with increasing control. To use scissors effectively, to move paper if needed. Hold pencil effectively with comfortable grip. Form recognisable letters, most correctly formed. Accuracy and care will begin to be shown when creating on the messy table.	To use a pencil effectively to form recognisable letters, most of which are formed correctly. To know how to form letters correctly. During literacy lessons, the children will write short statements or sentences using their fine motor skills to support letter formation. Develop pencil grip and consistent accurate letter formation. Use one hand consistently for fine motor tasks. Cut along a straight and curved lines with scissors.	During phonics lessons the children will write a range of words that are phonetically decodable. To know how to handle a range of equipment and tools effectively. Cut a shape out using scissors. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego. The children will write notes and letters to themselves and others at the end of their reception year.
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Gross Motor Skills ELG Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

*Skills need practise and repetition

Fine Motor Skills ELG Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

	Who am I?	Who helps me?	Which fairytales do you know?	Where shall we go?	What's outside?	What happens during the summer? What can we find under the sea?
Comprehension To develop a passion for reading	There will be a wide range of high-quality texts read with the class. Modelling of answering simple questions about the text. Listen to familiar stories and able to recall some facts. Knowing that words can be written. Texts read will explore routines, home life, friendship and new experiences. Join in with rhymes and show an interest in stories with repeated refrains. Our home corner role play area will support the children to re-enact narratives and use newly introduced vocabulary. Understand the five key concepts of print: - meaning - different purposes, text from left to right and from top to bottom, names of the different parts of a book.	Enjoy an increasing range of books. Retell stories and sequence familiar stories. Talk about characters and events. Also, to recall facts from non-fiction texts. Children will also build to writing. Our traditional nativity scene role play area will support the children to re-enact narratives and use newly introduced vocabulary with their peers. Role play areas will be themed to support the children's understanding of our wider world and the people within it. For example, a doctor's surgery. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes Begin to understand features of non-fiction	The children will participate in Talk for Writing literacy units. the class will imitate, innovate and invent using the original text to support them, for Make up stories with themselves as the main character –Encourage children to record stories through picture drawing/mark making. To re-enact and create stories in their own play. A range of role play activities such as hot seating will encourage the children to discuss key events in stories and demonstrate an understanding of what has been read to them. Children to ask questions about stories and develop an understanding for new concepts. Children will explore the impact of adjectives in texts. To know that illustrations can help me make sense of my reading	Our role play area will allow the children to explore different job roles and the importance of books in our society. Well known texts will be displayed, and children will have the opportunity to discuss their likes and dislikes in regards to book genres. Non-fiction, to recall information and demonstrate understanding when talking about what I have read e.g. facts about penguins The children will read and write in the style of both fiction and nonfiction texts. The children will explore the impact of adjectives, verbs and adverbs in texts. For example, ways to describe a polar bear. Listen to stories and begin to anticipate what may happen next.	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. The children will read and write in the style of both fiction and nonfiction texts. The children will explore the impact of adjectives, verbs and adverbs in texts. They will be encouraged to use these in their own writing. Begin to notice if reading makes sense- can sometimes notice errors. Encourage children to think about what they already know to help them understand a text. To know that a sentence starts with a capital letter and ends with a full stop for it to make sense.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Can draw pictures of characters/ event / setting in a story To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play/ Texts read will explore a range of different life events and transitions. Retell stories and narratives using my own words and recently introduced vocabulary. Encourage the children to ask questions about stories and develop an understanding for new concepts To make predictions Can find features of books and sort books into categories. The literacy sequence will also build to include dictated sentences linking to the writing framework.

	Texts read will explore our wider world, different cultures, celebrations and traditions, for example Sukkot.					
Word reading	The class will begin learning their set 1 phonics sounds using the Read Write Inc phonics scheme. The children will be taught about Fred the frog and will begin to use their Fred fingers to segment and blend CV and CVC words. Whilst creating story maps as a whole class, the children will be encouraged to look for taught sounds and use these in their learning. To listen to stories and join in with refrains. Reading record books will be sent home with the children. Texts that are explored will link with taught sounds. Children will be encouraged to do reading activities at home at least 5 times a week.	The children will continue to be taught about Fred the frog and will use their Fred fingers to segment and blend CV, CVC words. The concept of a 'special friend' will be explored as learners begin to recognise digraphs when reading. Children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'qu'ng', 'nk'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin'. To identify rhyming words in stories. Whilst creating story maps as a whole class, the children will be encouraged to look for taught sounds and use these in their learning. To know that print is read from left to right.	The children will continue to be taught about Fred the frog and will use their Fred fingers to segment and blend CV, CVC and CVCC words. As the children progress through the RWI phonics scheme, they will begin to read sentences aloud using their Fred fingers to support them. To start reading sentences and phrases. Children will practise their set 1 phonics sounds Newly taught 'special friends' will be explored as learners continue to recognise digraphs when reading. For exception words children to identify the sound that is tricky to spell. (Red words)	The children will continue to segment and blend CV, CVC and CVCC words. Continuing practise of set 1 as learners continue to recognise digraphs when reading. The children will be encouraged to look for taught sounds and use these in their own writing. Re-reading of the text to build up their confidence in word reading, their fluency and their understanding. Word mats linking to our overall unit or specific literacy text allow for the children to read learnt sounds and use them in their talk.	As the children progress through the RWI phonics scheme, they will begin to read sentences and passages aloud using their Fred fingers to support them. Some children may begin to 'Fred talk' and blend in their head. Children can distinguish between capital letters and lowercase letters. Correspondences between letters and sounds that are unusual e.g. 'do', 'said',	The children can read simple sentences with fluency and with a good speed. They are able to read CVCC and CCVC words confidently. Children have developed a bank of sight words and red exception words. Children are able to recognise capital letters and are aware of when they are used. Children have some awareness of letter names as well as its sound.

Writing * See appendix 1 Use of initial sounds to write, silly soup, name writing, labels, captions, Lists, Messages – Create a Message centre Sequencing stories e.g. The Little Red Hen Encouragement of writing for a purpose e.g. in role play area. Transcription opportunities throughout the areas inside and outside of the classroom	Continuous provision activities will encourage children to form their newly taught sounds in a variety of ways. Practical activities will encourage the children to revisit and revise learnt sounds. The children will be taught about Fred the frog and will begin to use their Fred fingers to segment and blend CV and CVC words. Through the use of a range of resources, the children's fine motor skills will develop. Children will be encouraged to assign meaning to the marks they make when working on the writing or messy table. Harvest poems Sequencing Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists. Writing initial sounds and simple captions.	Children will be encouraged to write newly learnt digraphs. Children will begin to write learnt sounds in their own phonics book. Newly learnt sounds will be applied when writing CV, CVC. Practical activities will encourage the children to revisit and revise learnt sounds. The children will continue to learn about Fred the frog and will become more confident when using their Fred fingers to segment and blend CV, CVC and CVCC words. Through the use of a range of resources, the children's fine motor skills will develop. Children will be encouraged to assign meaning to the marks they make when working on the writing or messy table. Word mats linking to our overall unit or specific literacy text allow for the children to read learnt	- RWI sound mats are readily available for the children during continuous provision activities. Learners are encouraged to write CV and CVC words in their play. - Children will be encouraged to write newly learnt digraphs. Children will begin to write learnt sounds in their own phonics book. Newly learnt sounds will be applied when writing CV, CVC and CVCC words. Some learners may begin to 'hold a sentence' during their phonics lessons. During this process learners will apply their knowledge of learnt sounds when writing short and simple sentences. Practical activities will encourage the children to revisit and revise learnt sounds. The children will continue to learn about Fred the frog and will become more confident when using their Fred fingers to segment and blend CV, CVC and CVCC words. Through the use of a range of resources, the children's	Continuous provision activities will encourage children to form their newly taught sounds in a variety of ways. - RWI sound mats are readily available for the children during continuous provision activities. Learners are encouraged to write CV, CVC and some CVCC words in their play. Children will begin to write learnt sounds in their own phonics book. Newly learnt sounds will be applied when writing CV, CVC and CVCC words. Learners will 'hold a sentence' during their phonics lessons. During this process learners will apply their knowledge of learnt sounds when writing short and simple sentences. Practical activities will encourage the children to revisit and revise learnt sounds. The children will continue to learn about Fred the frog and will become more confident	Continuous provision activities will encourage children to form their newly taught sounds in a variety of ways. RWI sound mats are readily available for the children during continuous provision activities. Learners are encouraged to write CV and CVC words in their play. Children will be encouraged to write newly learnt digraphs. Children will begin to write learnt sounds in their own phonics book. Newly learnt sounds will be applied when writing CV, CVC and CVCC words. Learners will continue to 'hold a sentence' during their phonics lessons. During this process learners will apply their knowledge of learnt sounds when writing short and simple sentences. Practical activities will encourage the children to revisit and revise learnt sounds. Children will write notes/sentences in their play. The children will continue to learn about Fred the frog and will become more confident when using their Fred fingers to segment and blend CV, CVC and CVCC words. Writing for a purpose in role play using phonetically plausible attempts at words, begin to use spaces between	RWI sound mats are readily available for the children during continuous provision activities. Learners are encouraged to write CV and CVC words in their play. - Children will be encouraged to write newly learnt digraphs. Children will begin to write learnt sounds in their own phonics book. Newly learnt sounds will be applied when writing CV, CVC and CVCC words. Learners will 'hold a sentence' during their phonics lessons. During this process learners will apply their knowledge of learnt sounds when writing short and simple sentences. Practical activities will encourage the children to revisit and revise learnt sounds. Children will write passages in their play. The children will continue to learn about Fred the frog and will become more confident when using their Fred fingers to segment and blend CV, CVC and CVCC words. Write facts about sea creatures. Story writing, writing sentences using a range of tricky words that are spelt correctly. Begin to use full stops, capital letters and spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.
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		sounds and use them in their writing. Sequencing and retelling of the Christmas story. Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, writing instructions. Help children identify the sound that is tricky to spell. To identify sounds on a sound mat and to use this when writing.	fine motor skills will develop. Write a character description about a dinosaur Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC words. Guided writing based around developing short sentences in a meaningful context. Encourage children to write their own ideas. To think of and write a short, simple sentence.	when using their Fred fingers to segment and blend CV, CVC and CVCC words. Writing facts – nonfiction e.g. about planets Create own story maps, writing captions and labels, writing simple sentences. Recall story, create own space story based on 'Whatever next' Character descriptions e.g. using Smeds & Smoos. To know that a sentence starts with a capital letter and ends with a full stop	words. E.g. recipes & lists / bean diary. Labels and captions – plant life cycles Checking written work and making any changes where necessary. Begin to use Capital letters and full stops with greater accuracy. The literacy sequence will also build to include dictated sentences linking to the writing framework.	Form lower-case and capital letters correctly Know that sentences can be extended by using a connective. The literacy sequence will also build to include dictated sentences linking to the writing framework to include developing use of capital letters, finger spaces and full stops
Composition	To clarify their thinking With support, can orally compose a phrase to convey their ideas. To write to write their name using a card Begin to write initial sounds. To know the relationship between sound and marking making.	To write some cvc words. To orally compose a phrase independently. To write a short phrase e.g. a dog Segment CVC and attempt write taught sounds	To write a held sentence up to 4-5 words To orally compose a sentence.	To write a held sentence up to 6/7 words. To begin to write a simple sentence with support. Children practise oral composition to compose sentences.	To write a simple sentence independently. To read their own sentence back to themselves. To write a dictated sentence independently. To compose sentences orally and say out loud what they want to write.	To write short sentences using a capital letters and a full stop. Write different text forms for different purposes. To be able to read their writing back to themselves and a familiar or friend.
Transcription Spelling	To make name with magnetic letters	To be able to write the initial sounds of words.	To be able to write strings of rhyming words using cvc words.	To be able to write 'Red words' independently .i. e to, of, the.	To be able to write Red Words independently. he, she ,we, be.	To be make a phonetically plausible attempt at more complex words.

	To name initial sounds of words. Segment CV and CVC words	To be able to write some cvc words.	To begin to write words using 'Special Friends'.	To write words using 'Special Friends' independently.	To make a phonetically plausible attempt at more complex words.	To be able to write all Set One Red Words independently.
Transcription Handwriting	Drawing lines and circles To write some recognisable letters in their name. Letters with descenders should be positioned correctly. This will be reinforced with children after composition work. To know that words are written left to right.	Initial formation is following the RWI phonics scheme sequence. Once all Set One initial sounds have been learnt, carry out handwriting using RWI rhymes for formation but following letter family sequence, e.g. c,a,g,d. Draw zigzag and wavy lines To be able to write their name independently. To be able to hold their pencil. To form taught recognisable letters in set 1 phonics. Shows a dominant hand	Initial formation is following the RWI phonics scheme sequence. Once all Set One initial sounds have been learnt, carry out handwriting using RWI rhymes for formation but following letter family sequence, e.g. c,a,g,d. To be able to hold their pencil using a tripod grip and position their bodies correctly. (turn paper) To form taught letters in set 1 phonics using the correct formation. To know that we write sentences from left to right.	Ensure that the correct letter formation is being used and interventions to be put in place if needed. Starting to form some capital letters. With support, use spaces between words. To begin to form clear ascenders and descenders.	Ensure that the correct letter formation is being used and interventions to be put in place if needed. To begin to use spaces between words. To be able to form most lower case letters correctly. To be able to write more capital letters independently. To be able to make anti clockwise marks. To make letter size smaller.	Ensure that the correct letter formation is being used and interventions to be put in place if needed. To be able to confidently use a pencil using the correct grip. To be able to write clearly recognisable letters. To be able to form some capital letters correctly. To independently use spaces between words. To use lines on the page appropriately.
Possible texts and 'old favourites'	Incredible You / Only One You – One Week My Family - One Week Colour Monster Homes – Two Weeks	Owl Babies- who helps us at home Mog and the vet Supertato The Jolly postman at Christmas Babcock – People Who Help Us	Naughty Bus Cinderella Gingerbread Man Three Little Pigs	Lunar New Year Around the World Whatever Next Mr Gumpy's Outing Lost and Found Blown away	Room on the Broom Extraordinary Gardener Mad about Minibeasts (2 Weeks – Non Fiction) The Very Greedy Bee The Tiny Seed	Commotion in the Ocean Rainbow Fish Non Fiction – SHarks (Children on the Earth – 2 weeks) Sally and the Limpet Sharing a shell/One is a snail, Ten is a Crab Lighthouse Keepers Lunch

	Quest of the cockle implant – 1 week From head to toe			Non Fiction – Penguin Huddle Story based in Jamaica or another hot country		
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ELGs for Literacy:

ELG: Comprehension: Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading: Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing: Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

Children take part in a daily Maths session and have access to Maths activities in continuous provision. Resources/planning from NCETM Mastering Number is used.

Number	Subitising: Within 3. Objects & sounds. Counting, ordinality & cardinality: Focus on counting skills Composition: Explore how numbers are made of 1s. Composition of 3 and 4. Comparison: Comparison of sets 'by just looking'. Use the language of 'more than', 'fewer than'.	Counting, ordinality & cardinality: Focus on counting skills. Focus on the 'five-ness of '5' using one hand the die pattern for 5. Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20. Comparison: Composition of sets – by matching. Use the language of comparison e.g. more than, fewer than, an equal number. Composition: Explore the concept of 'whole' and 'part'. Focus on the composition of 3,4,5.	Subitising: Subitise within 5 focusing on die patterns. Match numerals to quantities within 5. Counting, ordinality & cardinality: Counting – focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number. Composition: Focus on 5, Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison e.g. more than, fewer than, an equal number to. Make unequal sets equal.	Counting, ordinality & cardinality: Focus on the 'staircase' patten and ordering numbers. Comparison: Focus on ordering of numbers to 8. Use language of less than Composition: Focus on 7. Doubles – explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes – odd and even numbers.	Counting, ordinality & cardinality: Counting – larger sets and things that cannot be seen. Subitising: Subitising to 6, including in structured arrangements. Composition: Composition – '5 and a bit' Composition of 10. Comparison: Comparison – linked to ordinality. Play track games.	Review and assess: Subitise to 5 Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting.
	Shape and sorting: Describe, and sort 2D & 3D shapes. Calendar and time Days of the week, seasons Sequence daily events	Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2D & 3D shapes Describe position accurately	Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths	Money Coin recognition and values Combinations to total 10p Change from 5p	Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths	Money Coin recognition and values Combinations to total 20p Change from 10p

Mathematics Number ELG: Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG: Children at the expected level of development will:

- 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

	Who am I?	Who helps me?	Which fairy tales do you know?	Where shall we go?	What's outside?	What happens during the summer? What can we find under the sea?
Past and present	Children will talk about their family, where they live and their favourite things. For example, creating family trees and sharing them with others. How have I changed since I was a baby? Memories of the past. Language such as 'before', 'then', 'next' and 'after' will be used to describe events in their own lives. Throughout the year the children's birthday traditions will be discussed and celebrated. Children to sort photographs into the past and now. Through texts such as 'Peepo' the children will explore their own homes and discuss how our day to day lives would have been different in the past.	Through learning about the historical significance of Remembrance Sunday the children will gain a deeper understanding of our country's past and the people who shaped it. Show photos of how Christmas used to be celebrated in the past. To use language connected with the passing of time. Talk about daily and weekly routines.	The children will share and make sense of their own adventures from the past using the correct tense as they talk to others. To recount personal memories. A class trip to a National Trust venue will allow the children to discuss their previous experiences on trips. The class will also discuss the historical significance of the castles/houses. The children will explore the history of castles. They will do this by reading a range of rich text types, listening to and performing songs. Develop understanding of the past using stories and photographs etc. Find answers to some simple questions about the past from simple sources of information.	The children will explore the historical significance of St Georges Day. They will use language to describe past events when speaking to others. The children will complete their first-class assembly where they will share their previous couple of months at school with their friends and family.	The children will explore historically significant individuals who have shaped our society. e.g. Wangari Maathai. To find out about key figures and their significance. e.g. King Charles	Reflection based activities will encourage the children to look back on their past. The class will begin to explore their immediate environment. Looking at both historic and modern-day maps.
People Culture & communities	The children discuss their emotions and how others around them are feeling. The children will explore the different Harvest celebrations.	The children will begin to recognise similarities and differences between their own beliefs and the beliefs of others and recognise that we	The children will explore Shrove Tuesday and its importance to Christians. They will sing songs, read related stories and make artwork to support their understanding.	The children will explore Palm Sunday and Easter. They will sequence the Easter story to develop understanding and carryout a range of activities.	Through a range of text types in our literacy units the children will learn how other countries are different or similar to our own. Learners will share	The children will be discussing the differing environments that we see and hear about in our stories.

	They will sing songs, read related stories and make artwork to support their understanding. Through a play based approach to learning children will question things they observe, find and are interested in.	don't always enjoy the same things. The children will explore Christmas and its importance to Christians. They will sing songs, read related stories and make artwork to support their understanding. The children will discuss how different religions celebrate different events throughout the year. For example, the Hindu festival of Diwali. Discuss different festivals that use light and encourage children to share their experiences, e.g. candles on birthday cakes, diya lamps for Diwali or fireworks for New year celebrated?	Lunar New Year will allow the children to gain an insight into cultures and traditions different to our own.	The Jewish festival of Passover will allow the children to understand how religions have different values, traditions and beliefs. Muslim beliefs such as Ramadan and Eid Ul Fitr will be discussed with children sharing their prior knowledge and understanding on the topic. The children will explore the term 'community' and its importance.	their prior knowledge of observations about different countries and their traditions with others. E.g. Kenya. The children will be discussing the differing environments that we see and hear about in our stories.	- The children will gain a greater understanding of their role in our school community as they prepare to transition into KS1.
The Natural world <i>Activities are flexible and will depend on the children's interests.</i> <i>Festival days will also be celebrated throughout the year e.g. Lunar New Year. St Georges day, Father's Day, Eid Ul Fitr etc.</i>	The class will begin to explore their new outdoor learning environment. The children will show care for living things through their play in both indoor and outdoor learning environments. Learn about the natural world through a range of text types and songs for example, months and seasons. To learn how we grow and change from baby to adult. To learn how to keep healthy. To	The children will explain what they can see, hear and smell when in different environments. Our 'Investigation Area' will change regularly to allow for the children to gain a greater understanding of natural processes. Observe changes in the environment and seasons. Make observations of winter animals. Diurnal Nocturnal or diurnal animals. Why do some animals hibernate?	The children will continue to understand the effect of changing seasons. They will go for nature walks and record their observations in a variety of ways. The children will observe how the weather changes and the temperature alters. They will learn about the importance of taking care of our bodies when in cold environments. As the class observe weather and environment changes, they will explore different materials found in our natural	The children will continue to look for similarities and differences between different places and environments. E.g. Earth & space. Look at google earth – where is Halwill Primary School? Discuss satellites taking photos. Maps and aerial photography – e.g. pictures from the Hubble telescope Human features seen from space. Examining the globe and Earth's physical features from space e.g. oceans. Globe work The children will be discussing the differing environments that we see and hear about in our stories.	Discussion time and exploration around the changing of the season. The children will have the opportunity to grow a variety of plants from seeds and bulbs, making observations of growth and what plants need to grow. What factors affect growth? The children will explore the lifecycles of both plants and animals.	Compare the local environment of Halwill/Ashwater and the seaside The children will observe how the weather changes and the temperature alters. They will learn about the importance of taking care of our bodies when in hot environments. (sun safety) Maps will be explored and used to deepen children's

	find out about the different stages of human development Baking of apple flapjack – natural ingredients. Personal views of the local area. Map of the area. I live in Halwill/Ashwater , Devon, England. To know where the library/office/playground/field etc in school (immediate environment) Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.	Discuss how reflective materials can keep me safe at night and that lights can warn us of danger. Seasonal weather patterns linked to the sun.	environment and discuss their properties. They will investigate ice and how it forms. Our 'Investigation Area' to allow for the children to gain a greater understanding of natural processes. For example, exploring measuring the weight of different objects. Animals and their habitats linked to climate and landscape Understand need to care for the environment. E.g. Penguins in Antarctica – blubber experiment to stay warm. Use maps, atlases and globes to locate Antarctica and Africa. (Equator) To make observations and drawing pictures of animals e.g. penguins. Exploring of foods from other cultures e.g. noodles / rice etc.	Our termly Wildtribe sessions will encourage the children to work collaboratively explore how our environment is changing with the seasons (spring). The children will be encouraged to collect and record their observations when outside in a variety of ways. Our 'Investigation Area' will change weekly to allow for the children to gain a greater understanding of natural processes. For example, for our first week back we are exploring changes in states of materials. We will also be exploring outer space! To know what a sea/land is through introductions to globes/atlas and maps – discussion of place travelled – UK and overseas. Locating the UK/sea/North Pole (linked to Father Christmas)	Our 'Investigation Area' will change regularly to allow for the children to gain a greater understanding of natural processes. For example, how plants grow, explore colours in nature, use of senses Talk about how some animals use camouflage to blend into their environment e.g. pattern and colour. Drawing and following simple maps, using prepositional language. Following and giving simple instructions.	understanding of the wider world.
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Understanding the World

Past and Present ELG

Children at the expected level of development will:

- 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;

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will:

- 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.

Computing

We acknowledge computing is an important part of our world and need to equip our children to use it safely, so we integrate it across the curriculum.
Exploring how things work following the children's interests, algorithms through use of Beebots and simple daily routines such as planting of seeds and getting ready to go outside.

	All About me! Real superheroes	Festivals – light & dark	Hot & Cold places	Out of this world	How things grow!	Under the ground & under the sea
	Explore a range of technologies e.g. camera/video/ laptop/beebot/microphone e.g. turning on.	E-safety e.g. logins. Colour fill.	Instructions. E.g. Use of barrier games.	Use of the internet.	To explore and experience typing e.g. name/message. To create jambord of pictures & messages	Following and giving instructions e.g. beebot instructions (Algorithms)

Expressive Arts

A range of artforms will be explored including, collage, modelling, painting, drawing and puppet making. Skills will be developed in painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Lots of links to developing Fine Motor Skills. Children will have the opportunity to share their creations and discuss the making process. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

	All About me! Real superheroes	Festivals – light & dark	Hot & Cold places	Out of this world	How things grow!	Under the ground & under the sea
Creating with materials	The children will explore different media types. For example, paint, chalk crayons, pencils and pastels, to create self portraits. Artist: Frieda Kharlo To say what they like/do not like about an artists work. Use of loose parts to create portraits. Our role play area will provide the children with the chance to use props and materials to create characters and narratives. To make cards and decorations for friends and family using a range of media.	To know that an artist is a person that creates art The children will explore and refine a variety of artistic effects to express their ideas and feelings e.g. stippling To make patterns with paint and different objects, exploring what happens when you mix colours. Collage firework pictures, Christmas decorations, Christmas cards, Sculpture: To make clay Divas. To join materials to make a Christmas stocking e.g. glue/sewing etc. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using	To use paints/pastels and other resources to create drawings. To learn about different textures and talk about them. Use drawing, painting, sculpting to express ideas. Use a range of media to represent and make a castle. Lunar new year activities e.g. decorations, lanterns, puppet making. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Junk modelling with toilet tubes and card. Children can create their own rocket to take them to the moon. Creating own planet using bubbles and	The children will use a range of tools to create and construct. This will be both inside and outside of the classroom. E.g. junk modelling to make space craft/aliens etc. To create closed shapes with continuous lines To develop a wide range of techniques to express texture, colour, shape, form, pattern and space. E.g. stippling linking to George Seurat	- On the messy table, the children will explore different media types. For example, paint, chalk crayons, pencils and pastels. - In our role play area, the children will have the opportunity to become different professions using a range of props and dress up outfits. Children will be mixing paint and using it to create their own themed linked artwork. Make different textures; make patterns using different colours. To use paints/pastels and other resources to create observational drawings. (Flowers). To draw with increasing control, representing features and detail clearly	- On the messy table, the children will explore different media types. For example, paint, chalk crayons, pencils and pastels. Sculpture of a minibeast, using modelling clay and to paint. Via Class dojo 'Learning Together' with parents and carers the children will have the opportunity to share their creations and discuss the making process. Using tissue /felt squares to create. Artist: Matisse. To say what they like/dislike about the art work. Look at photos of different creatures under the sea. Children to observe different colours and patterns on the animals.

		e.g creating animal masks/props for role play. Make an owl with moving wings. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue e.g. Shadow puppets. Use of colour to represent day and night.	paint, glitter, and different resources. Planet pictures with oil, inks and water. Artist: Jackson Pollock – space splatter painting. To say what they like/do not like about it.		Explore a range of healthy fruits. Draw diagrams for lifecycles.	To join fabrics to create a wall hanging. E.g. sea theme with glue/ sewing etc. Junk model to make an under the sea scene.
Being imaginative	The children will learn a variety of songs for different routines of the day. The children will begin to create and recount story maps. Join in with role play games and use resources available for props; build models using construction equipment Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. Exploring sounds and how they can be changed, tapping out of simple rhythms.	A range of poems and songs will be learnt and performed. The class will perform a Christmas nativity to parents and carers. During this they will have the opportunity to sing as a group and on their own. They will be matching pitch and increasing melody. Listen to music and make their own dances in response. Sing familiar Nursery Rhymes. Design and make headbands, hats or props for the different people who help us.	The children will watch and talk about dance and performance art, expressing their feelings and responses. School visit to the theatre. The children will participate in a Class assembly where they will talk about their learning and sing songs. The children will become more confident with creating and recounting their story maps. The children will innovate and invent their own stories using a range of resources. To begin to act out different scenarios using props to enhance imaginative play. Sing familiar songs and encourage the children to make up their own songs. To play instruments with increasing control	The children will be designing and making their own characters and props. Children will be exploring and engaging in music making and dance, performing solo or in groups. The children will be exploring different genres from around the world. To engage in role, play by making stick puppets of different story characters. Playing sound matching game. What do they think it could be? Make their own music using instruments? Use voice creatively, sing songs with familiar tunes	The children will create and recount story maps linking to our class theme of growing. Father's Day crafts using a variety of mediums. Use the role play area and available props to develop stories and make imaginative play more purposeful, which encourage imagination. Sing familiar songs in the correct tone and changing melody if appropriate Play tuned and untuned instruments. Experiment with and combine interrelated dimensions of music.	The children will participate in a Class assembly where they will talk about their learning and sing songs. To make masks for role play, under the sea. Sing familiar songs and rhymes alongside playing instruments and follow the rhythm. To listen to music and create movements to the different beats.

Creating with Materials ELG

Children at the expected level of development will: -

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- 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.