



## Our School Philosophies and Aims

At Tregolls Academy we believe that education and learning are lifelong processes. We view our rich, relevant, broad and balanced curriculum as a powerful tool that promotes an understanding of how to learn, a love of learning, curiosity about, and respect for, the world and its citizens. We are committed to providing enriched experiences which meet the learning and developmental needs of all pupils in order to prepare them with the necessary knowledge and skills to be successful, independent and motivated learners in readiness for their next stage of education.

In an everchanging global landscape, our children will follow an inspiring curriculum journey which will prepare them academically, socially, emotionally and creatively for the future and to be active participants with in it. We aim to deliver a 21st century curriculum that inspires, engages and challenges all of our children, enabling them to fulfil their potential and make the greatest progress possible.

Our curriculum approach is underpinned by our strong school ethos which fosters and promotes respect: respect for ourselves; respect for others; respect for our school and respect for our learning.

Our curriculum has been carefully crafted, considering the individual needs and interests of our children, to create a coherently planned and sequenced progressive curriculum which plans opportunities for acquisition of accurate knowledge and the development of key skills, with planned opportunities for frequent recall of prior learning so that they know more, remember more and can do more.

Our experience, knowledge and skills rich curriculum sets high academic and personal expectations is designed to prepare our children to be Life Ready and support them to Live Happy.



# Reception Curriculum Overview



## 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.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**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 (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

## What Will You See in the Early Years at Tregolls?

We have developed a carefully planned, sequential and challenging Early Years curriculum, which allows our pupils to become independent and confident thinkers who are highly motivated to achieve what they set out to do.

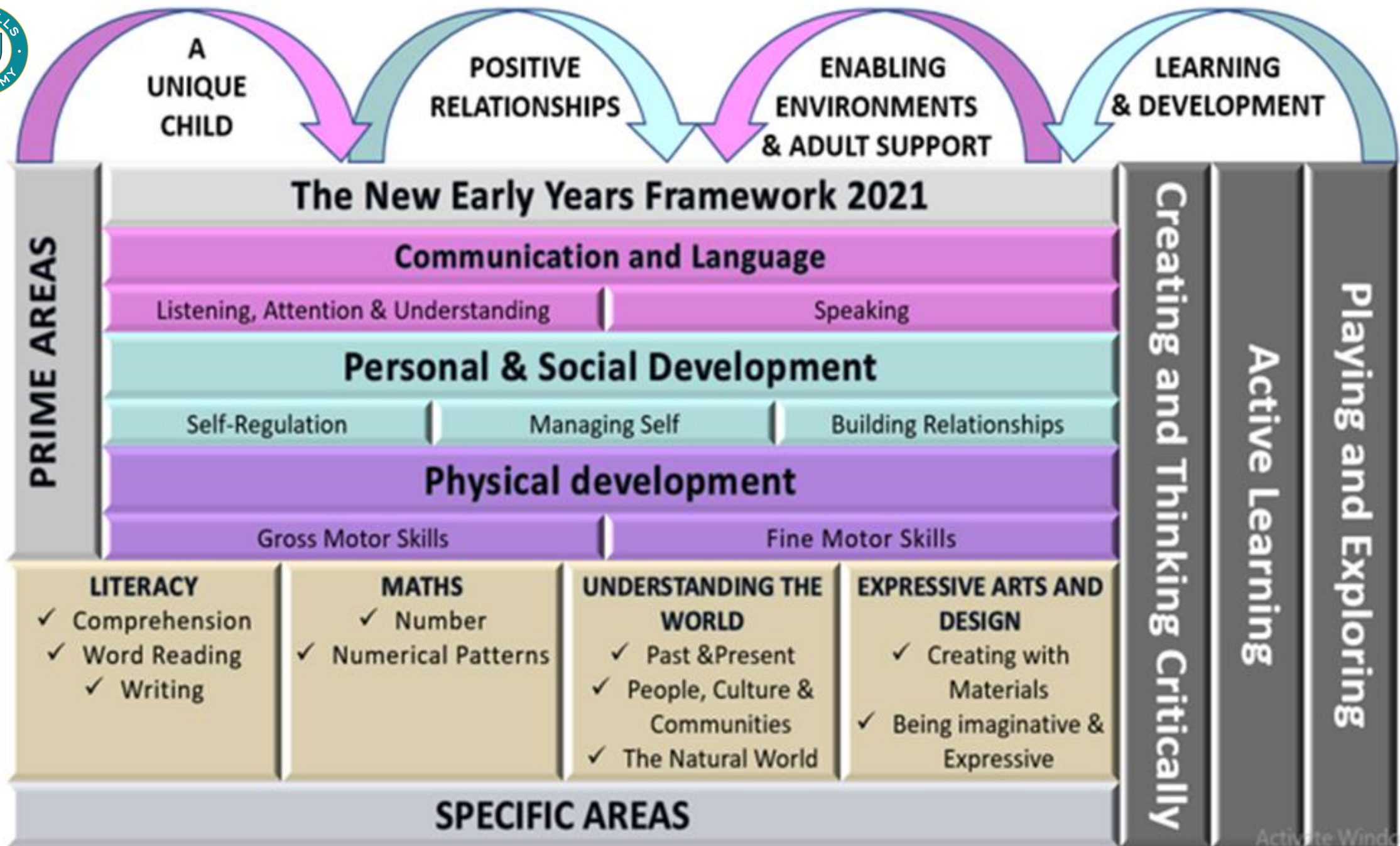
We believe that children should be involved in making decisions about their own learning and so we bring their fascinations and interests into our planning, which promotes high levels of well-being and engagement.


We believe that learning in the Early Years should be as practical as possible, and therefore we are proud that in our setting we have a strong ethos of learning through play. Children have daily opportunities to take part in active, child led uninterrupted play. This approach enables children to be happy, confident, problem solvers who demonstrate team-work, collaboration and children who are resilient and willing to tackle challenges when they arise.

We balance a child-initiated approach through our continuous provision and discreet adult taught sessions to ensure that children learn the fundamental skills and knowledge needed in preparation for year one and beyond. You may see children interacting alone or with their peers, adults carefully observing or in positive interactions with the children; supporting their learning through sustained shared thinking, building on what children already know and focusing on next steps of learning. We don't expect every day to be the same and value the uniqueness of each child and each cohort.


Adults model how to look after and respect everyone and everything. Adults value, listen to and support children, relationships are built upon mutual respect. Enabling positive relationships between peers and adults support children to manage their feelings and behaviour, problem solve and become independent thinking individuals who have the confidence to find things out for themselves and have-a-go.


We believe all these things combined are the building blocks for learning.




	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>General Themes</b> These themes may be adapted at various points to allow for children’s interests to flow through the provision <b>WELL-BEING &amp; Behaviour</b> For Learning.	<u><b>Who am I?</b></u> What I look like. How have I changed? What did I look like as baby? All about me books Who my family/friends are Starting school / my new class / New Beginnings Superheroes Staying healthy / Food / How have I changed? My family / PSED focus What am I good at? What are feelings? How do I make others feel? Being kind / staying safe Pets and vets	<u><b>Who can help me?</b></u> <u><b>Where does our food come from?</b></u> Harvest Farming and produce, in Cornwall Pasties? Healthy eating Little Red Hen/ supertato People who help us at school ? friendships People who help us in our community?police/firefighters/ doctors/dentists etc Human body- Brighter smiles visit The Nativity Celebrations- Divali, Christmas Fruit and veg that grow in the UK	<u><b>What is the weather today?</b></u> Different types of weather in the UK. Rain, storms and wind Weather symbols Weather reporting Weather in our country – where have the birds gone? Plants and animals in the winter Hibernation Habitats in my area Habitats in the UK – woodland, grassland, seaside, ponds	<u><b>Would I rather be hot or cold?</b></u> Chinese new year story Mother’s day Habitats around the world Animals that live in cold/hot countries. Locality- maps and atlases Compare polar regions/ Sahara/Jungles/rainforests. People around the world. Weather and Climate St. Piran’s day Spring changes Easter	<u><b>How do things grow?</b></u> Father’s day Minbeasts Tadpole Habitats Growing a bean/ sunflower Life cycles New life- Spring Creatures that live in our gardens. What do worms do? Plants and growing in our garden. King and queens Castles Family/growing up Then and now/ timeline	<u><b>Who lives beneath the waves?</b></u> Summer At the beach Beach safety- lifeguards and coastguards Pirates Rockpools Mythical creatures / Cornish tales Locality- maps and atlases What would we find at the seaside? How can we look after the ocean? – litter pick/plastic Transition- ready for year 1 Little people- big dreams
<b>Key texts</b> Highlighted texts- traditional tales	Goldilocks The Colour Monster Mr McGee and the Blackberry Jam Elmer What makes me a me? The family book Colour me happy The Vets The Tiger who came to tea	The Little Red Hen The enormous turnip Farmer Duck The Christmas Story Funny Bones We’re going on a bear hunt. The Jolly Postman Potatoes Supertato- could link to potatoes growing Little people big dreams- Rosa Parks Stick man Whatever Next?	The gingerbread man. Percy Park Keeper Owl Babies Rosie’s walk Rosie’s hat Noah’s ark Lost and found One snowy night After the storm Winter garden The Gruffalo We’re going on a bear hunt Mr Wolf’s pancakes	Handa’s surprise Lost and found Rumble in the jungle The jungle run Monkey puzzle The mixed up chameleon The selfish crocodile Giraffe’s can’t dance Chicka Chicka boom boom The story of St. Piran The Easter Story	Jack and the Beanstalk Jasper’s beanstalk What the ladybird heard Oliver’s vegetables Tree, seasons come and seasons go The Tiny Seed Ten seeds Superworm Aghhhh spider Snail Trail- Jo Saxton Tad Tiny Tadpoles Little people big dreams- King Charles The king’s pants	Cornish traditional tale- Mermaid of Zennor Little Mermaid The lighthouse keeper The rainbow fish The journey Zoom Tiddler Peter Pan Little people big dreams- Anne Bonney The magic train ride The snail and the whale Oi! Get off my train Sharing a shell
Enrichment / WOW moments	Blackberry walk- local walk Begin to visit Tregolls Lodge (retirement home) Visit the local area- walk to the Cathedral/ library Phonics workshop / reading café Muddy Monday sessions Mystery readers	Harvest Festival Nativity Farm visit Supermarket visit Christmas craft morning Visit the local church Visitors into school- fire fighters, nurse, doctor, dentist etc	Woodland walk Visit to the local park Vets visit to school Gwel an Mor visit Parent workshop Pancake day Lunar new year	Zoo visit lovely Ladies cream tea Parent workshop- reading cafe	Pond dipping Visit the local allotments Alverton manor visit Muddy Men day	Beach visit via the train Life guard visit to school Reception graduation afternoon- parents invited



 Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language (C&amp;L)</p> <p>Baseline WELLCOMM assessments / gaps in development.</p> <p>Take turns to speak in a conversation Explore the use of conjunctions to connect ideas</p> <p>Use language to explain, retell, describe</p> <p>Respond to a range of question types- particularly link to why questions.</p> <p>Develop a wide range of vocabulary- scientific and descriptive.</p> <p>Languages at home</p> <p>Talking about ourselves. Family homes, friendships. Likes and dislikes. Express a point of view</p> <p>Learning new names of friends, staff and daily routines.</p> <p>Begin to learn the days of the week Lining up Learning vocabulary (names) of resources in the classroom.</p> <p>Listening and responding to stories rhymes and songs</p>	<p>Continue with WELLCOMM assessments and gaps in development.</p> <p>Continue to articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p>Continue to build up a range of vocabulary for the provision within the classroom and outdoor spaces.</p> <p>Learn new rhymes and songs about woodland animals, Autumn changes and Christmas nativity songs.</p> <p>Listen, and respond in other ways to longer familiar stories such as movement, repeating words etc.</p> <p>Introduce new non-fiction texts. Learn new vocabulary relating to woodland animals, farmyard animals, farming and food, people who help us, Autumn changes, and Christmas celebrations and traditions.</p>	<p>Continue with WELLCOMM assessments and gaps in development.</p> <p>Understand how to listen carefully and why listening is important and listen to each other for longer periods of time.</p> <p>Continue to learn new vocabulary and begin to ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn new vocabulary related to our locality, environment, woodland areas, changes in seasons and the weather.</p> <p>Build up a range of songs and rhymes to sing/say from recall.</p>	<p>Continue with WELLCOMM assessments/gaps in development.</p> <p>Explore new non-fiction and fiction texts about weather, seasons, and different places around the world including hot and polar region.</p> <p>Use what they have learnt and build upon- asking questions to find out more, compare and contrast learning with what has been read to them and what they have found out through reading and sharing stories.</p> <p>Learn new vocabulary related to places around the world such as the Sahara, rainforest and polar regions. Compare animals, people and places around the world.</p> <p>Build a larger range of songs and rhymes, begin to adapt these and make up their own.</p>	<p>Continue with WELLCOMM assessments / gaps in development.</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary for their stories, non- fiction, rhymes and poems when appropriate.</p>	<p>Continue with WELLCOMM assessments/ gaps in development.</p> <p>Sustain listening and attention in different situations.</p> <p>Ask and answer questions to find out more information and continue conversations.</p> <p>Explore new non-fiction and fiction texts about sea creatures, the beach Cornish texts about mythical characters.</p> <p>Listen , join in and respond to stories, rhymes and songs. Sing and perform a large range of learnt songs and rhymes from recall. Continue to make up your own and rehearse with others.</p> <p>New vocabulary relating to the beach, sea creatures and mythical creatures.</p>
<p>Nursery Rhymes (Taken from Charanga Scheme)</p>	<p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers IF you're happy and you know it</p>	<p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song I'm a little scarecrow</p>	<p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes 2 little dickie birds</p>	<p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Down in the jungle 5 currant buns Humpty Dumpty</p>	<p>Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place In and out the dusty bluebells 5 little speckled frogs</p> <p>Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs Play instruments within the song</p> <p>Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<p>Separating from parents/carers</p> <p>Meeting new friends and adults</p> <p>Class rules – behaviours, expectations in the class/boundaries set.</p> <p>Who am I? I am special. Talk about what I am good at and what I enjoy doing.</p> <p>Talk about People who are special to me. Identify how we are the same/different and celebrate this.</p> <p>Fostering independence in self care and tasks</p> <p>Exploring new resources and spaces- have a go at new things.</p> <p>Begin to label and recognise emotions and feelings.</p> <p>With support begin to compromise and negotiate conflict and resolutions.</p> <p>Oral hygiene/ healthy foods and drinks</p>		<p>What am I good at? What do I want to get better at? How can I achieve this? Setting goals and resolutions.</p> <p>Continue to develop self- help skills for dressing, undressing etc increasing independence.</p> <p>Further develop an understanding of a range of emotions and begin to learn ways to regulate when feelings become overwhelming.</p> <p>Continue to make new friendships and develop existing ones negotiating conflicts and beginning to understand different opinons of points of view.</p> <p>Understand the Importance of exercise and staying fit and healthy.</p>		<p>Keep on trying, persevering when challenges arise showing a can-do attitude.</p> <p>Different points of view- showing and understanding of their own feelings and that of others.</p> <p>Understanding what a good friend is and identify how a friendship works. Looking out for each other and taking care of one another.</p>	<p>Transition to year 1, coping with changes; eg new classes and routines.</p> <p>Growing up- Look at me now and what I can do. Celebrating achievements.</p> <p>Naming body parts and what they can do.</p> <p>Make healthy and safe choices, stay safe in the sunshine- understand body signals e.g. when I am hot I can...</p>
JIGSAW focus	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	<p><b>Physical activity</b> is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. <b>Gross and fine</b> motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p> <p>By creating games and providing opportunities for both play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well- being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p>Introduction to PE- routines, spacial awareness, stop and start games, co-operation and enjoyment. Parachute.</p> <p>Use core muscles to achieve good posture.</p> <p>Dough disco</p> <p>Large paintbrushes, funky finger activities, whiteboards and pens, variety of pencils, chalks, crayons.</p> <p>Show a preference for a dominant hand.</p> <p>Use one handed tools e.g. make snips in paper with scissors using a variety of scissors. E.g. looped and hooped.</p> <p>Become increasingly independent getting dressed with zips and buttons.</p>	<p>Fundamental movement- balance and control movements- jump, hop, lunge, leap, bounce, balance and co-ordination.</p> <p>Respond to music- keep in time (Divali, fireworks, Christmas)</p> <p>Dough disco / Clay work Pen disco</p> <p>Introduction to letter families- daily handwriting</p> <p>Daily practice of pencil grip- modelling tri-pod grip. Encouraging and supporting- different thickness of pencils, pom pom grip support.</p> <p>Using forks and spoons accurately and beginning to use knives to cut food.</p>	<p>Controlled movement with equipment. (football skills- shooting stars)</p> <p>Controlled movement of the football with feet.</p> <p>Respond to music- keep in time. (Chinese new year)</p> <p>Dough disco/ clay work</p> <p>pen disco Daily handwriting – continue with increasing accuracy.</p> <p>Fine motor activities</p> <p>Continue to increase independence when using cutlery to cut food accurately.</p>	<p>Controlled movement with equipment. (football skills- shooting stars)</p> <p>Throwing and catching equipment.</p> <p>Dough disco/ pen disco Daily handwriting – continue with increasing accuracy.</p> <p>Fine motor activities – use a range of tools effectively including pencils and scissors.</p>	<p>Athletics- technique movement.</p> <p>Balanceability</p> <p>Dough disco/ pen disco Daily handwriting</p> <p>Fine motor activities</p> <p>Be able to manage lunch time independently-lining up, pouring water, cutting food using knife and fork.</p>	<p>Outdoor team building and games</p> <p>Sports day</p> <p>Dough disco/ pen disco Daily handwriting</p> <p>Fine motor activities</p> <p>Develop an accurate fast handwriting style where most letters are formed correctly.</p>



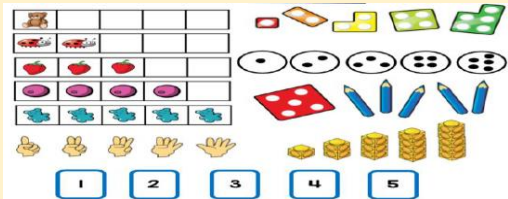
Autumn

Spring

Summer

Maths (WRM and NCETM)

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **‘have a go’**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.



WEEK 1-3 Getting to know me

Opportunities for settling in / provision areas / where do things go / positional language / daily routines / days of the week

WEEK 4-6 – Just like me

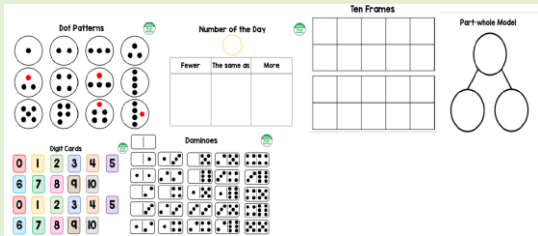
- Match and sort (same/different/colour/size)
- Compare amounts (equal/more/fewer)
- Compare size mass and capacity (tall/tallest big/little/short/shortest)
- Exploring pattern

WEEK 7-9 Its Me 1, 2, 3

- Representing 1,2,3 (equal/not/circle/ 1p)
- comparing 1, 2, 3,
- composition of 1, 2, 3
- circles and triangles (3 step patterns)
- positional language

WEEK 10-12 Light and Dark

- Representing numbers 1-5
- One more and one less (subtraction and addition symbol)
- Shapes with 4 sides (squares / rectangles)
- Time – days of the week



WEEK 1-3 Alive in 5

- Introducing 0 Comparing and ordering numbers to 5
- Composition of 4 and 5
- Comparing mass and Capacity

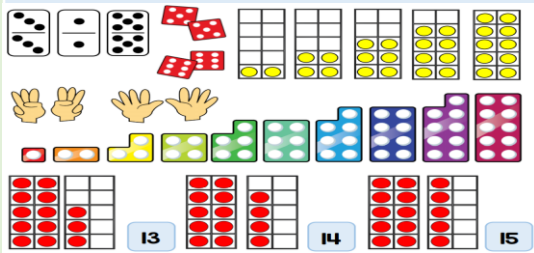
WEEK 4-6 Growing 6, 7, 8

- Introducing 6, 7, 8, (making pairs / combining 2 groups)
- Combining groups (addition)
- Length, Height & Time

WEEK 7-9 Building 9, 10

- Introducing 9 and 10 – comparing and ordering (making sets / combining groups)
- Number bonds to 10
- 3d shape and pattern

WEEK 10-12 – Consolidation / revisit



Week 1-3 To 20 and beyond

- Building numbers beyond 10
- Counting patterns beyond 10
- Spatial reasoning (match, rotate, manipulate)
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Week 4-6 First, then, now

- Adding
- Take away
- Spatial reasoning (Compose and decompose)

Week 7 – 9 Find my pattern

- Doubling
- Sharing and grouping
- Odd and Even
- Spatial reasoning (Visualise and build)

Week 10-12 On the move

- Deepening understanding – problem solving
- Patterns and relationships
- Consolidation
- Spatial Reasoning (Mapping)






Autumn		Spring	Summer
It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)			
<p>RWI set 1 sound introduction</p> <p>Read individual letters by saying the sounds for them. Initial sound recognition</p> <p>Oral blending and segmenting CVC words</p> <p>Rhyming games – recognise rhymes in stories and rhymes</p> <p>Daily story time 5x stories a day</p> <p>Begin to talk about stories, answering questions, ordering stories</p> <p>Purple blending books</p> <p>Count or clap syllables in a word</p> <p><del>Meet year 5 reading buddies and organise weekly shared reading time.</del></p>	<p>RWI set 1 sounds special friends ch, sh, th, ng, nk</p> <p>Know all single sound correspondences.</p> <p>Begin to read CVC words and captions in red ditty books. Blend sounds into words so that they can read short words made up of their known letter-sound correspondences.</p> <p>Continue to listen to and continue rhyming strings in stories and games.</p> <p>Begin to talk about different characters and points of view in stories.</p> <p>Answer questions about what has been read to them, order and retell stories with a beginning, middle and end.</p> <p>Introduction to tricky ‘red’ words.</p> <p>Look at different books in the environment- cook book, building book, farm books etc. Books of interest and relevant. Model drawing information from these books.</p>	<p>Practice set 1 sound recognition and begin to introduce set 2 sounds.</p> <p>Begin to Fred in Head</p> <p>Phase 2 Tricky words on display</p> <p>Library visit once a week</p> <p>Continue to recognise rhyming words and rhyming strings with real and nonsense words.</p> <p>Print rich environment with labels that children can read independently using CVC and CCVC/CVVC words.</p> <p>Begin to read captions in green ditty books.</p> <p>Mystery reader</p> <p>Listening to children read aloud and ensure what they are reading matches their developing phonic knowledge.</p> <p>Re-read these books to support a child’s confidence in word reading, their fluency, their understanding and <b>enjoyment</b>.</p> <p>Look at a range of books- fiction and non-fiction. With support retrieve information from non-fiction books.</p>	<p>RWI Green ditties and beyond</p> <p>Begin set 2 sounds</p> <p>Phase 3 Tricky words</p> <p>Fred in Head</p> <p>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>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending and reading purple ditty books.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary a few common exception words.</p> <p>Develop fluency and accuracy when reading, being able to read many CVC words in their head.</p>



Autumn	Spring	Summer
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<p>Begin to write initial sounds and form recognisable letters linked to letter families.</p> <p>Teach children where letters sit on the line and practice writing on lines.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc)</p> <p>Begin to write CVC words by pinching the sound in each word.</p>	<p>Contiune to write CVC words, begin to write CCVC, CVVC words and captions.</p> <p>Continue to practice forming lower-case and begin capital letters correctly. – daily handwriting practice.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Begin to re-read what they have written to check that it makes sense.</p> <p>Begin to spell some common exception ‘tricky’ words correctly when writing short captions. E.g. the, I, no, go, into.</p> <p>Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud.</p> <p>Daily dictation during RWInc matched to taught letter sound correspondences.</p>	<p>Children can say their sentence aloud and then write it accurately. Children should be able to re-read their writing- noticing and correcting mistakes.</p> <p>Be able to write a simple sentence with a capital letter, full stop and finger spaces.</p> <p>Write recognisable letters, most of which are correctly formed and the same size.</p> <p>Sentences should be accurate and be able to be read by an adult. Some words should be spelt correctly and others plausibly correct.</p> <p>Write for a variety of purposes; letters, lists, recipes, stories, songs, cards and fact files.</p>

Literacy- Writing

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Expressive Art and Design</b>	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	<b>Picasso</b>  Begin to use a variety of drawing tools and techniques Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings – happiness, sadness, fear etc.  Experiment with new resources in the classroom- textures, materials and begin to learn how to combine them.  Represent selves and familiar people in pretend play.	<b>Jackson Pollock</b>  Explore colour and colour mixing.  Experimenting with and using secondary and primary colours.  Printing with colour and shape.  Drip art- paint with different effects.  Continue to experiment with resources in the classroom, manipulating resources to create a desired effect. Using glue and tape to combine.  Develop story lines in their pretend play.	Begin to plan and creating with a purpose in mind. Which materials work best? Cause and effect. Achieving what they set out to do.  Begin to follow a simple plan and instructions.  Forest school crafts- introduce tools and techniques to cut, drill, combine, thread natural materials.  Continue to mix colours for a desired effect.	African art  Shadow art – shadows and colour to create effect.  Colour and pattern – continuing and making repeating patterns.  Tape resist- cause and effect.  Sculpture  Further develop and manipulate materials. Use taught knowledge to choose the best way to combine materials.  Respond to African music and dance.  Listen to and respond to Cornish shanties and songs.	<b>Van Gogh Henry Matisse</b>  Editing and improving their designs and models. How can it be improved?  Continue forest school crafts- collaborate and create together. E.g. bug hotels, signs.  Observational drawings of animals and plants.  Begin to show accuracy and care when drawing- paying attention to detail.  Continue to plan with a purpose in mind, editing work to create a desired outcome.	<b>Tony Plant- local beach artist</b>  Use natural materials to create transient art.  Look at local artists work to inspire own designs and ideas.  Talent show
<b>Music (Charanga)</b>	Me! Find the pulse Clapping rhythm Low/high sounds	My stories Find the pulse Copy Clap Pitch Invent a pattern	Everyone! Invent ways to find the pulse. Copy clap Pitch	Our world Find the pulse and show others Copy clap Pitch	Big bear funk Add the beat Pitch Play patterns	Reflect, rewind and play Revise, practice and collaborate skills.



	Autumn		Spring		Summer	
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them- from visiting parks, libraries and museums to meeting the important members of society such as police officers, nurses and fire fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	All about me- who am I?  Who is in my family?  Who are my friends?  What does my school look like?  Black history month- Rosa Parks / Marcus Rashford.  Talk about own experiences and begin to recognise similarities and differences in self and others.  Talk about pets- vets  Stages of development- baby to adult. Begin to make links with Tregolls Lodge retirement home, make new friends and learn new stories.  Be responsible on the road- understand how to stay safe when walking on a pavement.  Begin Forest School sessions; bushcraft and fire lighting.	Local area- blackberry walk. Look at life cycles and harvesting food at this time of year. Food processes; flour. Where does our food come from?  Bonfire night, Fire safety. Divali- meet Daya and learn why Divali is important to Hindus. Christmas- understand the importance of the Christmas story to Christians.  Important members of the community- police visit, firefighters, nurses. People who help us.  Remembrance day  Celebrations around the world- what is the same? What is different?  Simple maps and keys- local walks and visits. Retell journey/ journey sticks. What does my town look like? Cathedral, buildings etc Look at maps and atlases  Continue Muddy Monday- noticing changes in the seasons and weather.	Changes in seasons- wildlife, environment locally.  Observe and learn about typical weather in the UK through exploration and stories.  Explore changes in temperature- why is it colder? Discuss the climate in our country at this time of year.  Explore heating and freezing materials.  Continue to use maps and atlases to further understand the local area. Visit local woodlands and explore habitats/native animals and hibernation.  Learn about customs and traditions around the world- Lunar new year. Compare to own traditions.  Learn different views and beliefs, understanding that people and cultures celebrate in different ways and showing respect for this.	Celebrating Cornwall and heritage- St. Piran’s day.  Visit the local church- Learn why Easter is important to Christians.  Notice changes in the season- new life.  Compare and contrast places around the world to the UK. – polar regions, jungle and Sahara.  Learn about the climate of these places and why they are different to the UK.  Look at maps of the world and find out and explore places of interest. E.g. families and friends who live somewhere else?  Native animals and vegetation in contrasting parts of the world.  Celebrate ladies that help us and talk about Mother’s day.	Learn about life cycles of plants and animals.  Growing and planting- what does a plant need to grow? Naming and understanding properties and functions of plants.  Beginning to understand that life cycles are continuous- e.g. tadpoles  Observing changes in the environment- plants and animals.  Noticing and observing minibeasts In our locality. Naming them, understanding micro habitats and the jobs that insects have to support our environment and world.  Begin to observe changes in weather and understand how to stay safe when the weather is hotter.  Learning about our monarchy in the UK and taking part in special celebrations such as the coronation.	Use maps to further look at our local area. Look at land and sea.  Visit the beach and plan and take part in ways to keep beaches and oceans clean and safe.  Learn about sea creatures here and in other parts of the world.  Look at microhabitats at the beach and learn about different groups of animals.  Look at and discuss local traditional tales- legends and myths.  Learn key safety information when visiting the beach. Visit from the lifeguards.  Begin to think about predators and prey, habitats on the beach.