

This long-term plan has been created to ensure that children in both Nursery and Reception have rich opportunities to develop the knowledge, skills and dispositions needed to flourish throughout the Early Years Foundation Stage. Learning experiences are carefully planned to support progression from Nursery into Reception and, ultimately, to ensure a smooth transition into Year 1. However, learning in the EYFS is not linear, and children are provided with ongoing opportunities to explore, develop and apply their skills across all areas of learning through both planned (adult-led) and spontaneous (child-initiated) experiences.

We follow an approach that values play-based learning and offers ample opportunities for children to lead their own learning through exploration, curiosity and investigation. We actively promote the 'I wonder' questions that emerge from children's interests, experiences and fascinations. Through sustained shared thinking, group discussions, individual interactions and carefully planned Continuous Provision, children are supported to seek answers to their questions, make connections and develop their understanding of the world around them.

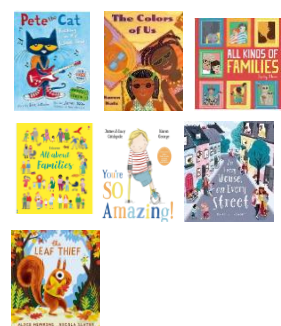
Careful observation and assessment enable staff to develop a deep understanding of each child's interests, strengths and next steps. This informs responsive planning and meaningful enhancements that engage, challenge and extend learning. Adults aim to broaden children's experiences and understanding through vocabulary-rich interactions, high-quality modelling, nurturing relationships and purposeful opportunities to practise, consolidate and apply new skills within meaningful contexts. By fostering confidence, independence and a love of learning, we support every child to make strong progress throughout their EYFS journey.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder.... 	Who am I, who are you? 	Who's my hero?  What is celebrated? 	What happens 'Once Upon a Time'? 	Which animal is the best? 	Where does food come from? 	What's special about where I live? 
Possible texts around the topic (Nursery)						



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Possible texts around the topic (Reception)		 BBC bitesize fireworks/jobs Nativity book				
Possible lines of enquiry	All about Me Starting School New beginnings Autumn Family My house	People who help us Harvest - pumpkins Celebrations - Christmas around the World Diwali, Bonfire Night	Stories of interest - traditional stories, Alternative traditional stories	Safari animals Jungle animals, patterns Local animal woodland animals Farm animals and pets Bird feeders, hedgehog homes Day and Night animals Chinese New Year	Springtime Plants and Flowers Fruit and veg Growing Healthy eating Easter Life cycle of plants	Summer Picnics, Maps The British Isles - Penzance and Cornwall The giant of St Michaels Mount St Piran Mazey Day
Real Life Experiences	Starting school with new routines and expectations	Visits from the Emergency Services Trip to Fire station Visit from a 'super-hero'	Forest schools - woodlands	Visit to Newquay Zoo Creating homes and feeders Trip to the woods	Growing beans Visit from Aspens Healthy Eating Workshop (Only reception) Life cycles of a plant Farm to Fork whole school mobile workshop (Only reception) Cooking Growing our own herbs and vegetables Visit to Trevaskis Farm Garden Centre: Reception workshop, Nursery Farm	Walks around the town to map our local area. Visit to the beach. Visit to the Penlee (Reception only) Park/Morrab Gardens. Visit to Penzance Library Visit to St Michaels Mount.



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Environment and Community	Open afternoon to share what we have been learning with parents and carers Visit to, or from, older generations to find out about their time at school.	As above Christmas Nativity Advent	Open afternoon to share what we have been learning with parents and carers.	Big School Bird Watch Caring for, and creating, local animal habitats Easter trail with parents.	Craft afternoon with parents. Sunflower growing competition between families Visit from local farmer/tractor	30 days wild. Open afternoon to share what we have been learning with parents and carers Picnic with Parents Explore different Environment Beach, park, town, field
Whole school events	Black History Month	Anti-Bullying Week NSPCC PANTS Children in Need Remembrance Day Poetry Day Road safety week (17 th November) Diwali - 20 th October 25	Drug and Alcohol Education Safer Internet Day Children's mental health week	Easter World Book Day St Piran's Day	VE Day Farm to Fork Mazey day	RSE Week Healthy Week Transition to Y1



Personal, Social, and Emotional Development

Self-Regulation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I, who are you?	Who's my hero?	What happens 'Once Upon a Time'?	Which animal is the best?	Where food comes from?	What's special about where I live?
						
	Children in nursery will be learning to...					
	-increasingly follow rules, understanding why they are important	-increasingly follow rules, understanding why they are important.	-develop their sense of responsibility and membership of a community.	-develop ways to become assertive.	-develop ways to resolve conflict. - not always need an adult to remind them of the rules	





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This looks like...					
Managing Self	Children begin sitting on carpet for short time, tidying up with support using indoor voices and line up with support. Children will name some rules and follow rules, understanding why important	Children begin sitting on carpet for short time, tidying up with support using indoor voices and line up with support. Children will name some	Children come into nursery happily, begins to organise own belongings. Self-registers with picture cues, start helping set up snack and join in with tidy up song, lining up song. Begin recognising as a part of a group- we are going outside	Children start asking for help, saying 'my turn' and deciding where to play indoors/ outdoors. Saying no.	Children may take turns and suggest solutions. Follow known routines without being prompted i.e. hanging up coat, washing hand. Children may start to self-correct behaviour.
	Children in reception will be learning to...				
	-develop an understanding of their own feelings and develop an understanding of the expectation of the setting and the reasons for them.	-identify and moderate their own feelings.	-identify and moderate their own feelings.	-will give focused attention, responding appropriately even when engaged	-will show an understanding of their own feelings and others and begin to regulate accordingly -follow instructions involving several ideas or actions.
	This looks like...				
	Children will express basic emotions such as sad and happy.	Children will begin to use more words to describe excited, worried and linking feelings to events.	Children will begin to use more words to describe excited, worried and linking feelings to events.	Children will be maintaining attention while also listening to an adult or peer	Children will clearly name and talks about emotions and triggers
Managing Self	Children will independently follow routines, transitions - wait turn, thinks before acting, work towards a goal over time i.e. making a model over two days)				
	Children in nursery will be learning to...				
	-express preferences and select and use activities and resources sometimes with help.	-understand emotions select and use activities and resources with help.	- talk about their feelings.	-begin to make healthy choices.	-become independent meeting their own care needs.
This looks like...					



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	-choosing between two books -communicating likes -sticking with a favourite activity -seeking help -combining resources -can I have the glitter?	Using vocab of sad, happy, angry, worried -recognise own emotions -why is she crying?	learning to express emotions rather than through behaviour -naming emotions during conflict - vocab of sad, happy, angry, worried -responding to adult prompts about feelings		joining in physical activities -choosing fruit, beginning to talk about healthy choices -washing hands independently -I need a drink -try different foods	using toilet with support and asks to go when needed -organises own belongings, putting on own coat, wellies, hanging them up -asking for help when needed i.e. zip -beginning to pour milk with support -manages own toothbrush with some support.
	Children in reception will be learning to...					
	see themselves as capable individuals and begin to manage their own personal hygiene.	- be confident to try new activities	-show perseverance in a challenge -begin to manage their own needs - personal hygiene	-show resilience in a challenge	- manage their own basic hygiene and personal needs - dressing, toileting and healthy food choices	-be confident to try new activities and show resilience and perseverance in the face of challenge.
	This looks like...					
	Children may talk about interests, likes and dislikes. Choose their own activity and stick with it. Begin washing their hands and blow their nose.	-joining a new area of provision without hesitation -performing in Christmas nativity -joining in with new class routines and responsibilities	with adult encouragement continuing after a set back -Managing toilet and hands without reminders -dressing and undressing with little support for PE -toothbrushing	returning to a task after a short break or a prompt	knowing healthy and unhealthy food choices -dressing and undressing independently fully for PE	using positive self-talk, responding to set backs calmly and could try multiple approaches to solve a problem
Building Relationships	Children in nursery will be learning to...					
	-be interested in others play	-initiate play	-take turns with adult guidance.	-play with one or more other children. -begin to understand how others might be feeling.	-show more confidence in new social situations	-become more outgoing with unfamiliar people.
	This looks like...					



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	Watching, approaching with curiosity, sharing resources and space.	Choosing an activity - using materials in new ways. Enjoys and takes part in imaginative play -starting role play	Playing a game led by an adult. -adult introduces activity -adult helping take turns and modelling -visuals	Noticing if someone is upset -offering simple comfort -	-Engaging in group play -approach with curiousness rather than hesitation -Trying new activities, exploring new toy - listening and joins with visitors -Taking part in new events - i.e. sports day	-starting to approach new adults with smiles or gestures -Imitating interaction, like offering a toy
	Children in reception will be learning to...					
	Build constructive and respectful relationships with adults and peers.	Build constructive and respectful relationships with adults and peers.	Think about the perspective of others.	Show sensitivity to their own and other's needs.	Will work and play cooperatively and take turns.	Will for positive attachments- transition focus.
	This looks like...					
	-sharing -kind hands -kind words -seek support from adults	Listening and following instructions from adults. - listening to my friends. Begin to develop new friendships	Children may offer a toy saying you can have a turn now. Begin wait patiently for their turn. Adapt play based on what others might want to do. show care and concern in play.	Beginning to encourage others and give praise. Beginning to comfort a friend -taking turns without prompting -listening and responding -They may notice if someone is left out	Starting to engage in shared play without dominating. Begin to agree on roles during play. Start compromising when ideas differ. Wait patiently for turns. Start using language such as it's your turn now	
	Lifewise Reception					



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	- Kind hands 1 - Kind hands 2 - Sharing 1 - Sharing 2 - Taking good care of myself 1 - Taking good care of myself 2	- Fire Safety 1 - Fire Safety 2 - Road Safety 1 - Road Safety 2	- Technology 1 - Technology 2 - Managing feelings 1 - Managing feelings 2 - Trusted adults 1 - Trusted adults 2	- Animals 1 - Animals 2 - The great outdoors 1 - The great outdoors 2 - Being curious 1 - Being curious 2	- Planting our food 1 - Planting our food 2 - Making mistakes 1 - Making mistakes 2 - Follow my lead 1 - Follow my lead 2	- Water safety 1 - Water safety 2 - Cities, towns, land and sea 1 - Cities, towns, Land and sea 2 - Marching to the beat of your own drum 1 - Marching to the beat of your own drum 2
	Nursery All about me	Nursery Feelings and faces	Nursery Kind hands kind words	Nursery Friends and sharing	Nursery: Listening ears	Nursery Big feelings, little steps.
	Reception Getting to know you	Reception Being kind and friendship	Reception Feelings	Reception Listening and concentrating	Reception Resolving conflict and problem solving	Reception Achieving and changes



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Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles - being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties. Look out for children who appear to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical activity. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.	<u>ELG'S</u> <u>Building relationships</u> 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. <u>Managing Self</u> 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 <u>Self- Regulation</u> Show an understanding of their own feelings and those of others 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.	Foundation skills to KSI Children will: -continue to learn about individuality and expressing themselves. -learn about the wider world and how their actions will affect others and what the consequences for their actions will be - whether that be a reward or a sanction. -continue to build friendships, build positive relationships and learn about their community and those from other communities, being active citizens. -continue to learn about SRE and how to keep their bodies safe, as well as healthy eating, PSED, play a part in all lifelong skills. Children in KSI follow Lifewise PSHE programme.
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Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Listening, attention and understanding	Who am I, who are you? 	Who's my hero? What is celebrated? 	What happens 'Once Upon a Time'? 	Which animal is the best? 	Where food comes from? 	What's special about where I live? 
	Children in nursery will be learning to...					
	Listen to stories with increasing attention and recall.	Begin to focus attention on more than one thing.	Understand more complex sentences and follow 2-part instruction.	Begin to understand 'why' and 'how' questions.	Begin to shift attention from one task to another.	Answer simple why questions.
	This looks like...					
	Sit and listen for longer periods and answer questions immediately afterwards. -may join in -might act out in play -show they are listening	During simple play can build with blocks and listen to adult. Focus on words and actions when singing -look at pictures whilst listening. Simple two-step instructions.	Put cup on the tray then wash hands.	May not always answer correctly, but connecting cause and effect.	Move from one activity to another. Pause and return later - manage simple changes in Routine.	About why something has Happened.
	Children in reception will be learning to...					
	Listen carefully and understand why listening is important. Engage in story times, rhymes and songs.	Listen carefully to rhymes and songs, paying attention to how they sound.	Listen to and talk through stories to build familiarity and understanding.	Engage in non-fiction - listen to and talk about selected non-fiction to develop a deep understanding with new vocab. Ask questions to find out more and to check understanding.	Listen attentively and respond with questions, comments and actions.	Make comments about what they have heard and ask questions to clarify Understanding.
	This looks like...					



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	Listens with eyes on speaker and body still. Eyes looking, ears listening -sits through story, rhymes, engaged	Joins in with repeated refrains, Recites rhymes with accurate rhythm	Sits through story, rhymes, engage, join in and answer simple questions.	who, where, why, what, how -what is a habitat? - shares facts from nonfiction books -so, do penguins have feathers?	Listening on trip and asking questions about how things work and grow?	Using questions to seek clarity in play and remembering and Commenting on key events or stories.
 Speaking	Children in nursery will be learning to...					
	Know many rhymes.	Sing a range of songs.	Be able to talk about familiar books. Use longer sentences of four to six words.	Be able to tell a long story Use talk to organise themselves and their play.	Use talk to express a point and debate when disagree by using words or actions.	Have conversations with peers and adults and continue it Use a wider range of vocab.
	This looks like...					
				You be the mum; I'll be the baby. Enjoys imaginative play.		
	Children in reception will be learning to...					
	Develop social phrases.	Articulate ideas and thoughts in well-formed sentences. Learn new vocabulary	Retell stories some as exact repetition and some own words. Use new vocab in different contexts. Connect one idea or action to another using a range of connectives.	Describe events in some Detail. Use talk to work out problems and explain how things work. Use new vocabulary throughout the day	Express ideas and feelings about experiences using full sentences, including use of past, present and future tense Hold conversations when engaged with adults and peers.	Offer explanations for why things might happen, making use of recent vocab from stories. Participate in small group class and 1:1 discussions offering own ideas.
	This looks like...					



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	Good morning /afternoon/please/thank you				Understand they need to look at the speaker and think about what they are saying. Project their voice so they can be heard by others. - use gestures and body movements to convey the points they want to make. - take turns in longer conversations.	Speak in front of an audience. Show that they are listening to others through facial expression and body position.
Nursery Rhymes	Children in nursery will be learning...					
	Repeat previous from 2-year-old - Jack and Jill - Mary Had a Little Lamb - If You're Happy and You Know It Rhyme to perform= Twinkle Twinkle		- Old MacDonald Had a Farm - The Farmer's in His Den - Little Bo Peep - Down in the Jungle Rhyme to perform= Little Bo Peep		- Polly Put the Kettle On 1,2,3,4,5 once I caught a fish alive. - Wind the Bobbin Up Rhyme to perform= 1,2,3,4,5	
	Children in reception will be learning...					
	Repeat previous from nursery plan - Miss Polly Had a Dolly - Five Little Speckled Frogs - Sing a Song of Sixpence - The Grand Old Duke of York		- Green Grass Grows All Around - I Know an Old Lady Who Swallowed a Fly - The Ants Go Marching - The Big Ship Sails		- This is the House that Jack Built - I Had a Little Nut Tree - Animal Fair - Ten Green Bottles	
	Poetry to perform= Bedtime March (Moria Andrew)	Poetry to perform= Cake-o-saurus (Celia Warren)	Poetry to perform= The Tiger (Peter Niblett)	Poetry to perform= Where Am I? (Mike Barfield)	Poetry to perform= Oh, Oh the Story Man (Jan Dean)	Poetry to perform= Zanzibar (Jeannie Willis)



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Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?" Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver." Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?	ELG's 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, 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. Listening, attention and understanding Listen attentively and responds 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.	
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Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I, who are you? 	Who's my hero?  What is celebrated? 	What happens 'Once Upon a Time'? 	Which animal is the best? 	Where food comes from? 	What's special about where I live? 



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Gro ss Motor Skills	Children in nursery will be learning to...					
	Develop their movement, balancing, riding scooters, trikes and ball skills. Walk, run, hop, skip, jump, roll, crawl	Skip, hop, stand on one leg and balance for a game like musical statues. Decide which gross motor skills use to match tasks and activities i.e. crawl or run across a plank.	Go up steps and stairs using alternate feet - collaborate with other to move larger items such as planks of wood, crates, materials, buckets.	Negotiate space successfully. Build obstacle course. Ride scooters and bikes Races	Able to use and remember sequences and patterns related to music and rhythm. Use large muscle movements - wave flags, streamers paint and make marks. Work as part of a group	Take part in some group activities which they make up for themselves. Circle time games Farmers in his den, oaky cokey, ring a ring a roses Ball games.
	This looks like...					
		Explores climbing equipment safely. Explores walking up and down steps and ladders - Explores climbing along benches Builds obstacle courses Walk run stand on tiptoe -Stand on one leg for 3-5 secs	Use a handrail to independently walk up/down stairs.			
	Children in reception will be learning to...					
	Revise and refine the fundamental movements skills already acquired.	Progress towards a more fluent style of moving with control and grace.	Develop overall body strength, balance coordination.	Combine different movements with ease and Fluency. Develop a range of balls skills. Can send and receive a ball by rolling.	Move energetically -use a range of large and small apparatus indoors and out. Use core body strength to achieve good posture - develop confidence, competence, precision and accuracy in activities that involve a ball.	Negotiate space and obstacles safely - demonstrate strength, balance and co-ordination.



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	This looks like...					
	Running, jumping, walk along a beam, climbing, throwing, catching, rolling, kicking, standing on one foot	Walking along beam without stepping off, arms balancing. Walk along a narrow line - moving to music and copying sequences, - performing gym such as roll, crawl with flow. Run with coordinated arms and legs adjusting pace gliding around the room without bumping.	Large blocks and outdoor construction materials, crates, digging with spades. using balance bikes and scooters, dancing to music, obstacle courses that require multiple actions - Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Climb a ladder Can stand on one leg with increasing stability Can hop on either foot Can walk on heels.	Can create a sequence with a jump and a balance. - Can copy a sequence of actions correctly Football goals, bean bags and targets, skittles and balls, hopscotch with beanbags, skipping ropes and jumping, rackets and balls Throw and catch with increasing control Play a variety of ball games- kick catch and throw.	Using small targets to increase accuracy and precision -football goals, bean bags and targets, skittles and balls, hopscotch with beanbags, skipping ropes and jumping, rackets and balls.	Large blocks and outdoor construction materials, crates, digging with spades, using balance bikes and scooters, Identify the parts of a bike. Check route is clear - Begins to lift feet up and balance. Can speed up and slow down. Can stride and scoot in different directions. Dancing to music, obstacle courses that require multiple actions.
Fine Motor Skills	Children in nursery will be learning to...					
	Use the pincer grip to pick up small items. <u>Fine Motor Skills (see progression of tools document)</u>	Decide which physical skills to use to match a task -demonstrate increasing strength in hands and fingers for manipulating tools. <u>Fine Motor Skills (see progression of tools document)</u>	Use tools safely . Use a range of one-handed tools. E.g., scissors. Show a preference for dominant hand <u>Fine Motor Skills (see progression of tools document)</u>	Begin to use appropriate grip to hold a pencil. <u>Fine Motor Skills (see progression of tools document)</u>	Use a comfortable grip when using a pencil. Scissor and pencil skills. <u>Fine Motor Skills (see progression of tools document)</u>	Become independent as they get dressed, putting on coats, zips. Uses cutlery Playdough, fruit, and vegetables, cutting. <u>Fine Motor Skills (see progression of tools document)</u>



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This looks like...					
Threading, picking up small pieces, using tweezers, tongs, peeling stickers.	Crawl through a tunnel, balance on a beam.	Chalks, pencils, paint brushes, threading, weaving, peg.	Beginning to use a tripod grip.	Holds short chunky pencils, pens, chalks with good control and grip.	Eat with a fork and spoon and beginning to use a knife. Pour a drink from a jug or container. Put on socks and shoes mostly independently - put on coats and become increasingly independent beginning to do up zips.
Children in reception will be learning to...					
Develop the skills needed to manage the school day (lining up etc.). -use a range of tools <u>Fine Motor Skills (see progression of tools document)</u>	Use a range of tools competently, safely and Confidently. <u>Fine Motor Skills (see progression of tools document)</u>	Use a range of tools accurately. Further develop the skills to manage a school day. <u>Fine Motor Skills (see progression of tools document)</u>	Develop foundations of a handwriting style. <u>Fine Motor Skills (see progression of tools document)</u>	Begin to show accuracy and care when drawing. <u>Fine Motor Skills (see progression of tools document)</u>	Hold a pencil effectively for fluent writing. Use a range of small tools <u>Fine Motor Skills (see progression of tools document)</u>
This looks like...					
Lining up, sitting on carpet, waterproofs, using taps, soap, with support, remaining at activity for short time. Self-select the appropriate tools. Use a fork and spoon correctly and beginning to use a knife. Jugs and cups, scoops, spoons, pens, pencils, playdough, rolling pins etc.	Scissors, glue, pencils, playdough tools, threading beads, lacing, tweezers, cooking tools safely, gardening tools safely -use scissors appropriately.	Same with more precision and hand-eye, focus and concentration, adding in hole punches, cutlery, glue and spatulas. Lining up, queuing, fire alarms, mealtime routines. - use a fork and spoon correctly and usually a knife.	Practicing patterns, spirals, zig zags, letter like shapes, tracing shapes, name writing, dot to dots, multisensory letters.	Drawing plants focusing on features, guided drawing, colouring within lines.	Effective tripod grip on activities as before, scissor skills, Tweezers, clay sculptures and tools, sewing kits, -uses scissors appropriately and competently. Uses a fork and spoon and usually uses a knife.
P E	Nursery				



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	Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week	Healthy Movers 3x per week
	Reception					
	REAL PE - personal	REAL PE - social	REAL PE - Cognitive	REAL PE - creative	REAL PE - Physical	REAL PE - Health & Fitness Balance-ability
			<u>Gross Motor Skills</u> 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.		<u>Foundation skills to KS1 Children will:</u> -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. -participate in team games, developing simple tactics for attacking and defending. -perform dances using simple movement patterns.	
			<u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all case. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.			

Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I, who are you?	Who's my hero?	What happens 'Once Upon a Time'?	Which animal is the best?	Where food comes from?	What's special about where I live?
						
	Drawing Club Texts					

Writing						
	Session structure of Drawing Club					
	Character, Setting, Adventures and mark making codes	Character, Setting, Adventures and mark making codes	Character, Setting, Adventures and mark making codes	Character, Setting, Adventures and mark making codes	Character, Setting, Adventures and mark making codes	Character, Setting, Adventures and mark making codes
	Children in nursery will be learning to...					
	Explore mark making and drawing freely.	Add marks to their Drawings.	Make marks to stand for their name.	Use some print and letter knowledge to make marks e.g. writing a shopping list that starts at the top of the page.	Write some or all their name.	Begin to use some of their print and letter knowledge to write. Write some letters accurately.
	This looks like...					
	Explore mark making and drawing freely.	Add marks to their drawings.	Make marks to stand for their name.	Use some print and letter knowledge to make marks e.g. writing a shopping list that starts at the top of the page.	Write some or all their name.	Begin to use some of their print and letter knowledge to write. Write some letters accurately.



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Children in reception will be learning to...						
	Write recognisable letters.	Form lowercase letters correctly. Identify sounds and write the single sounds.	Spell words by identifying the sounds, then write the sounds heard.	Form lower case and capital letters correctly - spell words by identifying sounds and representing sounds with a letter or letters. Begin to write simple phrases/captions.	Re-read what they have written to check it makes sense. Write short sentences with words using sound/letter correspondence.	Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed beginning to use full stop capital letter.
	This looks like...					
	Tracing, pattern cards, bubble writing, letter formation, making letters out of buttons, roll and write, magnetic boards.	Tracing, pattern cards, bubble writing, letter formation, making letters out of buttons, roll and write, magnetic boards.	Cvc mats. Magnetic boards, matching words and Pictures.	As previous and hold a sentence.	As previous and hold a Sentence. Letterjoin letters	As previous and hold a Sentence. Letterjoin letters
Children in nursery will be learning to...						
Comprehension	Share books with an adult.	Have favourite book and seek out a peer to share or read alone and talk about it .	Develop play around favourite stories using props.	Retell parts of a familiar story.	Learn new vocabulary relating to storytelling.	Engage in extended conversations about stories, learning new vocabulary.
	This looks like...					
	Holds books the right way up. Share books with an adult.	Have favourite book and seek out a peer to share or read alone and talk about it.	Develop play around favourite stories using props.	Retell parts of a familiar story.	Learn new vocabulary relating to storytelling.	Engage in extended conversations about stories, learning new vocabulary.
	Children in reception will be learning to...					
	Have favourite books and seek to share. Show an understanding of what has been read to Them.	Anticipate key events in stories.	Demonstrate an understanding by retelling using own words and recent vocab.		Understand what has been read to them by retelling stories and narratives in own words.	Use and understand recently introduced vocab during discussions about books etc.
	This looks like...					



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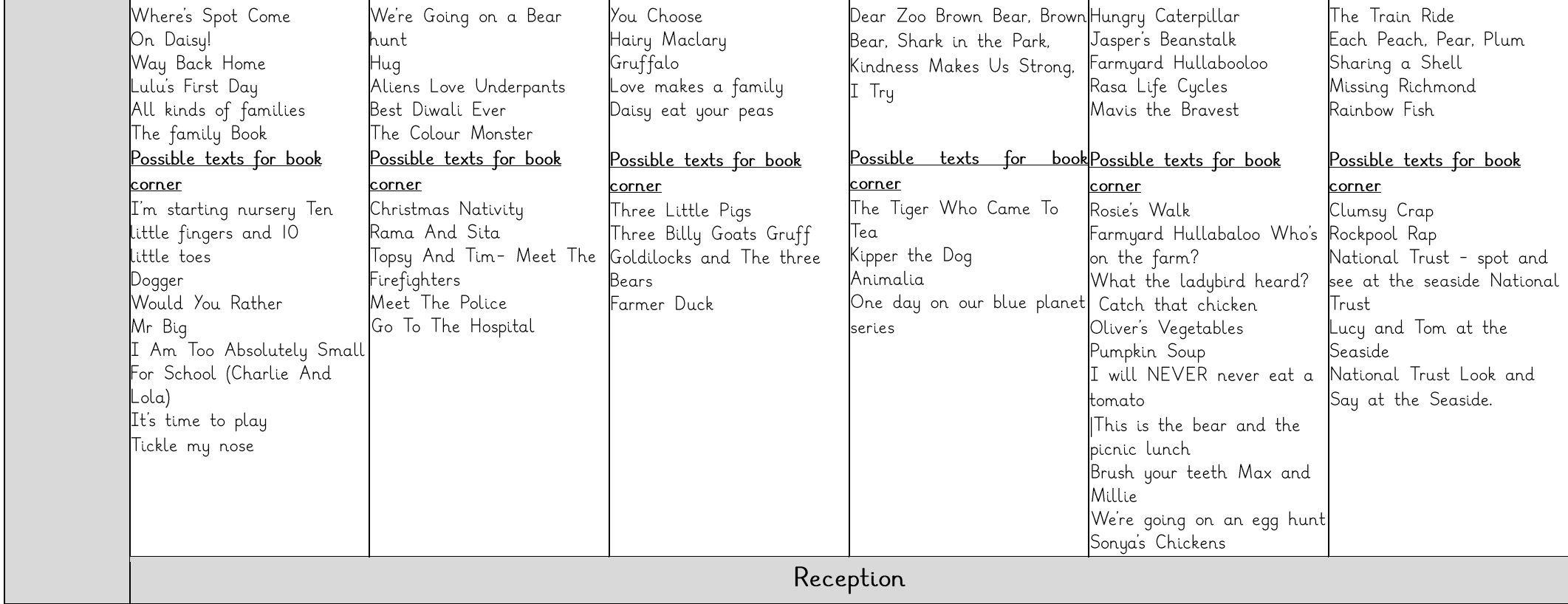
	Having favourite books and seek to share. Showing an understanding of what has been read to them.	Anticipating key events in stories.	Demonstrating an understanding by retelling using own words and recent vocab.		Understanding what has been read to them by retelling stories and narratives in own words.	Using and understanding recently introduced vocab during discussions about books etc.
Reading	Children in nursery will be learning to...					
	Understand print has meaning.	Notice print, such as the first letter of their name, or a familiar logo.	Understand words are written left to right and top to bottom. Begin to understand syllables. Spot and suggest rhymes - recognize words with the same initial sounds.	Begin to orally blend sounds into CVC words.	Begin to name different parts of the book.	Recognize words with the same initial sounds.
	This looks like...					
	<u>PHONOLOGICAL AWARENESS:</u> Sound discrimination Environmental sounds Instrumental sounds Body percussion Voice sounds	<u>PHONOLOGICAL AWARENESS:</u> Sound discrimination Environmental sounds Instrumental sounds Body percussion Voice sounds	<u>PHONOLOGICAL AWARENESS:</u> Understand that pages are sequenced. Rhythm and rhyme and alliteration.	<u>PHONOLOGICAL AWARENESS:</u> Oral blending and segmentation.	<u>PHONOLOGICAL AWARENESS:</u> Rhythm and rhyme and alliteration. Oral blending and segmentation.	<u>PHONOLOGICAL AWARENESS:</u> Oral blending and segmentation. RWI WK 1- m.a.s Wk2- d.t.i WK3-n.p.g Wk4- o.c.k
	Children in reception will be learning to...					



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	Read individuals letters by saying the sounds. Oral blend sounds to make a word.	Blend sounds into words.	Read some letter groups that represent one sound.	Read a few common exceptions words.	Read simple phrases and sentences.	Say a sound for each sound in the alphabet and at least 10 digraphs. Read words consistently by sound blending. Read aloud simple sentences and books consistent with their phonic knowledge.
	This looks like...					
	<u>READ WRITE INC:</u> Oral blending and segmentation Whole class speed sound lesson Read single set 1 sounds	<u>READ WRITE INC:</u> Oral blending and segmentation Assessed groups Read all set 1 sounds	<u>READ WRITE INC:</u> Assessed groups Blend sounds to read words Read short dittys	<u>READ WRITE INC:</u> Assessed groups Blend sounds to read words Read ditty/red books	<u>READ WRITE INC</u> Assessed groups Know some digraphs in set 2 Read red books	<u>READ WRITE INC:</u> Assessed groups Know some Set 2 sounds Read green or purple books
st or y	Nursery					





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	Room on a Broom Proudest Blue Handful of Buttons <u>Possible texts for book corner</u> Starting School Ten little fingers and 10 little toes I Am Too Absolutely Small For School (Charlie And Lola) Super Duper You It's ok to be different The Napping House Ravi's Roar	Jabari Jumps Binny's Diwali <u>Possible texts for book corner</u> Christmas Nativity Rama And Sita Topsy And Tim- Meet The Firefighters Meet The Police Go To The Hospital Pumpkin Soup	Chapatti Moon Lost and Found Susan Laughs Ravi's Roar The Dot	Tango Makes Three Sully the Seahorse Augustus and his Smile <u>Possible texts for book corner</u> We're going on an egg hunt Little People big minds - Charles Darwin Animal Boogie	If I were the world <u>Possible texts for book corner</u> Handa's Surprise The Hungry Caterpillar Oliver's Vegetables Pumpkin Soup Ten Seeds Goodbye Winter, Hello Spring Where does my food come from?	We're going on a bear hunt A Little Bit Brave
				ELGs Comprehension 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. Word reading 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. Writing 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.		
				Foundation Skills to KSI Apply phonic knowledge, words combine to make sentences, sequencing sentences, listen and respond, ask questions, build vocabulary, describe, maintain attention, and participate, explore ideas, speak audibly, participate in role play etc., gain attention of listener, consider viewpoints, use appropriate registers. Capital letters, full stops, spaces. Blend sounds, read common words, re-read books, develop pleasure in reading, understand books and stories, explain understanding, participate in discussion, discuss word meanings, make inferences, predict, discuss non-fiction. Begin to form letters, hold pencil comfortably and correctly, say out loud what they want to write about, rereading, discuss what they have written, form digits 1-9.		

Maths						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I, who are you? 	Who's my hero? What is celebrated? 	What happens 'Once Upon a Time'? 	Which animal is the best? 	Where food comes from? 	What's special about where I live? 
Number	Children in nursery will be learning to...					
	<u>Baseline</u> -say one number for each item in order 1,2,3,4,5 <u>See separate EYFS maths plan</u>	-subitise to 3 -know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). <u>See separate EYFS maths plan</u>	-Link numerals and amounts up to 5 <u>See separate EYFS maths plan</u>	-experiment with own symbols and marks as well as numerals <u>See separate EYFS maths plan</u>	-show finger numbers up to 5 <u>See separate EYFS maths plan</u>	-recite numbers past 5 - solve real world mathematical problems with numbers up to 5 <u>See separate EYFS maths plan</u>
	Children in reception will be learning to...					
	<u>Baseline</u> -count objects, actions and sounds -subitise <u>See separate EYFS math's plan</u>	-subitise --link the numeral with cardinal -explore composition of numbers up to 10 <u>See separate EYFS math's plan</u>	-subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall some number bonds to 5 <u>See separate EYFS math's plan</u>	-subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall some number bonds to 5 <u>See separate EYFS math's plan</u>	-subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall number bonds to 5 <u>See separate EYFS math's plan</u>	-subitise -have a deep understanding of numbers to 10 -automatically recall number bonds to 5 and some to 10 -know some doubles <u>See separate EYFS math's plan</u>



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Numerical Patterns	Children in nursery will be learning to...					
	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Talk about and explore 2D and 3d shapes (for example, circle, rectangles, triangles and cuboids) using informal and mathematical language 'sides' 'corners' 'straight' 'flat' 'round'.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' -select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.	Make comparisons between objects relating to size, length, weight and capacity. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone - for example, "The bag is under the table" with no pointing.	Describe a familiar route. - discuss routes and locations, using words like 'in front of' and 'behind'. -extend and create ABAB patterns - stick, leaf, stick, leaf.	Make comparisons between objects relating to size, length, weight and capacity. Notice and correct an error in a repeating pattern.
	Children in reception will be learning to...					
	Compare length, weight and capacity.	Select rotate and manipulate shapes.	Continue, copy and create repeating patterns.	Compare length, weight and capacity.	Compose and decompose shapes so that children recognize a shape within a shape - continue, copy and create repeating patterns.	Verbally count beyond 20 Compare quantities up to 10. Understand greater, less, same. Explore and represent patterns up to 10 - understand evens, odd, doubles.
			ELGs Number 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 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		Foundation Skills to KSI Addition and subtraction (within 20) (addition and subtraction) Number and place value (within 100): Fractions - half, quarter of shape and quantity Multiplication and Division- count in 2s, 5s and 10s, one step problems Comparing and Estimating- practical problems for length/height Number bonds to 20 Shape - name 2d and 3d Positional language - position, direction, movement, half, quarter turns Money-value and different denominations Time - o'clock and half past, days of week, months and years	



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odds, double facts and how quantities can be distributed equally.

Knowledge and Understanding of the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I, who are you? 	Who's my hero?  What is celebrated? 	What happens 'Once Upon a Time'? 	Which animal is the best? 	Where food comes from? 	What's special about where I live? 
Past and Present	Children in nursery will be learning to...					
	Make connections between features of their family and others. Begin to make sense of own life story and family's history. Begin to understand how they grow and change over time paying consideration to what they looked like as babies, what they could do etc. (past) and what they look like and can do now.	Show interest in different occupations.	Show interest in different occupations. Begin to make sense of own life story and family's history.	Compare and contrast characters from stories including figures from the past.	Talk about life cycle of a plant in terms of past and present. Talk about themselves and their likes and dislikes.	Recall and talk about things they have learned and enjoyed during the past year in nursery.



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	(present)					
	This looks like...					
	Talking about who is in their family. Sharing family routines. Comparing families. Talking about past experiences. Recognises changes over time. Using simple timelines to describe their own story and retell parts of their own life. Noticing physical changes, walking, riding a bike. Linking past, present and future.	Noticing adults do different jobs. Recognising tools or uniforms associated with jobs. Acting out in role-play and using props appropriately. Making links to real life experiences.	As before	Noticing differences and similarities in stories. Simple stories of people from the past and compare.		
	Children in reception will be learning to...					
	Comment on familiar images in the past. Talk about lives of people around them.	Talk about lives of people around them, and roles in society. Compare and contrast characters from stories including figures from the past.		Compare and contrast characters from stories including figures from the past.		Comment on images from familiar situations in the past. Understand past through settings, characters and Books.
	This looks like...					
	Pictures of children in the holidays on dojo, as babies and can talk about the past.	Talk about occupations of people they live with, know, who can help us. Look at a hero from history - Florence Nightingale		Celebrations of special days. St. Piran's Day, learn about the saint and the story. Walk into town and celebrate the day by		The place where we live looked different over time in history. Can discuss how changed over time. Storytelling at Penlee Museum from a



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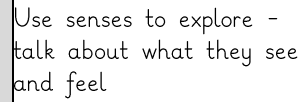
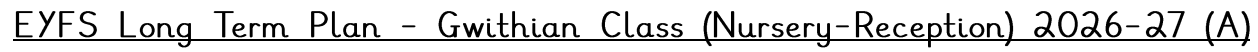
	Know themselves and parents have changed over time. Know parents have parents and these are grandparents. Know we can find out about the past for drawings, artifacts and talking to people.			watching the parade, waving flags. Can talk about accounts from the past.		fisher wife of what life was like. Know we can find out about the past from drawings, artifacts and talking to people. Local people talk about the past and what it was like in Penzance.
People, Culture and Communities	Children in nursery will be learning to...					
	Notice differences between people.	Explore different occupations i.e. gardener, chef, school cook. Develop positive attitudes about the difference between people (e.g. Diwali, Christmas).		Know that there are different countries in the World.		Know that there are different countries in the World.
	This looks like...					
	Noticing hair, skin colour, glasses. Commenting on what people wear. Spotting special clothes i.e. party dress. Talking about who's in their family.	Talking about tools linked to jobs. Pretending to act out roles. Talk about people who help us and other jobs in society. Talking about different festivals. Showing an interest. Commenting. Role play - different festivals.		Talking about places they've seen on TV in books, noticing differences i.e. climates, animals. Use simple maps, globes to point out.		Looking at globes and maps, talking about countries.
	Children in reception will be learning to...					



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	Talk about members of their immediate family - name and describe familiar people. Describe their immediate environment	Talk about members of the community. Describe their immediate environment. Draw information from a map. Recognise people have different beliefs and celebrate special times in different ways.	Recognise some people have different beliefs and celebrate special times.	Recognise some similarities and differences between life in this county and other.	Understand that some places are special to members of their community.	Know some differences and similarities between life in this country and other countries. Describe their immediate environment. Draw information from a map.
	This looks like...					
	Compare families, who lives in my house. Compare, what do other families look like? -Know parents have parents and these are grandparents. Talk about members of their immediate family and community using pictures as prompts, developing an understanding of how all families are different.	Name and describe people who are familiar to them such as family, police, doctors and teachers. Aerial photos and simple maps of area where occupations are. Map of Penzance- messy map. Loose parts buildings in town added from doctors, fire station. -begin to use navigational language (forward, backward, right, left) Diwali and Christmas in RE		Compare Serengeti Maasai children - we all went on Safari, Bringing the Rain to Kapiti Plain, contrasting - Animals found and life in this country. Knowing Cornwall is a county in England and find England/Africa on a map.	Links to RE below	Aerial photos and simple maps of area, built on from autumn 2. Where the school is. Map of Penzance- messy map. Follow town trail -are able to explore map of local area and discuss comparing places on google earth. Begin to use navigational language (forward, backward, right, left).
I-	Children in nursery will be learning to...					



Talk about what they see using a wide vocabulary - focusing on pictures from stories

Explore the lives and habitats of different animals and develop understanding of how they grow and how we care for them

Plant seeds and grow
Plants.

Discuss different natural environments and where they may have seen different things.

Understand key features of a lifecycle of an animal
explore the lives and habitats of different animals and develop understanding of how they grow and how we care for them.

Begin to respect the environment and living things

Begin to respect the environment and living Things.

This looks like...



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	Spotting details in books, pictures, nature e.g. pointing out a bug on a leaf. Reacting to sounds in environment. Exploring textures and collections of materials with hands and feet, using simple words like soft, rough, squishy. Tasting new foods and describing them. Use tools to explore the world around them. Visit the grounds every week and notice what is happening.		Naming and describing things they notice. Using story specific words. Linking pictures to own Experiences. Noticing details	Watching worms wriggle in soil, looking under logs for bugs, talking about where animals live. Observe lifecycles of caterpillar to butterfly and tadpole to frog. Notice changes and be able to talk about them. i.e. caterpillar is getting bigger. Looking after class pets and understand that living things need to be cared for.	Scooping soil into a pot. Plant larger seeds/beans with guidance and care for growing plants, showing an understanding of what a plant or animal needs to grow. Helps to water plants regularly. Notices changes (shoots, leaves). Begins to use simple gardening tools (small spade, watering can). Remembering to water plants and noticing when soil is dry. Talking about places they have been. Noticing differences. Beginning to recognize features. Remembering trips or visits. Connecting what see in stories and real life. Watching caterpillars turn into butterflies. Notice changes. Ask questions Putting rubbish in bin and reminding others. Helping to tidy toys Watering the plants Handing insects gently Helping care for class pets Showing concern if someone damages environment.	Putting rubbish in bin and reminding others. Helping to tidy toys Watering the plants Handing insects gently Helping care for class pets Showing concern if someone damages environment
	Children in reception will be learning to...					



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	Understand the effects of the changing seasons around them (Autumn) - explore natural world around them. Describe what see, feel and hear when outside.		Understand the effects of the changing seasons around them (Winter). Understand some processes of changing states of matter.	Recognise that some environments are different to where they live. Explore drawing pictures of animals.	Understand the effects of the changing seasons around them (Spring) - explore naturel world around them. Describe what see, hear, feel whilst outside.	Understand the effects of the changing seasons around them (Summer). Know some similarities and differences between natural worlds and contrasting environments.
	This looks like...					
	Explore changes in leaves, trees, seeds, migration, weather, daylight, clothing, what animals do. Use precise terms. Photo of same tree		Hibernation, plants, weather, trees. Ice melting and freezing, observing and describing.	Polar regions Compare Serengeti, Maasai children - we all went on Safari, Bringing the Rain to Kapiti Plain -compare animals to this in England on a farm.	Focus on Winter and Spring seasons in preparation for Y1, but look at all seasons on tree and as part of daily weather routine.	Plants that grow in the summer in school,
RE	Reception					
	F.1 Why is the word 'God' special to Christians? Main focus: growing/caring Retell stories, talking about what they say about the world, God, human beings.	F.2 Why is Christmas special for Christians? Main focus: gifts and giving Recall simply what happens at a traditional Christian festival (Christmas). Say what makes their family and friends special to them.	F.4 Being special: where do we belong? Main focus: Christian and other religions Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian infant baptism and dedication.	F.3 Why is Easter special for Christians? Main focus: Easter Talk about some ways Christians remember these stories at Easter. Talk about ideas of new life in nature.	F.5 Which places are special and why? Main focus: Christianity and Judaism. Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Get to know and use Appropriate.	F.6 Which stories are special and why? Main focus: Christianity, Judaism and Islam Identify a sacred text e.g. Bible, Torah Identify some of their own feelings in the stories they hear.



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	<u>ELGs</u> <u>Past and Present</u> 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 <u>People, Culture and Communities</u> 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 <u>The Natural World</u> 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.	<u>Foundation skills to KSI-</u> <u>Science</u> Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. Animals including humans: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals, identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies. <u>Geography</u> <u>Location knowledge</u> 7 continents and 5 oceans 4 countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge: Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in contrasting non-European Country. Human and Physical Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and North and South Poles.
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		Geographical skills and fieldwork: Use world maps and atlases and globes to identify the United Kingdom and Its countries, continents and oceans. Use simple compass directions and locational and directional languages to describe the location of features and routes on a map, use aerial photographs and place perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key, use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <u>History- Changes within living memory</u> aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, -compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Significant historical events, people and places in their own locality
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Expressive Arts and Design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I, who are you? 	Who's my hero?  What is celebrated? 	What happens 'Once Upon a Time'? 	Which animal is the best? 	Where food comes from? 	What's special about where I live? 



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Children in nursery will be learning to...					
Creating with Materials	Explores different art materials.	Explore different materials freely, beginning to develop own ideas what to make.	Join different materials and explore textures.	Develop own ideas and decide which materials to use.	Explore art through the use of natural materials.
	Use closed shapes with continuous lines to represent objects.	How to join materials.	Use closed shapes with continuous lines to represent objects.	Use closed shapes with continuous lines to represent objects.	Begin to make own creations.
		Represent objects by drawing.		Draw with increasing complexity and control	
		Explore colour and colour mixing.			
This looks like...					
Creating with Materials	Identifying colours, draw using continuous line and closed shapes, collage skills and handling paintbrush	Collage, printmaking, painting.	Drawing using continuous line and closed shapes, create a representation of a textures surface using skills, collage skills.	Drawing using continuous line and closed shapes, using a pencil to draw detail with increasing complexity.	Printmaking using vegetables to make a pattern, printmaking and collage skills, colour mixing with paint.
		Explore colour mixing using paint. Choose collage materials from a selection			Begin to make own creations.
		Collage skills and handling a paintbrush			
Children in reception will be learning to...					
Creating with Materials	Explore variety of artistic effects.	Safely use and explore a variety of materials, tools and techniques, explore artistic effects.	Make use of props and materials when playing.	Sharing ideas, resources and skills.	Share creations explaining processes.
			Explore variety of artistic effects to express ideas.	Return and build on previous learning, refining ideas and representations.	
This looks like...					
Creating with Materials	Selecting and mixing appropriate colours, drawing detail with increasing complexity, use pencil and paintbrush with increasing control.	In art - collage, printmaking, painting.	Develop storylines in their pretend play, using a wide variety of props and talking about how they are using the resources available.	The Extraordinary Gardener - recreate - create grey background with pencil/charcoal, noting difference between grey and coloured paintings.	Articulate what they are drawing/making to an adult.
	Different effects created	Using paint to create vegetable prints, use of collage skills, careful application of paint during printmaking.	Creating texture over different material using different techniques, wax rubbing and textured paint.	Paint print flowers and	



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	by using different tools. Develop language of colour (secondary colours) and independently mix colours to make new colours through their own exploration. Use paints and brushes to make a range of marks - dots, dabs, zig zags, wavy.	Use a variety of art tools with greater accuracy, choosing their tools appropriately for a purpose.		crayon and wax resist. Colour wheels -explore colour mixing and painting butterflies. Talk about colours and what they expect to happen.		
Being Imaginative and Expressive	Children in nursery will be learning to...					
	Pretend play, using an object to represent something else. Sing songs about the body. Sing the pitch of a tone sung by another person.	Create dance moves to music. Play instruments with increasing control. Learn Christmas songs.	Explore feelings by painting and drawing. Explore small world and develop complex stories.	Listens with increasing attention to sounds and pitch of songs.	Sing the melodic shape of familiar songs and match the pitch. Learn a collection of songs and rhymes.	Explore instruments. Improvise own songs. Make small worlds with blocks and construction kits such as the park.
	This looks like...					
	Pretend play, using an object to represent something else. Sing songs about the body. Sing the pitch of a tone sung by another person.	Play instruments to express feelings and ideas.	Explore feelings by painting and drawing. Explore small world and develop complex stories	Listens with increasing attention to sounds and pitch of songs.	Sing the melodic shape of familiar songs and match the pitch. Learn a collection of songs and rhymes.	Explore instruments. Improvise own songs. Make small worlds with blocks and construction kits such as the park.
	Children in reception will be learning to...					
	Listen and move and talk about music, expressing feelings.	Sing in a group or on their own matching pitch and following melody.	Develop storylines in their play.	Talk about dance and performance art.	Explore and engage in music making and dance.	Perform a range of songs, rhymes, dance. Invent adapt and recount narratives and stories
	This looks like...					



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	Listen and move and talk about music, expressing feelings.	Sing in a group or on their own matching pitch and following melody.	Using a wide variety of props and talking about how they are using resources available.	Expressing feelings and responding to what they have seen and heard, giving opinion.	Explore and engage in music making and dance.	Perform a range of songs, rhymes, dance. Invent adapt and recount narratives and stories.
Charanga	Reception					
	Mel (Learn to sing nursery rhymes and action songs) • 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	Christmas Production Songs	Everyone! (Learn to sing nursery rhymes and action songs) • 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	Our World! (Learn to sing nursery rhymes and action songs) • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep, • Row, Row, Row Your Boat • The Wheels on The Bus • The Hokey Cokey	Big Bear Funk Revisit selection of nursery rhymes and songs	Big Bear Funk • Baa Baa • Black Sheep • Twinkle Twinkle • Incy Wincy Spider • Rock-a-bye Baby • Row, Row, Row Your Boat • Sea songs and local Cornish music



EYFS Long Term Plan - Gwithian Class (Nursery-Reception) 2026-27 (A)



	<u>ELGs</u> <u>Creating with Materials</u> 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 <u>Being Imaginative and Expressive</u> 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	<u>Foundation skills to KS1-</u> <u>Art and Design -</u> Children will: -use a range of materials creatively to design and make products -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -learn about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work <u>Design and Technology -</u> Children will: -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms in their products <u>Music</u> Children will: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes -Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music
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