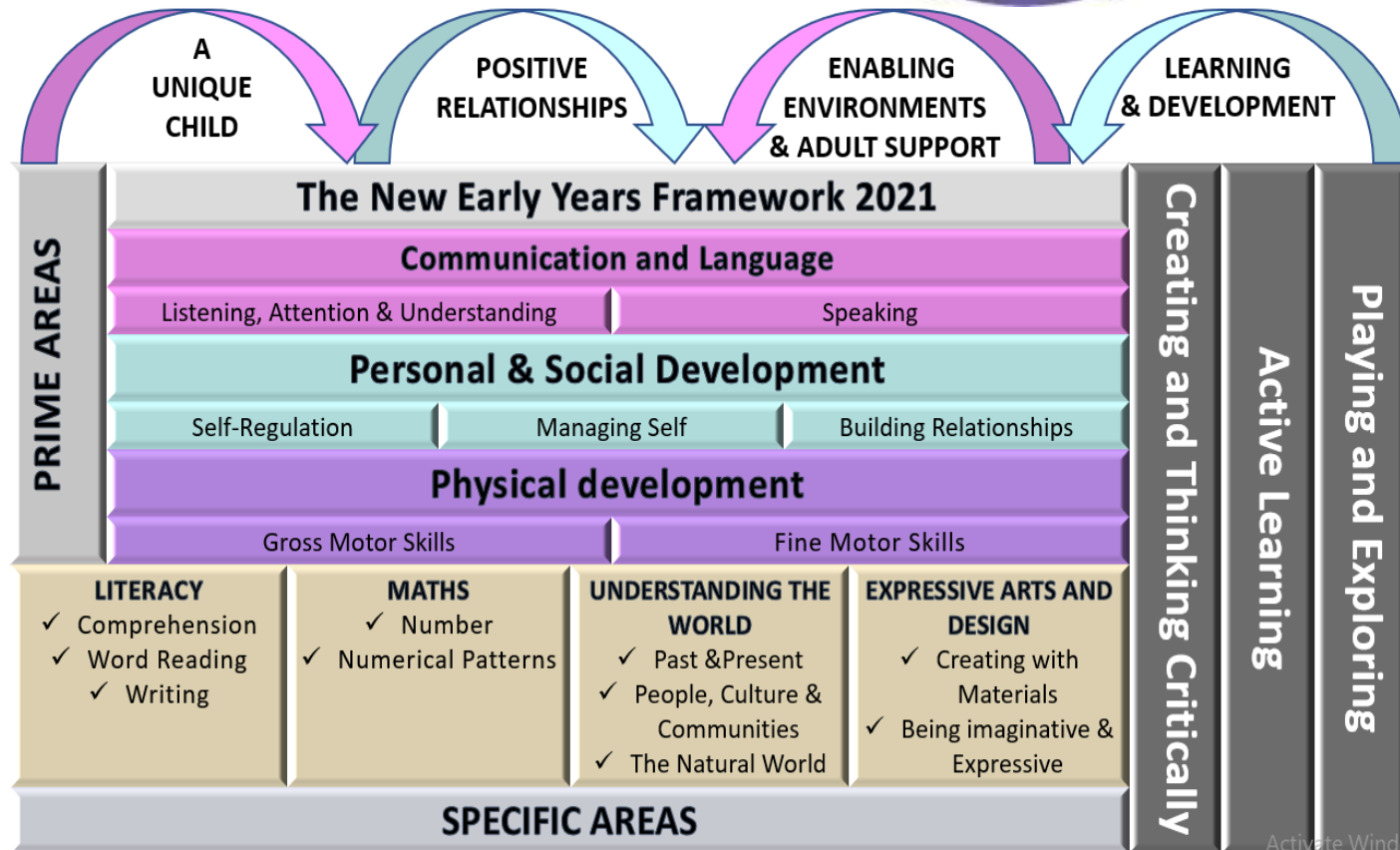


# Reception Curriculum Overview 24-25



"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances." (EYFS statutory framework, March 2021)

Here in St Breock Foundation stage, We base our curriculum on child-initiated learning supported with adult intervention to support each individual Childs learning and development. Everything is planned to develop and support the essential social and learning skills children need when entering more formal learning at a later stage in school.

Learning, Love and Laughter is our school motto and is at the core of everything we do. We have developed a Toolkit for Learning, Love and Laughter, which uses the Olympic Values of; determination, respect, inspiration, courage, excellence, friendship and equality as characteristics of a good learner. We ensure the children are able to use this as a language for learning, which builds resilience and independence.

## Over Arching Principles

### 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 have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### Learning, Love and Laughter Toolkit and British Values

This uses the Olympic Values of; determination, respect, inspiration, courage, excellence, friendship and equality as characteristics of a good learner. We ensure the children are able to use this as a language for learning, which builds resilience and independence.

*British Values* The Department for Education state that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

The British Values are:-

#### **Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs**

At St Breock Primary School, we actively promote the fundamental British values through the curriculum. The values are explicitly taught as part of our Personal Development Curriculum. Our adoption of the Olympic Values as characteristics of learning and forming our Toolkit for Learning, Love and Laughter, further enforce these fundamental values. We consider the spiritual, moral, social and cultural development of our children a high priority and therefore we strive to permeate this through all of our school activities and school life.

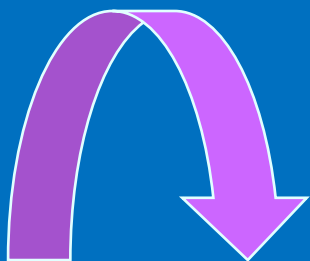
**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**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.

*PLAY: we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'* EYFS Team



General Themes <i>These themes may be adapted at various points to allow for children's interests</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me!	Let's Celebrate!	Into the woods we go...	Ready Steady Grow	Big Adventures with Little Feet	Off We Go!
<b>Communication and Language</b> Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, storytelling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
<b>Whole EYFS Focus – C&amp;L</b> is developed throughout the year through: <ul style="list-style-type: none"> <li>high quality interactions,</li> <li>daily group discussions,</li> <li>sharing circles,</li> <li>PSHE times,</li> <li>stories,</li> <li>singing and reciting songs and rhymes,</li> <li>speech and language interventions, Wellcomm.</li> <li>Talk through stories.</li> <li><b>Daily story time using high quality texts.</b></li> </ul>	Settling in activities. Making friends. Children talking about experiences that are familiar to them.  Follow instructions and routines (settling in, putting things away)  Develop vocabulary: Word of the week Wellcomm – Initial assessment and weekly session.  Model talk routines and social phrases throughout the day, e.g. "Good morning, how are you?"  Understand how to listen carefully and why listening is important.	Develop vocabulary: Word of the week, Wellcomm sessions, Talk through stories.  Listen to and talk about stories to build familiarity and understanding.  Listen carefully to rhymes and songs, paying attention to how they sound.  Retelling stories: talk for writing. Story language	Develop vocabulary: Word of the week, Wellcomm sessions, Talk through stories.  Retell a story with story language Remember key points from a story  Articulate their ideas and thoughts in well-formed sentences.  Ask questions to find out more and to check they understand what has been said to them.  To describe events.	Develop vocabulary: Word of the week, Wellcomm sessions, Talk through stories.  Use new vocabulary in different contexts.  Connect one idea or action to another using a range of connectives.  Engage in and talk about selected non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Develop vocabulary: Word of the week, Wellcomm sessions, Talk through stories.  Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use talk to help work out problems and organise thinking and activities.  Use talk to explain how things work and why they might happen.	Develop vocabulary: Word of the week, Wellcomm sessions, Talk through stories.  Learn, recite and perform stories, poems, songs and rhymes.  Using the skills developed throughout the year, talk about similarities and differences between things in the past and now.  Talk about the experiences I have had at different points in the school year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional Development</b>	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
<b>Managing Self</b> <b>Self regulation</b> <b>Making relationships</b>  <b>Golden Rules books</b> - We listen, we don't interrupt. - We are gentle, we don't hurt others. -We are honest, we don't cover up the truth. -We look after our property, we don't damage things. -We work hard, we don't waste time . -We are kind and helpful, we don't hurt anybody's feelings.	<u>Jigsaw : Being Me in My World</u> Who...me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities Golden rules: Behavioural expectations in the class/boundaries set Class rules	<u>Jigsaw: Celebrating Difference</u> What I am good at? I'm special, I'm me! Families Houses and Homes Making Friends Standing Up for Yourself See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	<u>Jigsaw: Dreams and Goals</u> Challenge Never Giving Up Setting a Goal Obstacles and Support Flight to the Future Footprint Awards Show resilience and perseverance in the face of challenge.  Oral hygiene: teeth cleaning linked to the dental nurse Handwashing	<u>Jigsaw: Healthy Me</u> Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger Healthy eating Importance of regular physical activity. Having a good sleep routine. Sensible amounts of 'screen time'	<u>Jigsaw: Relationships</u> My Family and Me! Make Friends, Make Friends, Never Break Friends Falling Out and Bullying Being the Best Friend We Can Be Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.	<u>Jigsaw: Changing Me</u> My Body Respecting My Body Growing Up Fun and Fears Celebration Being a safe pedestrian. Transition into Year 1 Year 1 readiness



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Physical development</b></p> <p>We aim to:</p> <p>Develop a love of physical activity for life</p> <p>Develop the physical literacy journey in all learners</p> <p>Further enhance social, emotional and physical wellbeing in all children</p> <p>Fine motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Half termly name writing self portrait assessment.</p> <p><b>Daily opportunities for Fine Motor Activities</b></p> <p>Gross motor</p> <p><b>Weekly Cosmic Kids Yoga Lesson</b></p>	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
	<p><b>LEAP into Life</b></p> <p><b>FM1</b> - To walk and run using a variety in the length of stride.</p> <p><b>MC1</b> - To begin to estimate the number of travelling steps (hop, gallop, slide) needed to reach a destination.</p> <p><b>AM1</b> - To investigate different ways of moving isolated body parts and linking these together.</p> <p><b>AM2</b> - To travel using isolated body parts- back, stomach, bottom, and feet.</p> <p><b>MS1</b> - To anticipate the direction and appropriate action needed to receive a variety of equipment.</p> <p>To trap a ball with hands and feet.</p> <p><b>FM2</b> - To develop a take off action for a variety of jumps.</p> <p>To develop the correct landing technique.</p> <p><b>FM3</b> - To develop lunge technique, bent knees, upright body to front, side and back.</p>	<p><b>LEAP into Life</b></p> <p><b>MC2</b> - To move to a variety of tempos aesthetically, with music.</p> <p><b>AM3</b> - To link together symmetrical body shapes and movements.</p> <p><b>AM4</b> - To link together asymmetrical body shapes and movements.</p> <p><b>MS2</b> - To bounce and catch own ball. To throw up and catch own equipment. To vary the size of throw.</p> <p>To concentrate on trapping and pulling the object in.</p> <p><b>FM4</b> - To jump from one foot to two feet, and one foot to one foot, leading with either leg.</p> <p><b>FM5</b> - To direct body weight to support a push or pull action.</p> <p><b>MC3</b> - Use cross-lateral techniques to refine movement: walk, run, climb and throw.</p>	<p><b>LEAP into Life</b></p> <p><b>AM5</b> - To show different levels in movement of whole body and isolated body parts.</p> <p><b>AM6</b> - To show different levels in travelling moves.</p> <p><b>MS3</b> - To release ball or object towards a set direction or distance.</p> <p><b>FM6</b> - To develop a push and pull using a variety of body parts.</p> <p><b>FM7</b> - To rise up from a squat, to run or travel from a squat.</p> <p><b>MC4</b> - To leap sideways and to join these moves to form continuity of movement. To hop on alternate legs.</p> <p><b>AM7</b> - To change the direction of travel of isolated body parts and the whole body.</p> <p>To include balance.</p>	<p><b>LEAP into Life</b></p> <p><b>AM8</b> - To Change and link together different directions of travel, using apparatus.</p> <p><b>MS4</b> - To kick a ball in various directions using both feet. To swing a racket or bat to strike a ball.</p> <p><b>FM8</b> - To roll sideways using a curl-stretch-curl body shape. To perform a forward roll from hands and feet through a squat into sitting.</p> <p><b>FM9</b> - To bend and stretch into spaces.</p> <p><b>MC5</b> - To move a variety of objects up, down, forwards, backwards, right, and left.</p> <p><b>AM9</b> - To move slowly, showing strength and tension in muscles.</p> <p><b>AM10</b> - To move with speed.</p> <p>To show agility.</p>	<p><b>LEAP into Life</b></p> <p><b>FM</b> - To bend and stretch in a weight-bearing manner.</p> <p><b>MS</b> - To move a variety of objects up, down, forwards, backwards, right and left.</p> <p><b>AM</b> - To move with speed. To show agility.</p> <p>Manipulative Skills</p> <p>To visually track a ball and prepare to catch.</p> <p><b>FM</b> - To bend and stretch in a weight-bearing manner.</p> <p>Movement Concepts</p> <p>To move a variety of objects up, down, forwards, backwards, right and left</p> <p><b>AM</b> - To move with speed. To show agility.</p> <p>Manipulative Skills</p> <p>To visually track a ball and prepare to catch.</p> <p><b>FM</b> - To rotate and twist the body to create shapes and movement.</p> <p>Movement Concepts</p> <p>To use a variety of techniques with</p>	<p><b>LEAP into Life</b></p> <p><b>AM</b> - To keep to a beat, then stop and change the movement, whilst keeping the beat.</p> <p>Manipulative Skills</p> <p>To bounce and catch a ball. Vary levels of the bounce and anticipate height and timing of catch. To travel with a ball in a variety of ways.</p> <p><b>FM</b> - To develop balance on various narrow surfaces.</p> <p><b>MS</b> - To use a variety of techniques with accuracy when moving body and objects.</p> <p>Swimming</p> <p>Sports Day</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Literacy</b> Our aims: To provide each child with the opportunity to become a master and lover of English. By providing an engaging, progressive English curriculum, each child will be able to achieve to their full potential.</p> <p>Comprehension - Developing a passion for reading Children will visit the library weekly</p> <p>TFW used as stimulus across the year - texts may change due to children's interests</p> <p>Word Reading Phonics daily sessions. Follow RWI reading scheme.</p>	<p>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>					
	T4W Focus text -	T4W Focus text - The Little Red Hen	T4W Focus text - The Gruffalo	T4W Focus text - Handa's Surprise	T4W Focus text - The Three Little Pigs	T4W Focus text - Jack and the Flumflum Tree
	<p><b>Phonic Sounds:</b> RWI</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Phase 2 words including some tricky words</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p><b>Phonic Sounds:</b> RWI</p> <p>End of term assessments</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Writing</b></p> <p>TFW used as stimulus across the year</p> <p>Texts may change due to children's interests</p>	<p><b>Texts as a Stimulus:</b></p> <p>The Colour Monster Elmer Only One You Hair Love Super Duper You What Makes Me A Me? The Growing Story Giraffe is left out Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b></p> <p>The Little Red Hen Tree Room on the Broom Gruffalo Diwali – Rama and Sita Percy the Park Keeper Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa)  Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.  PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b></p> <p>Smartest Giant in Town Dinosaur Bones Stomp Dinosaur Stomp Storm Little Cloud How to catch a star Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists. PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b></p> <p>Jack and the Beanstalk The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Supertato The Runaway Pea The Extraordinary Gardener Non-fiction books on Lifecycles Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story  PHASE WORDS</p>	<p><b>Texts as a Stimulus:</b></p> <p>The Snail and the Whale Rumble in the jungle I am a Tiger You can't take an Elephant on a Bus One Day in our Blue Planet... in the Savannah Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p><b>Texts as a Stimulus:</b></p> <p>Sharing a Shell What the Ladybird Heard at the Seaside Flotsam Sally and the Limpet Billys Bucket Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description –sea creatures</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Maths</b></p> <p>The mathematics curriculum at Bugle School has been designed to ensure that children possess the skills and knowledge that will affect them positively in their lives. Concepts are taught in blocks and have been carefully sequenced to enable learners to make connections.</p> <p>Count Objects, Actions and Sounds—Counting songs and rhymes. Count objects of different arrangements (some that cannot be moved or seen) Subitise to 5. Recall number bonds for numbers 0-5 and some to 10. Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>White Rose Units Just Like Me!</b> Match &amp; Sort. Compare Amounts. Compare Size, Mass &amp; Capacity. Exploring Pattern.</p>	<p><b>White Rose Units It's Me 1,2,3!</b> Representing 1,2,3. Comparing 1,2,3. Composition of 1,2,3. Circles and Triangles. Positional Language.</p> <p><b>Light &amp; Dark</b> Representing Number to 5. One more, one less. Shapes with 4 sides. Time.</p>	<p><b>White Rose Units Alive in 5</b> Introducing Zero. Comparing numbers to 5. Composition of 4 &amp; 5. Compare Mass. Compare Capacity.</p> <p><b>Growing 6,7,8</b> 6,7,8. Combining 2 groups. Making Pairs. Length &amp; Height. Time.</p>	<p><b>White Rose Units Building 9 &amp; 10</b> 9 &amp; 10. Comparing Numbers to 10. Number bonds to 10. 3d Shape. Pattern.</p>	<p><b>White Rose Units To 20 and Beyond</b> Building Numbers Beyond 10. Counting Numbers. Beyond 10. Spatial Reasoning. Match, Rotate, Manipulate.</p> <p><b>First, Then, Now</b> Adding More. Taking Away. Spatial Reasoning. Compose &amp; Decompose.</p>	<p><b>White Rose Units Find My Pattern</b> Doubling. Sharing &amp; Grouping. Even &amp; Odd. Spatial Reasoning. Visualise &amp; Build.</p> <p><b>On the Move</b> Deepening Understanding. Patterns &amp; Relationships. Spatial Reasoning. Mapping.</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Computing</b></p> <p>Our aim is to: Provide pupils with opportunities to build creativity whilst developing their skills in computational thinking.</p>	<p>Identify everyday technology: links to technology at home</p> <p>Make marks on a digital device to communicate their ideas : Kinsky Art- i-pads (music to art) link colour monster.</p> <p>To screenshot using the home and lock buttons</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons</p> <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>Make an avatar- Link to 'Hello Ruby.com'</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Introduce i=pad/ kidizoom to CP to capture own learning.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Vlog- oracy link. Document changes- tadpoles/ plants/ weather</p> <p>Introduce i=pad/ kidizoom to CP to capture own learning.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>Identify how technology is used to share information (Google Maps)</p> <p>Use of orboot globe and i-pad use of technology.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>	<p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> <li>- explore a website</li> <li>- Research conservation</li> </ul> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Understanding the world RE / Festivals</b> At St Breock School we aim to provide every child with a greater understanding of themselves, the world and the people within it	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	<b>Special Times: Settling into a new school/ class. Harvest.</b>  Name and describe people who are familiar to them.  Show interest in the lives of other people who are familiar to me.  Recognise that people have different beliefs and celebrate special times in different ways.  Talk about what they do with their family and places they have been with their family.  Can draw similarities and make comparisons between other families.  I can show an interest in different occupations and ways of life I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world  <b>Inspirational Individual</b>	Special Times: Bonfire Night, Diwali, Remembrance Day, Christmas. <ul style="list-style-type: none"> <li>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</li> <li>I can talk about significant events in my own experience</li> <li>I can talk about why things happen: making bread</li> <li>I can recognise and describe special times or events for family or friends</li> </ul> <b>Inspirational Individual</b> Who is the King?	<ul style="list-style-type: none"> <li>Special Times Chinese New Year.</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>Celebrate Chinese New year</li> <li>Recognising that people have different beliefs</li> <li>Respecting difference Talk about lives of people around us</li> <li>Talk about experiences at different points in the year (class calendar for each month)</li> <li>Changing seasons: winter</li> <li>Ice experiments</li> <li>Knowing there are different countries in the world (China)</li> <li>I understand the effects of changing seasons on the world around me</li> </ul> <b>Inspirational Individual</b> Who is Greta Thunberg? I can tell you something about Greta Thunberg.	<ul style="list-style-type: none"> <li>Special Times: Shrove Tuesday, Easter, Mothers Day, St Piran's Day.</li> <li>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</li> <li>I can describe special events (Easter)</li> <li>Growth &amp; Change: frog life cycle</li> <li>I can tell you what a plant needs to grow (growing the beanstalk)</li> <li>I can understand the key features of the life cycle of a plant and animal</li> </ul> <b>Inspirational Individual</b> Who is Marcus Rashford? I can tell you something about Marcus Rashford.	Special Times: King's Coronation <ul style="list-style-type: none"> <li>Growth &amp; Change: butterfly life cycle</li> <li>I can show care and concern for living things in the environment</li> <li>I can start to develop an understanding of growth, decay and changes over time</li> <li>I can talk about some of the things I have observed such as plants, animals, natural and found objects</li> <li>I can draw a simple map</li> <li>Google earth</li> <li>Similarities and differences between countries/environments/Africa/Animals using books, globe and Google Earth.</li> </ul> <b>Inspirational Individual</b> Who is David Attenborough? I can tell you something about David Attenborough.	<ul style="list-style-type: none"> <li>Special Times: Father's Day, Transition days.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Seasides long ago – Magic Grandad compare and contrast past and present</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>I can draw information from a simple map</li> <li>I can talk about ways in which I can look after the environment</li> <li>Pirate maps (maps of school to find treasure)</li> </ul> <b>Inspirational Individual</b> Who is Amelia Earhart? I can tell you something about Amelia Earhart.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div>Expressive Arts and Design</div> <div>Art has the power to transform, to illuminate, to educate, to inspire and motivate.</div> <div>We aim to: Develop a love of Music and provide an understanding of this universal language.</div> <div>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</div> <div>Work will be displayed in the classroom</div> <div>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</div> <div>Sing up Rainbow Pond</div>	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<div>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</div> <div>Using and naming colours.</div> <div>Beginning to mix colours.</div> <div>Making marks with different tools.</div> <div>Constructing using block play resources.</div> <div>Handling and manipulating different media – clay and collage.</div> <div>Experimenting and using different techniques for joining materials – glue and tape.</div> <div>Engaging in role play based on first hand experiences.</div> <div>Singing and performing – nursery rhymes, traditional, familiar songs and counting rhymes.</div> <div>Christmas performance.</div> <div>Moving in response to music.</div> <div>Artist Study - Kadinsky</div> <div>Circles and Triangles.</div>	<div>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</div> <div>Explore how colour can be changed - colour mixing activities (including marbling)</div> <div>Selecting colour for a particular purpose.</div> <div>Observational drawings.</div> <div>Using tools to create simple representations of events, people and places.</div> <div>Constructs with a purpose in mind, using a variety of resources (junk modelling / outdoor loose parts)</div> <div>Handling and Manipulating different media – weaving, &amp; paper mache.</div> <div>Experimenting with joining materials – hinges, split pins, hammer &amp; nails.</div> <div>Begin to act out a narrative in role play based on first hand experiences and story book language and ideas.</div> <div>Singing and performing – build up repertoire of songs.</div> <div>Watch performances and listen to music and make their own dances in response.</div>	<div>Activities based on topic work, seasonal changes and children's interests that promote the following skills:</div> <div>Explore shades of colour.</div> <div>Work collaboratively on a class art piece that uses a range of techniques and textures.</div> <div>Produce representations that are more detailed.</div> <div>Begin to plan and adapt work.</div> <div>Handling and manipulating materials – Sculptures in wood, natural transient art form &amp; mod-roc – using photography as a form of capturing and recording.</div> <div>Share their creations, explaining the process they have used.</div> <div>Experimenting with joining materials – axels, screws &amp; screwdrivers.</div> <div>Use small world and puppets to develop own narratives.</div> <div>Singing &amp; performing – continue to build up repertoire of songs.</div> <div>Artist Study – John Dyer</div>			

# Early Learning Goals – End of the Year - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></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 conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></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 from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></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.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>