



Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
-----------------	---------------------	----------------------	--------------------	---------------	---------------------

## Long Term Plan – Reception

Topic	Autumn 1 Me and My World  Exploring all about me, my family, my school.	Autumn 2 Once upon a time...  Exploring where I live, my home, my village. Exploring special times past and present. Celebrations in our village - Christmas	Spring 1 <b>Everyday Superheroes</b>  People who help us.	Spring 2 Cornwall, my home.  Exploring my local area and Cornwall.	Summer 1 Under the Sea  Life in the ocean and how we can look after it	Summer 2 Our Precious Planet  Exploring plants, seasons, animals and minibeasts in our local and contrasting environments.
Personal Social Emotional Development	Weekly activities: circle time, sharing weekend news, discussions around the Porthleven Way, show and tell, Adults to be supporting children in provision with managing conflicts and resolving issues, modelling turn taking etc. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.					
	Introduction to a new setting Class rules, routines and expectations – Porthleven Way  I can use the toilet/wash my hands/ put on my coat and shoes  Welly walk to raise money for class resources – children decide what to spend the money on  Rainbowfish story – belonging	Forming relationships with others  Awareness of own community/culture Awareness of wider world  Road safety awareness – Super cat  I can fasten my coat  Taking Good Care of Myself  Being Curious	Being a good friend  Awareness of needs of others and resolving conflicts  Toothbrushing daily  I can dress myself and I know why it is important to clean my teeth  People who keep me safe  Sleep  The outdoors	Respect for own culture and learning about that of others  Animals  Fire safety  Water safety  Big Brush Club	Mental awareness week  Taking on board others ideas  Working collaboratively to organise activities  Talk about own strengths and aspirations  Follow My Lead  Making Mistakes	Problem solving  Forming good relationships with my new teachers  Preparations for transition to Year 1  Caring for others and living things  Looking after the world around us  Sharing



	Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
<i>Lifewise</i>	Planting Our Food Cities, Towns, Land and Sea Gentle Hands and Hearts PANTS Rule Big Brush Club	Managing Feelings Big Brush Club	Trusted Adults Big Brush Club		Road safety Big Brush Club	Marching to the Beat of your own Drum Technology Big Brush Club
<b>Physical Development</b>  <i>Complete PE</i>  +  <i>Healthy Movers</i>	<b>Gross Motor Skills:</b> Daily experience in the outdoor CP Balance bile session Daily adventure playground session Healthy movers  Learning through playing games  <b>Fine Motor skills:</b> Dough disco Fine motor focus tasks Outdoor chalking Cutlery at lunch Daily experiences of CP in the indoor CP	<b>Gross Motor Skills:</b> Daily experience in the outdoor CP Balance bile session Daily adventure playground session Healthy movers  Ball skills: Hands 1  <b>Fine Motor skills:</b> Dough disco Fine motor focus tasks Outdoor chalking Cutlery at lunch Daily experiences of CP in the indoor CP	<b>Gross Motor Skills:</b> Daily experience in the outdoor CP Balance bile session Daily adventure playground session Healthy movers  Gymnastics - moving High, low, over, under  <b>Fine Motor skills:</b> Dough disco Fine motor focus tasks Outdoor chalking Cutlery at lunch Daily experiences of CP in the indoor CP	<b>Gross Motor Skills:</b> Daily experience in the outdoor CP Balance bile session Daily adventure playground session Healthy movers  Dance: Nursery Rhymes  <b>Fine Motor skills:</b> Dough disco Fine motor focus tasks Outdoor chalking Cutlery at lunch Daily experiences of CP in the indoor CP	<b>Gross Motor Skills:</b> Daily experience in the outdoor CP Balance bile session Daily adventure playground session Healthy movers  Ball skills feet 1  <b>Fine Motor skills:</b> Dough disco Fine motor focus tasks Outdoor chalking Cutlery at lunch Daily experiences of CP in the indoor CP	<b>Gross Motor Skills:</b> Daily experience in the outdoor CP Balance bile session Daily adventure playground session Healthy movers  Games for understanding sports day Ball skills: Rackets, bats, balls and balloons.  <b>Fine Motor skills:</b> Dough disco Fine motor focus tasks Outdoor chalking Cutlery at lunch Daily experiences of CP in the indoor CP



	Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
<b>Communication and Language</b>	<p>Settling in activities Making new friendships and reconnecting with friends Sharing 'All about me' posters Model talk routines throughout the day. For example, arriving in school: "Good morning, how are you?" Sharing familiar nursery rhymes together Small group interactions Begin to use talk partners and converse in small groups Begin to use weekly vocabulary linked to our weekly text Story language</p> <p>Use key vocab from CP planning and vocabulary triangles. Book talk time</p>	<p>Develop key vocabulary Develop friendships and common interests Retelling familiar stories incl traditional tales Following instructions Understand how to listen carefully and why listening is important. Hold simple conversations with peers Stand in front of an audience Sharing familiar nursery rhymes together Share ideas with talk partners and within a group lead by an adult</p> <p>Begin to use weekly vocabulary linked to our weekly text Use key vocab from CP planning and vocabulary triangles. Book talk time Story language</p>	<p>Use language well Ask's how and why questions... Retell a story with story language. Ask why questions to find out more and to check they understand what has been said to them. Give reasons for choices Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Continue to build new vocabulary</p> <p>Use key vocab from CP planning and vocabulary triangles. Book talk time Story language</p> <p>Questions for our visitors – Real life heroes</p>	<p>Use language well Sustained focus when listening to a story. Use talk to organize and solve problems. Make connections between ideas. Retell a story with story language. Hold conversations with exchanges back and forth Story telling</p> <p>Begin to listen to and understand non-fiction. Ask questions and give reasons for choices</p> <p>Use key vocab from CP planning offering explanations and vocabulary triangles. Book talk time Story language</p> <p>Questions for our local trip</p>	<p>Use language confidently Use past, present and future tenses Making use of conjunctions within spoken sentences Begin to hold conversations with adults and their peers Story telling</p> <p>Make some refences to fiction and non-fictions texts Ask questions to clarify their understanding</p> <p>Use key vocab from CP planning offering explanations and vocabulary triangles. Book talk time Story language</p> <p>Questions for our beach trip</p>	<p>Use language confidently Use past, present and future tenses Making use of conjunctions within spoken sentences understanding Hold conversations with adults and their peers Story telling</p> <p>Make more refences to fiction and non-fictions texts Make comments and asking questions to clarify their understanding</p> <p>Use key vocab from CP planning offering explanations and vocabulary triangles. Book talk time Story language</p> <p>Questions for their next teacher</p>



	Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
<b>Literacy</b>  Comprehension  - Developing a passion for reading and reading for enjoyment	<b>Focus Texts:</b> 	<b>Focus Texts:</b> 	<b>Focus Texts:</b> 	<b>Focus Texts:</b> 	<b>Focus Texts:</b> 	<b>Focus Texts:</b> 
	<p>Engage in extended conversations about stories, learning new vocabulary. Children begin to choose books from the library to share at home. Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Weekly vote for a story Mark making opportunities in CP Book talk time RWI phonics</p> <p>Focus Author: Mick Inkpen</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Blend sounds into words, so that they can read short words made up of known letter-sounds. Enjoy a range of books with parents Weekly vote for a story Mark making opportunities in CP Book talk time RWI phonics</p> <p>Focus Author: Julia Donaldson</p>	<p>Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Enjoy a range of books with parents Weekly vote for a story Mark making opportunities in CP Book talk time RWI phonics</p> <p>Focus Author: Sue Hendra</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Enjoy a range of books with parents Weekly vote for a story Mark making opportunities in CP Book talk time RWI phonics</p> <p>Focus Author: Nick Butterworth</p>	<p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. Share story choices and recommendations. Enjoy a range of books with parents Weekly vote for a story Mark making opportunities in CP Book talk time RWI phonics</p> <p>Focus Author: Oliver Jeffers</p>	<p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Share story choices and recommendations. Enjoy a range of books with parents Weekly vote for a story</p>



<div>Me and My World</div> <div>Once upon a time...</div> <div>Everyday Superheroes</div> <div>Cornwall, my home.</div> <div>Under the Sea</div> <div>Our Precious Planet</div>						
						Mark making opportunities in CP Book talk time RWI phonics  Focus Author: Eric Carle
	Phonic Sounds: RWI Set 1 whole class.  Reading: Initial sounds, oral blending (Fred Talk), CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily.	Phonic Sounds: RWI Set 1 and begin set 1 SF  Reading: Blending CVC sounds, rhyming, alliteration, know that print is read from left to right. Spotting set 1 special friends in words, reading words with 4 sounds	Phonic Sounds: RWI Ditties and set 1 SF  Reading: Read CCVC/VCCC words, captions/simple sentences, red words, longer words with 5 sounds e.g. rabbit	Phonic Sounds: RWI introduce set 2  Reading: sounds, reading simple sentences, red words and identifying the 'tricky' part.	Phonic Sounds: RWI Embed set 2  Reading: Non-fiction texts, beginning to distinguish capital letters and lower-case letters. Reading set 1 multisyllabic words Using 'Fred in your head' to increase fluency	Phonic Sounds: RWI Embed set 2  Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Begin reading set 2 multisyllabic words. Using 'Fred in your head' to increase fluency
Writing  Drawing club – weekly stories from our reading spine	Drawing club – understand the story, retell key events and key vocabulary RWI single letters and letter formation Daily name writing activities Recognising and writing initial sounds	Drawing club – draw the pictures and talk about the events in the story writing initial sounds, writing CVC words Model how to touch each finger as they say each sound to write familiar CVC words (Fred finger spellings)	Drawing club – writing CVC words and CCVC/CVCC words, labels and short captions e.g. a big hat.	Drawing club – begin to include tricky words already taught in RWI and attempt longer words in short captions.	Drawing club – begin to include set 2 sounds in writing, use more tricky words and write simple sentences with support.	Drawing club –embed set 2 sounds in writing, use appropriate level tricky words and write simple sentences confidently.



Me and My World		Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
Little Miss Muffet Wind the bobbin up 5 Little Ducks 5 Current Buns Heads, shoulders, knees and toes If you're happy and you know it 3 Blind Mice	Incy wincy spider London Bridge is falling down Twinkle Twinkle Sing a song of six pence 10 in the bed Dingle dangle scarecrow Row your boat	Ring a ring a roses Polly put the kettle on Wheels on the bus Down at the station Miss Polly had a dolly 5 little speckled frogs	5 little men in a flying saucer Hear we go round the mulberry bush It's raining, it's pouring The Grand old Duke of York When Goldilocks went to the house of the bears	Down in the jungle Old MacDonald 5 cheeky monkeys Hickory Dickory dock I hear thunder 10 fat sausages	1, 2, 3, 4, 5 10 green bottles A sailor went to sea, sea, sea When I was one This old man Humpty Dumpty	
<b>0 – 5</b> Match, sort compare, Talk about measure and patterns, It's me 1, 2, 3 Circle and triangles 1, 2, 3, 4, 5 Shape with four sides		<b>5-10</b> Alive in 5, Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3D shapes		<b>11-20</b> To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections		
Mastering number		Mastering number		Mastering number		
Opportunities in CP – inside and outside Daily Maths – self registration using tens frames, sorting and matching activities at tidy up time, weekly voting for a story, daily timetable check, lining up, counting how many to tidy up, routines throughout the day.						
Unit 3 (Creation) Being Special: Where Do We Belong?	Unit 2 (Incarnation) Why do Christians perform Nativity Plays at Christmas?	Unit 6 (Thematic) What stories are special and why?	Unit 4 (Salvation) Why do Christians put a cross in their Easter Garden?	Unit 1 (God/Creation) Why is the word 'God' so important to Christians?	Unit 5 (Thematic) What places are special and why?	
Hamza Yassin CBeebies – Let's go for a walk  Explore and discover: Our school and our garden  Season changes - Autumn	Hamza Yassin CBeebies – Let's go for a walk  Explore and discover: Our village, shops, library, park, harbour India	Hamza Yassin CBeebies – Let's go for a walk  Explore and discover: Our village, woods and beach Cornwall	Hamza Yassin CBeebies – Let's go for a walk  Explore and discover: Our village, woods and beach Cornwall	Hamza Yassin CBeebies – Let's go for a walk  Explore and discover: Our village, woods and beach Cornwall	Hamza Yassin CBeebies – Let's go for a walk  Explore and discover: Our village, woods and beach Cornwall	





Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
<p>Set up weather chart and record daily weather</p> <p>All about me and my family Identify their families and talking about what they do together. Find similarities and differences between their family and others. Explore how we change from being a baby to now. All about me pages</p> <p>Map of me Map of class Map of my school Map of my garden</p> <p>Locate where we are on the map of UK Explore aerial maps of school</p> <p>Locate places around school and photos of people who we meet</p> <p><b>Celebrations:</b> Harvest festival</p> <p><b>Welly Wednesdays:</b> Exploring the garden and school ground, seasonal changes</p> <p>Cooking: making crumbles from the apples and</p>	<p>Season changes - Autumn/Winter Season watch</p> <p>Add to weather chart and record daily weather</p> <p>All about my home, my village and my community. Locate Porthleven on map of UK Explore aerial maps of both locations Compare how Porthleven has changed Look at the boats in the harbour and how they are used Locate Truro on a map before our trip</p> <p>Maps: my house, my journey to school and a village map</p> <p>Learn my address Road safety skills and awareness</p> <p>Visit Church, shops, the peer, the harbour, the beach and the park Draw a map of our journey and add photos of things we saw and people we met</p>	<p>Season changes - Winter/Spring Season watch</p> <p>Add to weather chart and record daily weather</p> <p>Locate Helston on a map of the UK Visit the woods and beach, draw a map of the woods and beach</p> <p>People who help us – discuss who in our community helps us Police, RNLI, Doctor, Fire, Dentist, vets, coastguard</p> <p>Compare then and now – past and present – uniforms, vehicles, equipment</p> <p>Add to CP – home, role play</p> <p>Visit the woods and beach, draw a map of the woods and beach. Draw a map of our journey and add photos of things we saw and people we met.</p> <p><b>Celebrations:</b> Chinese New Year Pancake Day (RE)</p>	<p>Season changes - Spring Season watch</p> <p>Add to weather chart and record daily weather</p> <p>Locate Cornwall on the map on UK, locate St Micheal's Mount, St Ives, Penzance, The Lizard, Explore aerial map of local area - digimap</p> <p>Visit the words – take our Porthleven Bears and build a den Visit the beach – take our Porthleven Bears and build a sandcastle. Draw a map of our trip and take photos. Porthleven Beach – then and now – past and present Compare photos and maps of roads, houses, cliffs. Compare beach outfits and games.</p> <p>Explore our Cornish castle -St Michael's Mount and the tale of Cormoran</p> <p>Add to CP – Home</p>	<p>Season changes - Spring/Summer Season watch</p> <p>Add to weather chart and record daily weather</p> <p>Animals that live in the ocean Habitats – how is a habitat under sea different to one on land?</p> <p>Name and label parts of a sea creatures</p> <p>Explore Praa Sands – compare this beach to our Porthleven Beach</p> <p>History unt: Wee Willy Winkie – compare then and now – past and present bed clothes.</p> <p><b>Celebrations:</b> Porthleven Food Festival</p> <p><b>Welly Wednesdays:</b> minibeasts, wild flowers, flower press, grow flowers and</p>	<p>Season changes - Summer Season watch</p> <p>Add to weather chart and record daily weather</p> <p>How do trees help us to survive?</p> <p>Observational changes: the caterpillars frog spawn bean plants</p> <p>Explore and discover David Attenborough – scientist, conservationist John Dyer – artist, conservationist Explore where they have worked and visited – Africa and Arctic Discover animals, plants, environments in these contrasting countries – locate on world map</p> <p>Compare veggies cooked and raw Make a veggie pizza</p>




Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
<p>blackberries collected outside</p> <p>Making fruit kebabs</p> <p>Seasonal changes</p> <p>Science: All about me</p>	<p>History unit – Polly put the kettle on – compare then and now- past and present home - kitchen</p> <p><b>Celebrations:</b> Bonfire Night – discover London and the houses of Parliament and Guy Fawkes</p> <p>Diwali – discover and explore India Diva lamps</p> <p>Celebrations – fireworks, Remembrance day, Diwali, Hanukkah, Christmas</p> <p><b>Welly Wednesdays:</b> Seasonal changes, animals who go to sleep in the Winter (Hibernate), seasonal changes</p> <p><b>Cooking:</b> mince pies, gingerbread men biscuits</p> <p><b>Science:</b> Traditional tales, explore floating and sinking boats</p> <p>STEM project – make a boat for the Gingerbread man to get across the river</p>	<p><b>Welly Wednesdays:</b> Make bird feeders, big bird watch, seasonal changes</p> <p><b>Cooking:</b> bread on the campfire, soup</p> <p><b>Science:</b> People who help us</p> <p>Significant person: Marie Curie</p>	<p><b>Celebrations:</b> St Piran's Day Easter</p> <p><b>Welly Wednesdays:</b> animals waking up, habitats, seasonal changes</p> <p><b>Cooking:</b> bake healthy porridge, pasties,</p> <p><b>Science:</b> Materials</p> <p>STEM project – Build a chair for Goldilocks – which is the strongest? – why?</p> <p>Significant person: Henry Trengrouse – why is he famous? What did he invent to save lives? Look at where he lived and plot it on the map. Past and present – we now have life saving equipment on our boats/ships</p>	<p>vegetables, seasonal changes</p> <p><b>Cooking: making healthy fruit salad</b></p> <p><b>Science: Under the Sea</b></p> <p>Significant people: marine biologists</p>	<p>Making plans – what changes as we move to Year 1</p> <p><b>Celebrations:</b></p> <p><b>Welly Wednesdays:</b> Make a butterfly garden, seasonal changes</p> <p><b>Cooking:</b> making healthy fruit lollies, veggie pizzas</p> <p><b>Science:</b> Animals and growing</p> <p>STEM project – help Jack get the egg down the beanstalk</p> <p>Significant person: David Attenborough</p>





	Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
EAD	<b>Artist Spotlight</b> Amy Sherald – self portraits  <b>Creating with materials:</b>  CP – daily opportunities for mark making inside and outside.  Observational drawings – self portraits  Handling and manipulating different media - playdough  Experimenting with different joining materials – glue  Mark making with different tools – fingers, pencils  Drawing self-portraits in the style of Amy Sherald  <b>Being Imaginative and Expressive:</b>  Opportunities in CP – inside and out  Sing nursery rhymes and number songs  Recount and retell stories of the week	<b>Artist Spotlight</b> Any Goldsworthy – natural sculptures  <b>Creating with materials:</b> CP – daily opportunities for mark making inside and outside.  Observational Drawings Autumn  Handling and manipulating different media – playdough/ collage/ found objects/clay  Experiment with different joining materials – glue/ tape  Mark making with different tools – charcoal, sponges, leaf rubbing  Art all around us – large scale collaborative art using what is around us. Collages/ sculpture from found objects using Goldsworthy for inspiration  Natural sparklers for Firework night  Christmas Arts and Crafts	<b>Artist Spotlight:</b> Jackson Pollock  <b>Creating with materials:</b> CP – daily opportunities for mark making inside and outside.  Observational Drawings Winter  Handling and manipulating different media – loose parts /collage/ weaving  Experiment with different joining materials – card hinges  Construct with a purpose in mind, using a variety of loose parts  Mark making with different tools: chalks, brushes  Primary colours and colour mixing  Selecting colour for a particular purpose  Explore painting with different resources: fingers, natural made paint brushes,	<b>Artist Spotlight:</b> John Dyer – Cornish painter  <b>Creating with materials:</b> CP – daily opportunities for mark making inside and outside.  Observational Drawings Spring  Handling and manipulating different media – paint, collage,  Experiment with different joining materials – split pins  Mark making with different tools  Selecting colour for a particular purpose  Using tools to create representations of events, people and places  Create a piece of art in the style of John Dyer to represent where we live	<b>Artist Spotlight:</b> Barbara Hepworth – Cornish sculptor  <b>Creating with materials:</b> CP – daily opportunities for mark making inside and outside.  Observational Drawings Summer  Handling and manipulating media – sculpture using papier mache, clay  Experiment with different joining materials  Explore moulding and sculpture using Hepworth as inspiration  Local beach trip – create art in groups using found materials  Begin to plan and adapt work	<b>Artist Spotlight:</b> Van Gogh  <b>Creating with materials:</b> CP – daily opportunities for mark making inside and outside.  Observational Drawings Summer  Experiment with different joining materials  More detailed representations using Van Gogh as inspiration  Explore shades of colour Create a painting of sunflowers in the style of Van Gogh  Work collaboratively on a class art piece that uses a range of techniques and textures  Use photography as a form of capturing and recording
Music						



Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
 <p>Engage in role play based on first hand experiences</p> <p>Moving in response to the music – scarves, parachute, ribbons,</p> <p><b>Music</b> Me!</p> <p>Weekly nursery rhymes -</p>	<p>STEM: Build a boat for the Gingerbread Man .</p> <p><b>Being Imaginative and Expressive:</b></p> <p>Opportunities in CP – inside and out</p> <p>Taking part in the Nativity Story performance singing Christmas Carols and songs</p> <p>Sing nursery rhymes and number songs</p> <p>Recount and retell stories of the week</p> <p>Engage in role play based on first hand experiences</p> <p>Moving in response to the music – scarves, parachute, ribbons,</p> <p><b>Music:</b> Christmas play nativity</p>	<p>drip technique, blow painting</p> <p>Create a piece of art in the style of Jackson Pollock.</p> <p>Use tools to create simple representations of places, events and people</p> <p><b>Being Imaginative and Expressive:</b></p> <p>Opportunities in CP – inside and out</p> <p>Art reflection – respond to the music with colour, shape, pattern</p> <p>Recount and retell stories of the week</p> <p>Begin to act out narrative in role play based on first hand experiences and story book language and ideas</p> <p>Singing and performing – build up their repertoire of songs Experiment with instruments (outside CP)</p>	<p>STEM Create a chair for goldilocks</p> <p><b>Being Imaginative and Expressive:</b></p> <p>Opportunities in CP – inside and out</p> <p>Recount and retell stories of the week</p> <p>Begin to act out narrative in role play based on first hand experiences and story book language and ideas</p> <p>Sing and perform Cornish songs</p> <p>Experiment with instruments (outside CP)</p> <p>Learning rhyme of the week</p> <p><b>Music:</b> Big Bear Funk</p>	<p>Use photography as a form of capturing and recording</p> <p><b>Being Imaginative and Expressive:</b></p> <p>Opportunities in CP – inside and out</p> <p>Recount and retell stories of the week</p> <p>Begin to act out narrative in role play based on first hand experiences and story book language and ideas</p> <p>Experiment with instruments (outside CP)</p> <p>Use small world and puppets to develop own narratives</p> <p>Singing and performing – continue to build up repertoire of songs.</p> <p>Use musical instruments in story performances</p>	<p><b>Being Imaginative and Expressive:</b></p> <p>Opportunities in CP – inside and out</p> <p>Recount and retell stories of the week</p> <p>Begin to act out narrative in role play based on first hand experiences and story book language and ideas</p> <p>Experiment with instruments (outside CP)</p> <p>Learning rhyme of the week</p> <p>Use small world and puppets to develop own narratives</p> <p>Sing songs from Africa</p> <p>Use musical instruments in story performances</p> <p><b>Music:</b></p>



Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
-----------------	---------------------	----------------------	--------------------	---------------	---------------------

			Learning rhyme of the week  <b>Music:</b> Our World – Charanga		Sing and perform at the Food Festival in the village  Learning rhyme of the week  <b>Music:</b> Reflect, Rewind and Replay	
<b>Visits and visitors</b>	Garden Local vicar to visit us Librarian to come and meet us	Village, church – Harvest festival and Christmas Park, shops, beach, harbour, peer  Helston library Hall for Cornwall - panto	Village, beach  Police, RNLI, vets, Doctors, Ambulance, Helston library  Parents roles Fire station, St Michael's Mount, Lifeboat station	Village, woods, beach	Porthleven Food Festival  Village, woods, beach	Year one classroom  Year one teacher to visit  Village, woods, beach, local farm



Me and My World	Once upon a time...	Everyday Superheroes	Cornwall, my home.	Under the Sea	Our Precious Planet
-----------------	---------------------	----------------------	--------------------	---------------	---------------------

## Early Learning Goals: For the end of the year

### Holistic, best fit judgement

Communication and Language	Personal, social, emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> 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, nonfiction, 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.</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> 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.</p> <p><b>ELG: Building Relationships</b> 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.</p>	<p><b>ELG: Gross Motor Skills</b> 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.</p> <p><b>ELG: Fine Motor Skills</b> 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.</p>	<p><b>ELG: Comprehension</b> 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.</p> <p><b>ELG: Word Reading</b> 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.</p> <p><b>ELG: Writing</b> 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.</p>	<p><b>ELG: Number</b> 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.</p> <p><b>ELG: Numerical Patterns</b> 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.</p>	<p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> 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.</p> <p><b>ELG: The Natural World</b> 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.</p>	<p><b>ELG: Creating with Materials</b> 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.</p> <p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of wellknown nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>