**MIP Long Term Curriculum Plans 2024-25**

**YR/1**

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|  | **Autumn** | **Spring** | **Summer** |
| Memorable Experiences | Welly walk to fundraise  Toy museum/Lanhydrock  Autumn walk/ trail  Making toy cars  Making medals  Church visits  Fruit Kebab rockets  Harvest Festival  Christingle  Remembrance Day  Diwali  Theatre trip  Christmas Nativity Performance People who help us | Lifeguard visit  Fire brigade visit  Shrove Tuesday  Chinese New Year  National Story Telling Week  Maritime Museum  Beach walk  Rockpool Road Show  Inspiration Music Project Cooking bread  Signs of Spring – tadpoles/eggs/butterflies | Ice cream at the park  Family picnic  Summer fayre performance  Flower festival  Nurse in school  Japanese garden centre visit  Local community walk  Forest school  Growing plants  Baby visit |
| English genres  Yr 1  English Writing | **Grammarsaurus**  Transcription (2 weeks)  PVPG Unit (4/5 weeks)  What the owl heard – Letter (3 weeks)  Nocturnal animals – Non-chronical report (4 weeks)  Assessment week | **Talk for writing/Grammarsaurus**  Narratives – The land of dreams (4 weeks)  Instructions - How to make a plant grow. (4 weeks)  Diary entry - The fire! (4 weeks)  Assessment week | **Talk for writing/Grammarsaurus**  Narratives – Hansel and Gretel. (4 weeks)  Poetry– Summer at the beach (3 weeks)  Information leaflet – Save the forest (4)  Postcard – Nurturing Nurses (2 weeks)  Assessment week |
| Focus/high quality texts | *The Owl who was afraid in the dark.*  *What the ladybird heard*  *Owl Babies*  The Colour Monster  Non fiction animal books Only One You  Elmer  What Makes Me A Me? The Growing Story Diwali – Rama and Sita Don’t Hog the Hedge Stickman  Pumpkin Soup  Whiffy Wilson the Wolf who wouldn’t go to school.  What makes me, me.  Firework poetry  Super, Duper you  When a dragon goes to school  Percy the park keeper – one snowy night  Blue monster wants it all  Meet the weather  The Christmas Story  Santa comes to Cornwall | Jack and the beanstalk  Mixed  Sharing a Shell  Ten fat sausages  Sally and the Limpet  Billys Bucket  Chicken Clickin  Jesse and Friends watching book – PSHE/online safety  Luna loves art  Octopus Sockopus  Whiffy Wilson the Wolf who wouldn’t wash.  Rainbow fish The Snail and the Whale Mr Wolfs Pancakes My First Chinese New Year Heroes who help us from around the world  Real Superheroes  My Daddy is a Nurse | Hansel and Gretel  The Very Hungry Caterpillar  Lola Plants a Garden  Ten Seeds  Tadpoles promise  TAD  Supertato  The three little yogis and the wolf who lost his breath  The Runaway Pea  The Extraordinary Gardener  Squishy McFluff  The Body Book  Non-fiction books on Lifecycles  Theres a house inside my Mummy  And Tango makes three  We are all welcome  Theres a rangtan in my bedroom  Rosie learns about transition  The cautious caterpillar  Michael Rosen poetry |
| Communication and Language | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** 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 **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | |
| Communication and Language  C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett, WellComm, EYFS productions. | Settling in activities  Making friends  Children talking about experiences that are familiar to them  What are your passions / goals / dreams?  About family routines and special occasions  Show an interest in the lives of other people.  Follow instructions (settling in, putting my things away.  Social snack – with KS1  Develop key vocabulary  Discovering Passions  Tell me a story - retelling stories: talk for writing  Story language  Listening and responding to stories  Following instructions  Takes part in discussion  Understand how to listen carefully and why listening is important.  Choose books that will develop their vocabulary.  WellComm Focus  RWInc sounds and word time.  Familiar stories and nursery rhymes  T4W units  Story telling  Circle time activities  Seasons  Bonfire night – Poetry  Christmas- The Christmas Story & letters to Father Christmas. | Using language well  Ask’s how and why questions…  Retell a story with story language  Remember key points from a story  Ask questions to find out more and to check they understand what has been said to them.  I can describe special events (Chinese New Year)  Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs.  Snack and Chat – With KS1  Develop key vocabulary  Reciting poems and songs  Learn and recite, poems and songs  Tell me a story - retelling stories: talk for writing  Articulate a life cycle  I can listen to and engage in and talk about selected non-fiction  I can articulate my ideas and thoughts into well-formed sentences  I ask questions to find out more  Talking Table  Snack and Chat – With KS1 outside  WellComm Focus | Learn and recite, poems and songs: rhyme of the week  Listen to, engage in and talk about non-fiction  Using the iPad to take a photograph  Describe events in some detail: farm trip, frog life cycle  Snack and Chat  Develop vocabulary: Word of the week.  Similarities and differences between things in the past and now (seaside, local area, school, street detectives)  Talk about the experiences I have had at different points in the school year (end of year video).  WellComm Focus |
| PSHE | **Me and My Relationships**  [Why we have classroom rules](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-we-have-classroom-rules)  [How are you listening?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-you-listening-1)  Thinking about feelings  [Our feelings](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-feelings)  [Feelings and bodies](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/feelings-and-bodies)  [Good friends](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-friends-)  **Valuing Difference**  [Same or different?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-or-different-1)  [Unkind, tease or bully?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/unkind-tease-or-bully)  [Harold's school rules](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-school-rules-1)  [It's not fair!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-not-fair)  Who are our special people?  [Our special people balloons](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-special-people-balloons-1) | **Keeping Safe**  [Super sleep](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/super-sleep-1)  [Who can help? (1)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-1-1)  [Good or bad touches?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-or-bad-touches)  [Sharing pictures](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/sharing-pictures)  [What could Harold do?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-could-harold-do--1)  [Harold loses Geoffrey](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-loses-geoffrey)  **Rights and Respect**  [Harold has a bad day](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-has-a-bad-day)  [Around and about the school](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/around-and-about-the-school)  [Taking care of something](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-care-of-something)  [Harold's money](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-money-1)  [How should we look after our money?](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-should-we-look-after-our-money)  [Basic first aid](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/basic-first-aid) | **Being my Best**  [I can eat a rainbow](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-can-eat-a-rainbow)  [Eat well](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/eat-well-)  [Harold's wash and brush up](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-wash-and-brush-up)  [Catch it! Bin it! Kill it!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/catch-it-bin-it-kill-it)  [Harold learns to ride his bike](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-learns-to-ride-his-bike)  [Pass on the praise!](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/pass-on-the-praise-1)  [Inside my wonderful body! (OPTIONAL)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/inside-my-wonderful-body-)  **Growing and Changing**  Healthy me  [Then and now](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/then-and-now)  [Taking care of a baby](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-care-of-a-baby)  [Who can help? (2)](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-can-help-2)  [Surprises and secrets](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/surprises-and-secrets)  [Keeping privates private](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/keeping-privates-private) |
| PSED | Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, 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 **children can achieve at school and in later life.** | | |
| PSED | Me and My Relationships  What makes me special  People close to me  Getting help  Class rules: Behavioural expectations in the class/boundaries set  Class rules  Valuing Differences  Similarities and difference  Celebrating difference  Showing kindness  I know what it means to be respectful and to be treated with respect  Independence: putting own socks and shoes on. | Keeping Myself Safe  Keeping my body safe  Safe secrets and touches  People who help to keep us safe  Oral hygiene: teeth cleaning linked to the dental nurse Handwashing    Rights and Responsibilities Looking after things: friends, environment, money  Healthy eating: Make a healthy snack | Being My Best  Keeping by body healthy – food, exercise, sleep  Growth Mindset  Importance of exercise  Being kind to living creatures  Taking care of animals (frogs/butterflies)  Growing and Changing  Cycles  Life stages  Girls and boys – similarities and difference  Transition into Year 1  Year 1 readiness |
| British Values | **Mutual respect**   We are all unique.  We respect differences between different people and their beliefs in our community, in this country and all around the world.  All cultures are learned, respected, and celebrated.  **Mutual**  **Tolerance**  Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.   Mutual tolerance of those with different faiths and beliefs and for those without faith.  Done through celebrations | **Rule of law**  We all know that we have rules at school that we must follow.  We know who to talk to if we do not feel safe.  We know right from wrong.  We recognise that we are accountable for our actions.  We must work together as a team when it is necessary.  Class rules  **Individual liberty**  We all have the right to have our own views.  We are all respected as individuals.  We feel safe to have a go at new activities.  We understand and celebrate the fact that everyone is different. | **Democracy**  We all have the right to be listened to.  We respect everyone and we value their different ideas and opinions.  We have the opportunity to play with who we want to play with.  We listen with intrigue and value and respect the opinions of others.  **Recap all British Values**   Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.  Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| PE | Multi-Skills Body parts and their functions  Boot camp  Story Time Dance  Healthy minds, emotions and goals  Mighty movers | Groovy gymnastics  Hygiene, medicine and exercise  Skip to the beat  Brilliant Ball Skills  Body protectors and body changes  Gymfit Circuits | Throwing and Catching  Relationships with others, and opinions  Cool core (strength)  Active Athletics  Diet and Vitamins  Fitness frenzy |
| Physical Development  We aim to:  Develop a love of physical activity for life  Develop the physical literacy journey in all learners  Further enhance social, emotional and physical wellbeing in all children  Fine motor  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. Dough gym. | Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through 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 **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | |
| Threading, cutting, weaving, playdough, Fine Motor activities.  Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush beyond whole hand grasp  Pencil Grip  Taking shoes off and putting them on.  Putting a coat, using gross motor skills to put clothes on and take them off.  Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | Threading, cutting, weaving, playdough, Fine Motor activities.  Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Holding Small Items /  Button Clothing / zips  Cutting with Scissors  Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | Threading, cutting, weaving, playdough, Fine Motor activities.  Develop pencil grip and letter formation continually  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors /  Start to cut along a curved line, like a circle  Form letters correctly  Cut a shape out using scissors  Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture  Draw pictures that are recognisable  Build things with smaller linking blocks, such as Duplo or Lego |
| Funky fingers/ Pen disco  Storycises  Story time Dance Gross and fine motor skills  Move: Gymnastics: Gym in the Jungle  Move: Dance: Dinosaurs | Pen Disco Storycises  Gross and fine motor skills  Move: Best of Balls  Move: Dance Till you drop | Pen Disco Storycises Gross and fine motor skills  Move; Gymnastics: Jumping Jacks  Move: Games: The Olypmics |
| **EYFS Literacy**  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.  Comprehension  - Developing a passion for reading  Children will visit the library weekly  Word  Reading  Phonics daily sessions.  Follow RWInc scheme. | It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. 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 **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | |
| I can show a preference for a book, song or rhyme.  I can talk about events and characters in a story read to me.  I can join in with rhymes and stories. I can fill in missing words from well-known rhymes | I can show interest and answer simple questions about the text  I use words that I know to check my reading makes sense  I can demonstrate understanding when talking about what I have read  I can repeat words or phrases to check my reading | I am beginning to notice if my reading makes sense and looks right  I think about what I already know to help me with my reading  I can say rhymes by heart  I can sometimes notice errors  I know that illustrations can help me make sense of my reading  I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)  I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG) |
| **RWINC: Phonics Sounds**  I can handle books correctly and follow print left to right, top to bottom  I can locate the title  I can segment and blend words orally  I can recognise words that rhyme  I can Link most sounds to letters  I an beginning to blend and segment in order to read vc and cvc words.  I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print  I can read words including some tricky words | **Phonic Sounds:** RWINC  I can locate and recall the title  I can read with 1-1 correspondence  I can read some common irregular words (Phase2/3)  I can link all sounds to letters  I can solve simple words by blending sounds and I check what I read makes sense and sounds right  I can read and understand simple sentences  I can use phonic knowledge to read and decode regular words  I can read all Phase 2 words  I can read some of Phase 3 words | Phonic Sounds: RWINC  I can read phase 3 words (decodable and tricky)  I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)  I can read words consistent with my phonic knowledge by sound blending (ELG)  I can re-read books showing increased accuracy and fluency  End of term assessments  Transition work with Year 1 staff |
| EYFS Literacy/Writing | Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.  Name writing  Finger Fit  Shopping lists,  Writing initial sounds and simple captions.  Firework writing  Use initial sounds to label characters / images.  Silly soup.  Names Labels.  Writing for a purpose in role play - Christmas  Set 1 sound writing – introduce to writing set 2 including writing CVC words, Labels using CVC, CVCC, CCVC words.  Labelling  Talk for writing block  Story scribing.  Retelling stories  Letter writing (to Santa) | Finger fit  Set 2 sound writing – writing CVC, CCVC and special friends  Exciting adjectives ‘Wow words’- Rainbow fish  Rhyming words/sentences  Instructions  Name writing first and last name  Captions  Writing recipes, lists.  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.  Writing tricky words such as I, me, my, to, the.  Order the Easter story | Finger fit  Creating own story maps, writing captions and labels,  Writing simple sentences that can be read them themselves and others. Writing short sentences to accompany story maps.  Writing simple sentences -plan my day  Labels and captions – life cycles  Character descriptions.  Non fiction – Michael Rosen poetry writing  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 |
| EYFS Maths WR  The mathematics curriculum at Mawgan 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. | Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, ‘have a go’**, **talk to adults** and peers about what they notice and not be afraid to make mistakes. | | |
| Math, sort and compare  Talk about measure and patterns  It’s me 1,2,3  Circles and triangles  1, 2, 3, 4, 5  Shapes with 4 sides | Alive in 5  Mass and capacity  Growing 6,7,8  Length, height and time  Building 9 and 10  Explore 3D shapes | To 20 and beyond  How many now?  Manipulate, compose and decompose  Sharing and grouping Visualise, map and build  Make connections |
| **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  **Subitise (Explore the composition of numbers to 10)—**0-3 building to 0-5  **Link Number Symbol (Numeral) with Cardinal Number Value**—Linked to subitise. Ordering and counting numbers  **Count Beyond 10**—Count up 20 and back from 10.  **Compare Numbers—**Collections of objects to count (differing sizes) Use vocabulary: more than, less than  **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs.  **Automatic Recall of number bonds to 10**—sustained focus on number to 5 (working wall display)  **Continue, Copy and Create Repeated Patterns**—AB  *Shape - Name 2D shapes and their properties.*  **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  **Subitise (Explore the composition of numbers to 10)—**0-5 and then linked to addition  **Link Number Symbol (Numeral) with Cardinal Number Value**—Linked to subitise. Ordering and counting numbers  **Count Beyond 10**—Count up 20 and back from 10.  **Compare Numbers—**Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to  **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs.  **Automatic Recall of number bonds to 10**—sustained focus on number to 10 (working wall display)  Compare Length Weight and Capacity  **Continue, Copy and Create Repeated Patterns**—ABB  *Shape - Name 2D shapes and their properties. Link to CP objective.* | **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  **Subitise (Explore the composition of numbers to 10)—**0-5 and then linked to addition  **Link Number Symbol (Numeral) with Cardinal Number Value**—Linked to subitise. Ordering and counting numbers  **Count Beyond 10**—Count up 30 and back from 20.  **Compare Numbers—**Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to,  **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs.  **Automatic Recall of number bonds to 10**—sustained focus on number to 15 (working wall display)  Compare Length Weight and Capacity  **Continue, Copy and Create Repeated Patterns**—ABBC  ***Shape - Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can)***  **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  **Subitise (Explore the composition of numbers to 10)—**0-5 and then linked to addition  **Link Number Symbol (Numeral) with Cardinal Number Value**—Linked to subitise. Ordering and counting numbers  **Count Beyond 10**—Count up 30 and back from 20.  **Compare Numbers—**Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair  **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs.  **Automatic Recall of number bonds to 10**—sustained focus on number to 20 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc)  Compare Length Weight and Capacity  *Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes* | **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  **Subitise (Explore the composition of numbers to 10)—**0-5 and then linked to addition  **Link Number Symbol (Numeral) with Cardinal Number Value**—Linked to subitise. Ordering and counting numbers  **Count Beyond 10**—Count up 50 and back from 20.  **Compare Numbers—**Distribute items evenly (sharing), odds, evens and doubles. Use vocabulary:more than, less than, fewer, the same as, greater, equal to, share, fair  **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs.  **Automatic Recall of number bonds to 10**—different conceptual variation (e.g. tens frames, PPW, numicon etc)  Compare Length Weight and Capacity  *Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.*  **Count Objects, Actions and Sounds**—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)  **Subitise (Explore the composition of numbers to 10)—**0-3 building 0-5 and then linked to addition  **Link Number Symbol (Numeral) with Cardinal Number Value**—Linked to subitise. Ordering and counting numbers  **Count Beyond 10**—Count up 50 and back from 20.  **Compare Numbers—**Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair  **Understand 1 More/1 Less**— One more, one less nursery rhymes and songs.  **Automatic Recall of number bonds to 10**—different conceptual variation (e.g. tens frames, PPW, numicon etc) Oral—quick recall and Numbots  Compare Length Weight and Capacity  Continue, Copy and Create Repeated Patterns  *Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes* |
| Maths  WR Year 1 | Place Value (within 10)  Addition and Subtraction (within 10)  Shape | Place Value (within 20)  Addition and Subtraction (within 20) Place Value (within 50)  Length and Height  Mass and Volume | Multiplication and Division  Fractions  Position and Direction  Place Value (within 100)  Money  Time |
| Y1 Science | Humans & Animals  Seasonal changes | Plants | Use of everyday materials |
| Geography  **Grammarsaurus** | Our school grounds.  **Do they support plant life?** | My Local Area and Tulum, Mexico.  **What are the similarities and differences?** | Investigating weather and climate.  **How do we record and measure weather phenomena?** |
| History  **Grammarsaurus** | Change in Toys  **How have children’s toys changed since our older relatives were little** | Great Fire of London  **What happened to London during the fire of 1666?** | Hospitals and health care  **How did Florence Nightingale and Edith Cavell help to improve hospitals?** |
| EYFS  Understanding the World; The Natural World | Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting 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. | | |
| Humans & Animals Seasons | Plants | Materials |
| Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me  Name parts of my body.  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.  Toys a long time ago  Grandad compare and contrast past and present  Name and describe people who are familiar to them.  Show an interest in different occupations and ways of life  Talk about things I have observed such as animals  Show care for living things (babies/pets)  Growth & Change: butterfly life cycle  Guy Fawkes: compare and contrast character from stories, including figures from the past  Talk about significant events in my own experience  Growth & Change: frog life cycle  Talk about why things happen: making bread  Recognise and describe special times or events for family or friends | 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  Draw a simple map  Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.  Celebrate Chinese New year  Recognising that people have different beliefs  Respecting difference  Talk about lives of people around us  I can show care and concern for living things in the environment  Talk about experiences at different points in the year (class calendar for each month)  Changing seasons: winter Ice experiments  Knowing there are different countries in the world (China)  Understand the effects of changing seasons on the world around me  Changes in the natural world  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?  Describe special events (Easter) Ask questions about aspects of my familiar world such as the place where I live or the natural world.  Describe what a plant needs to grow (growing the beanstalk)  Talk about ways in which I can look after the environment | Develop an understanding of growth, decay and changes over time  Talk about some of the things I have observed such as plants, animals, natural and found objects  Google earth  Talk about significant other.  Look at how things have changed from the past.  Measure and record weather patterns.  Notice weather patterns in the natural world.  Similarities and differences between countries/environments/Africa/Animals using  Share non-fiction texts that offer an insight into contrasting environments.  Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  Draw information from a simple map  Street detective maps (maps of school to find treasure)  Understand the key features of the life cycle of a plant and animal  Materials: Floating / Sinking – boat building Metallic / non-metallic objects |
| EYFS RE Cycle B | Being Special, where do we belong?  F2 Incarnation Why do Christians perform the nativity at Christmas?  **Christmas** | What times/stories are special and why?  F3 Salvation Why do Christians put a cross in an Easter garden?  **Easter** | F1 God/Creation  Why is the word God important to Christians?  What places are special and why? |
| Yr1 RE Cycle B | Who is Muslim and how do they live? (Part1)  1.3 Incarnation why does Christmas matter to Christians? **Christmas** | Who is Muslim and how do they live? (Part 2)  1.5 Salvation Why does Easter matters to Christians?  **Easter** | 1.4 Gospel  What is the good news Jesus brings?  What makes some places in Cornwall sacred? |
| Expressive arts and Design; Music  *Art has the power to transform, to illuminate, to educate, to inspire and motivate.*  *We aim to: Develop a love of Music and provide an understanding of this universal language.*  *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.*  *Work will be displayed in the classroom*  *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.* | The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  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. | | |
| I've got a grumpy face  The Sorcerer's Apprentice  Witch, witch  Row, row, row  Artist Jan Miller  Join in with songs  Beginning to mix colours  I can talk about a famous artist.  Build stories around toys (small world) use available props to support role play  Build models using construction equipment.  Junk modelling, take picture of children’s creations and record them explaining what they did.  Exploring sounds and how they can be changed, tapping out of simple rhythms.  Play pitch matching games, humming or singing  To draw a self-portrait (enclosing lines): draw definite features  Feelings: taking photos of children acting out emotions  Invent, design and create a new toy  Use different textures and materials to make firework pictures  Listen to music and make their own dances in response.  Watch performances: ballet, musical, orchestra  Christmas decorations, Christmas cards, Divas, Christmas songs/poems  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue  Role Play of The Nativity  Music: Christmas Songs | Bird spotting: Cuckoo polka  Shake my sillies out  Up and down  Five fine bumble bees  I can explore how colour can be changed  Building bats - choosing 3D recycling shapes / different methods of attachment.  Making lanterns, Chinese writing, puppet making, Chinese music and composition  I can recognise, create and describe pattern: fruits and veg  I can combine media to make a collage  Mother’s day crafts  Junk modelling, houses, bridges boats and transport.  Provide children with a range of materials for children to construct with.  I can chop, peel, grate and cut with care.  I know simple rules for safety when cooking.  I can name a range of healthy foods.  I can discuss where food comes from.  I can measure and weigh. | Down there under the sea  Listen 3  Slap clap clap  Bow, bow, bow Belinda  Make different textures; make patterns using different colours  Children will explore ways to protect the growing of plants by designing scarecrows.  Artwork themed observation drawings of plants, flowers, fruit and veg.  Making fruit kebabs  Encourage children to create their own music.  Easter crafts printing, patterns on Easter eggs  Rubbings/pressings of leaves/plants  Printing with body parts.  Foam tiles.  Drama conventions through literacy  Water pictures, collage, shading by adding black or white,.  Colour mixing  Using textiles – I can join fabric.  I can embellish and improve my design.  Drama conventions through literacy |
| Year 1 A&D  Access Art  Cycle A | Playful Making  (Working in 3Dimensions)  Making a medal. | Spirals  (Drawing and sketchbooks)  Create a drawing using my whole body. | Simple print making  (Surface and Colour)  Make a snail tile and print. |
| D&T | Changing Toys  *Design and make a toy car.* | Cooking and Nutrition  *Bake cheesy/Olive bread* | Nurse with a purse  *Sewing a felt purse* |
| Music Year 1 Cycle A | Menu Song (Progression Snapshot)  Whole School Christmas Nativity  Whole School Harvest Festival | Football (Progression Snapshot)  The sea: 'Dawn' from Sea Interludes  Musical conversations | Dancing and drawing to Nautilus  Cat and Mouse  Come dance with me (Progression Snapshot) |
| EYFS Barefoot Computing  Our aim is to:  Provide pupils with opportunities to build creativity whilst developing their skills in computational thinking. | People who help us  Awesome Autumn  Online/ Internet safety | Boats Ahoy Springtime  Online/ Internet safety | Busy Bodies  Summer Fun Online/ Internet safety |
| Identify everyday technology: links to technology at home  Make marks on a digital device to communicate their ideas : Kinsky Art- i-pads (music to art) link colour monster.  Screenshot using the home and lock buttons  Understand the basic functions of an iPad (home button, lock button and volume buttons  To know that ICT may be used to communicate information electronically  To know that digital devices can present information in a variety of ways  To navigate their way around an iPad and operate several apps confidently | Use a range of devices to record information in a range of formats (text, image, sound)  Use a range of devices to record information in a range of formats (text, image, sound)  Vlog- oracy link. Document changes- tadpoles/ plants/ weather | Identify how technology is used to share information (Google Maps)  To know that information may be stored on a digital device   * explore a website |
| Yr 1  Computing | Technology around us Digital painting  Internet safety | Moving a robot  Introduction to animation  Internet safety | Grouping DATA Digital writing  Internet Safety |