

## CROWAN SCHOOL EYFS CURRICULUM PLAN 2021-22

At Crowan, we understand that children learn best when they are interested, active and absorbed with curiosity! Therefore, will ensure that learning is fun, engaging, challenging and supportive of children, no matter what their starting points. We strive to provide a curriculum that is full of opportunities to learn through play, with a balance of adult led and child-initiated activities to incorporate the children's interests alongside the EYFS Framework 2021.

In addition, we understand the importance of learning both indoors and outdoors, wanting the children to feel safe and secure at all times, therefore ensure our safeguarding procedures are rigorous and up to date. We feel a strong partnership with parents is vital from the moment children are offered a place at Crowan and all the way through their Reception year.

At Crowan, we are very mindful of the themes and principles of practice on which the EYFS is based. These are **unique child, positive relationships, enabling environments** and **learning and development**. They emphasise that the child is of first importance and that all relationships, experiences and the environment together influence how the child will develop, play and learn.

<b>Principles of effective practice</b>	<p><b>Unique child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong and positive partnerships between all staff and parents/ carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop 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.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>
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The Characteristics of Effective Learning describe behaviours children use to learn, are interconnected with the principles of effective practice and are woven throughout the entire EYFS curriculum.

<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> 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.</p> <p><b>Active learning:</b> Children concentrate and keep 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.</p> <p><b>Creating and thinking critically:</b> children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them solve problems and reach conclusions.</p>
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Our curriculum has been planned in a progressive and sequential way to ensure children's next steps can be achieved and to ensure a readiness for Key Stage One. Whilst overarching themes run throughout the year, planning within the EYFS is flexible to allow for children's interests to be explored and incorporated into their learning. We feel that a mix of practical and active learning involving other children, adults, objects, stimuli and events through direct teaching, child-initiated, and child-led learning

through play ensures that children’s curiosities are engaged and challenging and playful opportunities for all children are developed across the prime and specific areas of learning.

General themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NB These themes may be adapted to allow for children’s interest to flow through their provision.	<b>Super, duper me!</b> Starting school/ new beginnings Superheroes Keeping our body healthy How have I changed? My family- PSED focus What am I good at? How do I make others feel? Being kind/ staying safe	<b>Terrific Tales</b> Traditional Tales Harvest- Little Red hen, Farmer Duck Familiar stories and rhymes Gingerbread Man The Nativity Christmas lists Letters to Santa	<b>Amazing Animals!</b> Life cycles Animals around the world Farm animals Mini beasts Nocturnal and diurnal animals David Attenborough Habitats Climates – who lives where and why? Dinosaurs (children’s interest)	<b>Food, glorious food!</b> Plants and flowers Weather/seasons Planting The great outdoors Planting seeds Creating sculptures	<b>People who help us</b> Where do we live? What is special about our village? Who looks after us here? Space	<b>Wonderful World</b> Dear Greenpeace- looking after the environment Grandpa’s island Explorer books Reduce/ reuse and recycle
Hooks/ Enrichment possibilities	Walk to the church and village Remembrance, Harvest Roald Dahl day Autumn wellie walk Begin weekly visits to the woods	Winter Woods Rogue Theatre Christmas trip Guy Fawkes/ Bonfire Night Black History month Diwali, Hanukkah World Space week Children in Need Anti-bullying week	Trip to the zoo Vet visitor/ Cats Protection Build a bug hotel Weekly visits to Mrs Fitton’s farm Frog spawn in the classroom Chinese New Year Storytelling week Random Acts of Kindness week Valentine’s day Shrove Tuesday	Tesco visit/ visitor into school/ garden centre Food tasting- different cultures Planting seeds/ gardening Easter Mother’s Day Science week- egg drop etc experiments Weather experiments - trip to Culdrose	Police dog handler, fireman into school Superheroes Fun sports Eid, start of Ramadan D-day Queen’s Platinum Jubilee Trip to space centre at Newquay Airport	Trips to the beach & aquarium Map work Letters to children from another country (Egypt) Exploring under the sea Father’s Day World Environment Day RNLI lifeguards into school
Possible texts and links to book-based curriculum	Super, Duper Me Leaf Man Oi Frog Stick Man The Rainbow Fish Blue Monster Wriggle and Roar Fair Shares The bear who Stared The Perfect Fit	Little Red Hen Farmer Duck Cinderella, Goldilocks, Hansel and Gretel The Ugly Duckling Nativity/ Christmas Story Rama and Sita Kind Rosie’s Walk	Owl Babies The Emperors egg The Very Hungry Caterpillar Aghh Spider! The Tiger who came to Tea Elephant and the Bad Baby Pig in the Pond	Handa’s Surprise Oliver’s Vegetables Oliver’s Fruits On the Way Home The Tiny Seed Jack and the Beanstalk One Plastic Bag Jasper’s Beanstalk Tree, Seasons come and go	Whatever Next? Supertato You Choose Cops and Robbers Burglar Bill Rosie’s hat People who help up series The Way Back Home Toys in Space	Dear Greenpeace Handa’s Hen The Jolly Postman Somebody Swallowed Stanley Dave’s Cave Lighthouse Keeper’s Lunch Non-fiction oceans etc Atlases

	The Big Book of Families	Christmas around the World	Hamilton's hats The snail and the whale Tiddler, monkey Puzzle Dinosaur Roar Dinosaur Rumpus Gigantosaurus	The Magic Porridge Pot A stroll through the seasons Beautiful bananas Eddie's Garden Growing frogs	The Smeds and the Smoos The Night the Stars Went Out	The Fish who could Wish Hello world Sharing a Shell Commotion in the Ocean The Singing Mermaid The Last Tree
Songs	If you're happy and you know it Heads, shoulders, knees and toes One finger, one thumb Please and thank you song Hello song	Big, Red Combine Harvester Dingle, Dangle Scarecrow Christmas songs and nativity When you cast a magic spell (BBC nursery rhymes)	Little Peter Rabbit Old Macdonald Five little monkeys Down in the jungle The Animal Fayre	I dig my garden (Singing Hands) In my Little garden Mary, Mary Wiggly Woo	Twinkl- People who help us songs pack Out of the Ark People who help us songs pack Zoom, Zoom, Zoom	Oh I do like to be beside the seaside Seaside songs and shanties Once I caught a fish alive Row, row, row your boat
Parental involvement	Home visit recap Parents evening Phonics workshop Harvest Assembly	Open afternoons Nativity Carol concert Reading roundabout	Maths workshop Reading roundabout	Parents evening Reading roundabout	Sports day Fun sports Reading roundabout	Parents picnic Reports discussion
Assessment opportunities	Preschool data analysis In house baseline data on entry-gap and strength analysis (feed into planning) National Baseline assessment Set up Tapestry Phonics assessments & interventions	Ongoing assessments Next steps feeds into planning Baseline analysis Parents evening info Moderation with y1 teacher Mid-term assessments	Moderation with sister school EYFS lead Internal ongoing assessments and next steps analysis	EYFS county wide moderation Parents evening info Tapestry data check	Pupil progress meetings Moderation with y1 teacher	EOY data submitted to head and county Parental meetings re reports

<p><b>Communication and language</b></p> <p><b>Listening, Attention and understanding</b></p> <p><b>Speaking</b></p>	<p>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, story-telling 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 and language structures</b>.</p> <p>At Crowan, we understand that high quality language development and taking time to talk and spend quality time with the children is vital. We ensure that our environment is vocabulary rich, focusing on new and exciting words (and their meanings) and ensuring that the children can access a wide range of vocabulary by listening to at least five stories, poems or non-fiction texts a day. Moreover, we have begun to run the NELI programme to develop the vocabulary of children who may come to school with a lower word bank than their peers. We appreciate children need to be confident talkers before they can be confident in other areas of the curriculum so we scaffold conversations to ensure that they are able to communicate their feelings and thoughts.</p>					
<p>C&amp;L is developed throughout the year through high quality interactions, asking open ended questions, sharing circles, carpet time, PSED sessions, reading five books a day, stories, songs, speech and language interventions, EYFS productions, assemblies, NELI intervention.</p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
	<p>Settling in activities-referring to children’s scrap books that they made over the summer before starting Reception. Making friends. Talking about experiences that are familiar to them and things they like/ things that are special about themselves. Rhyming and alliteration. Modelling talk routines throughout the day and following instructions. Group conversations – how to listen carefully and why listening is important. Beginning to learn new words and build a bank of new vocabulary. Create class floor book all about Releath!</p>	<p>Listen carefully to rhymes, songs and stories and learn these too. Model how to ask questions during show and tell using how, what, why, when, where etc. Develop the language of storytelling through role play, story sacks. Taking turns when talking. Opportunities to use the new vocabulary they are building. Library sessions to choose books to be read at home that interest the children.</p>	<p>Extending skills of listening within a group. Begin to articulate their ideas and thoughts in well-formed sentences (scaffold if needed) Explain simple connectives and model to the children how these can connect and develop their sentences. Emphasis on non-fiction texts to support their topic on animals, can they use this new factual vocabulary? Describe events and experiences in increasing detail during circle time/ show and tell etc.</p>	<p>Use talk to describe events in some detail and to work out problems and organise thinking (especially when linked to understanding the world opportunities, growing and planting etc) Use talk to explain how things may work and what might happen. Use picture cue cards to extend thinking and language development too. Sustained focus when listening to fiction or non-fiction texts.</p>	<p>Ensure children are confident in talking about their learning, their favourite moments, things they’d like to do more of in their last term. Re read five a day books to ensure familiarity, understanding and an ability to relate events to their own lives. Engage in non-fiction books associated with our topic.</p>	<p>Use talk to offer feelings/ give opinions and give reasoning behind these feelings (scaffold). Introduce new language associated with travel, other countries. Encourage the use of new vocabulary in different contexts. Retelling stories with confidence, using some repetition and some of their own words. Communicating with children from another country.</p>

<p><b>Personal, Social and Emotional Development</b></p>	<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> <p>At Crowan, we encourage good manners and kindness towards each other across all areas of our curriculum, taking in turns, sharing and saying ‘please’ and ‘thank you’. We feel we should treat each other as we’d like to be treated ourselves and model this consistently to our children.</p>					
<p><b>Managing Self</b></p>						
<p><b>Self-Regulation</b></p> <p><b>Building Relationships</b></p>	<p><b>Autumn 1</b></p> <p>Welcome to school New beginnings and changes What makes me special and unique? Family and friends Turn taking and sharing School rules - smiley chart. Personal self-care.</p>	<p><b>Autumn 2</b></p> <p>Feelings and emotions- we all have feelings, good and not so good feelings. Kind words and hands. Self-regulation techniques – recognising and modifying your emotions. Anti-bullying week, what does bullying mean? Who to ask for help.</p>	<p><b>Spring 1</b></p> <p>Building and sustaining constructive and respectful relationships with others in our class and our school. The language of feelings. Respecting others. Turn taking in games – teach new games for wet playtimes.</p>	<p><b>Spring 2</b></p> <p>Being a good friend-buddy system with the older children. Being safe when using simple technology. Turn taking in games – teach new games for the playground. Making healthy food choices.</p>	<p><b>Summer 1</b></p> <p>People who help us outside of our family. Local heroes. Being brave – how can we become resilient? What to do in an emergency.</p>	<p><b>Summer 2</b></p> <p>New beginnings/ changes. Transition. What to expect and asking questions. Who to ask for support. Feelings about change and emotions. Rules for their new class.</p>
<p>Books to support PSED (to be used within our five a day and placed in our class library for the children to borrow or explore independently)</p>	<p>The Colour Monster Blue Monster wants it all Kind Mine! How are you feeling today? If all the world were Great big book of families My world, your world Red rockets and rainbow jelly The Worrysaurus</p>					

<p><b>Physical Development</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>The fine and gross motor skills curriculum plans are built upon each term, so many of the materials may be used throughout the year in various forms of enhancement within the classroom. This ensures a layering effect with additional skills progression being achieved too. The design of the classroom allows for plenty of opportunities for physical develop too with mark making, junk modelling, painting, dough, small world, loose parts, dressing up, block/ construction areas always available for the children to access independently.</p>					
<p>Fine motor</p>	<p><b>Autumn 1</b></p> <p>Fine motor activities to develop hand and finger strength. For example: playdough, dough disco, threading, cutting (selection of scissors), weaving, drawing pencil lines (linked with Art curriculum), using tweezers to manipulate objects. Holding pencils/ brushes beyond using a whole hand grasp. Teaching and modelling correct letter formation using a letter patter. Modelling and encouraging correct pencil grip. Encourage use of cutlery in the dining hall.</p>	<p><b>Autumn 2</b></p> <p>Fine motor activities to develop muscle tone and continue to build hand and finger strength. Beginning to build control and co-ordination over manipulatives e.g. cotton bud painting (and brushes for Art) pencil grip, chalk outside. Forming letters encouraging pencil pressure on paper within more structured activities, again using letter patter. Ensuring correct pencils for dominant hand. Cutting with scissors. Woodwork tools on tinkering table – hammers, golf tees, bolts, washers.</p>	<p><b>Spring 1</b></p> <p>Continuing to form letters with increasing accuracy. Plasticine, tweezers and small malleables for counting to support maths. Development of additional woodwork skills e.g. using a vice, sandpaper, hammer and nails. Using and handling tools safely and with increasing control. Tearing tape to join and create own models. Small construction materials e.g. duplo Using fine materials to create collages (linked with Art) and sticking paper on film.</p>	<p><b>Spring 2</b></p> <p>Ensure children are using a comfortable grip to hold their pencil effectively. Form recognisable letters which are mostly correctly formed. Holding small items and fastening buttons, closing zips with increasing independence. Plenty of opportunities to draw freely. Smaller construction materials e.g. lego Handling tools safely for cooking. Planting seeds, use spray bottles to water them, trowels. Printing (linked with Art)</p>	<p><b>Summer 1</b></p> <p>3D model making (linked with Art) pressing objects into clay. Activities to encourage cutting along a line with scissors. Activities to ensure correct pencil grip and formation of letters. Using one hand more consistently for fine motor tasks. Smaller construction materials e.g. Mobilo, k-K-nex, Clixi.</p>	<p><b>Summer 2</b></p> <p>Using fabric (linked with Art) sewing, cutting, threading. Cut along a curved line with scissors. Use more detailed and different mediums eg watercolours, oil pastels Begin to draw diagonal lines. Start to colour inside lines. Begin to draw pictures that are more recognisable. Woodwork development using saw. NB Ensure accuracy of letter formation and pencil grip before moving to y1.</p>

<p>Gross motor</p> <p>Ongoing check of children's fundamental movement skills; assess any gaps that will need to be developed throughout the term-repeat at the end of each unit.</p>	<p>Arena PE EYFS Fundamental movement skills 1 and Gym Fundamental Movement Skills 1-6</p> <p>Weekly visits to the woods eg climbing, den building Cooperation games eg parachute games. Helping individual children to develop good personal hygiene. Talk to the children about good oral health, handwashing and toileting. Imoves Use indoor gym equipment safely eg mats, ropes. Wild Tribe</p>	<p>Arena PE EYFS Fundamental Movement Skills 2 and dance 'under the sea' 1-6</p> <p>Use a range of wheeled resources for the children to balance/ sit or ride on or pull and push. Two wheeled balance and pedal bikes without stabilisers, scooters. Pushing prams and carts inside and outside. Tuff tray on the floor to strengthen core muscles. Imoves</p>	<p>Arena PE EYFS Gym Fundamental Movement Skills 7-12 and Games skills 1-6</p> <p>Wheelbarrows and gardening tools. Start multi skills groups in the mornings in the hall (NE) Change of speed and direction games. Crate play outside, Imagineering blocks Ball skills (follow PE plan) Set up stage inside and out – dance, movement Imoves Wild Tribe</p>	<p>Arena PE EYFS Dance Toys 1-6 and Athletics 1-6</p> <p>Wheelbarrows and gardening tools. Continue multi skills groups in the mornings in the hall (NE) Opportunities to spin, rock, tilt, fall, slide, bounce. Outside adventure playground area- monkey bars, A frames, show children how to use the climbing wall. Deconstructed role play area Construction inside and out Imoves</p>	<p>Arena PE EYFS Striking and Fielding, Tennis and Athletics 7-12</p> <p>Access to wide range of athletic equipment eg hurdles, foam javelin and shot put, running and obstacle practise for Sports day. Balls made from different materials, different sized balls, target games. Create own obstacle courses to go over/ under/ through. Start up daily mile again (ensure opportunities for the children to be highly active several times a day) Weekly visits to the beach to be considered Imoves Wild Tribe</p>	<p>Arena PE EYFS Games 7-12. Multi-skills and consolidation.</p> <p>Sports Day Fun Sports Practise race/ team games Wheeled bikes, scooters School wheels day Multi skills activities Imoves daily blasts Outdoor trim trail daily Ensure good posture when sitting at tables ready for Y1.</p>
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<p><b>Literacy</b></p>	<p>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).</p> <p>At Crowan, we follow a book-based curriculum from EYFS to Y6 (please see separate link) and also ensure that at least five books (non-fiction, fiction or poetry) a day are read to the children, either in discrete Literacy sessions or at regular points throughout the day, to ensure a broad word bank is built and a love of reading fostered.</p>					
<p><b>Comprehension – we aim for children to develop a passion for reading at Crowan!</b></p> <p>Our class will have a weekly visit to the library to borrow a fiction and non-fiction book each.</p> <p>Whilst books have been suggested as prompts with C&amp;L, we will also choose stories based upon children’s interests.</p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
	<p>Topic story books plus non-fiction books and poems related to themselves. Begin to introduce the children to the five key concepts of print-meaning, different purposes, reading English from left to right &amp; top to bottom, names of different parts of a book. Join in with rhymes and showing an interest in stories with repeated refrains. Author of the Term – Kes Gray explore Oi Frog collection and other rhyming books. Create cosy reading areas inside and outside. Ask children about their favourite books (link to home visits). Begin to sequence familiar stories using pictures to retell the story. Use recently introduced vocabulary when talking about stories, non-fiction, rhymes and poems.</p>	<p>Topic story books plus non-fiction books and poems related to traditional tales. Begin to talk about events and characters in stories that have been read by an adult. Answer simple questions about texts, begin to make predictions. Retell stories using Pie Corbett actions. Introduce story maps and edit these together and individually. Orally retell stories. Discuss simple story sequencing using the vocabulary of beginning, middle and end. Begin to blend sounds into words, so that the children can read short words made up of known letter – sound correspondences. Wide range of books in the classroom &amp; reading</p>	<p>Topic story books plus non-fiction books and poems related to animals. Retell stories through acting and role play. Gain an understanding of key characters, story settings and events and think about what may happen next. Encourage recording of stories through pictures, story maps, mark making. Explore Tales Toolkit strategy- character, setting, problem, solution when exploring books. Continue to build vocabulary bank and emphasise ‘wonderful words’ Read simple phrases and sentences made up of known letter – sound correspondences.</p>	<p>Topic story books plus non-fiction cookbooks and poems. Explore gardening books and leaflets – reading in other forms, not just books. Model how the children can show understanding of what they have read- ask questions and they ask each other questions too. World Book day. Re-read five a day books to keep increasing fluency, understanding, vocabulary and a love of books! Stage inside and out for show the new vocabulary they have learnt from stories – emphasis on speech. Explore stories from other cultures and traditions to accompany cooking.</p>	<p>Topic story books plus non-fiction books and poems related to people who help us. Use story language when acting out a narrative. Puppet theatre inside and out Put on a show using actions/ picture prompts as part of a group for the y1/2 children. Explain the main parts of a story- draw the characters/ event/ setting etc within a story map oral/ written accompaniment e.g labels/ captions.</p>	<p>Topic story books plus non-fiction books and poems related to the sea/ beach – explore new vocabulary from these sources. Explore the features of a non-fiction text and how these differ from those of a fiction book. Continue to use wide range of vocabulary. Story telling with new Y1/2 teacher and tell stories with prospective new Reception cohort too.</p>

		area added to half termly.				
Literacy - Word reading	Children will learn to say a sound for each letter of the alphabet plus at least ten digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
	Books to support Early phonological awareness:  Tanka, Tanka, Skunk Listen, listen Lullabyhullabaloo This is the Bear Choo, choo!	Introducing segmenting and blending:  Hop on Pop Cat on the Mat Red car, Red bus Duck in the Truck Room on the broom		Exploring the Alphabet:  Taking Away the A Once Upon an Alphabet Exotic Animals a to Z  Alternative spellings: The Snail and the Whale The Fly		
Phonics  Children will read daily to an adult, in addition to discrete whole class/ group phonics and reading sessions.	Phonic Sounds: Letters and Sounds (L&S) Phase 2 Reading: Initial sounds, oral blending, CVC words Common exception words	Phonic Sounds: L&S Phase 2 Reading: Blending CVC sounds, letter groups rhyming, alliteration, knowing that print is read from left to right. Common exception words Spotting diagraphs in words.	Phonic Sounds: L&S Phase 3 Reading digraphs Phase 3 CEW taught to date Phase 3 decodable words containing phonemes taught to date. Common exception words Internal blending of CVC words	Phonic Sounds: L&S Phase 3 Read some longer words made up of letter-sound correspondences Common exception words	Phonic Sounds: L&S Phase 4 Internal blending Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Common exception words	Phonic Sounds: L&S Phase 4 Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Common exception words
Literacy  Writing	Within writing, we intend to give the children progressive, meaningful experiences by providing a range of mark making mediums throughout the classroom and outdoor area. This includes a variety of tools such as pens, chalks, oil pastels, crayons, charcoal etc to allow children opportunities to experiment with creating thick/ thin lines, curled, zig zag or straight patterns, using chalk and natural materials to mark make outside. Children will learn how to form each letter as the sounds are taught using a letter patter. They will practise writing their names regularly and will be given opportunities for using a range of writing stimulus e.g. through making lists, labels, writing letters and using envelopes, writing postcards, recipes, cards and invitations. Each child also has their own jotter with their photograph on the front to encourage free drawing and mark making throughout the year. More so, we ensure that there are a range of table and chair arrangements in the classroom so that every child can sit comfortably at a table which supports their forearms and ensures their feet can be placed flat on the floor.  Some teacher led writing activities will be linked to our book-based curriculum.					

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing continued	<p>Encourage the children to give meaning to the marks they make – talk about them with the children. Begin to copy some letters from their name and practise name writing regularly.</p> <p>Hand out jotters and explain to the children these are for them to draw freely.</p> <p>Begin structured activities within phonics/ writing sessions to guide the children with what to copy/ draw/ write.</p> <p>Show children how to form letters correctly when teaching corresponding phonemes and graphemes. Teach letter patten whilst doing so that children can form letters correctly and with fluency.</p> <p>Begin to hear and say the initial sounds within words (eg rhyming words to link with booked based curriculum) and continue a rhyming string.</p> <p>Begin to use a dominant hand and ensure correct pencil is used to support this.</p>	<p>Emphasis on correct pencil grip to form letters as they are being taught – continue use of letter patten.</p> <p>Hear and say the initial sound in words and attempt to write it independently.</p> <p>Write lists and labels. Segment sounds in CVC words (by counting each sound on fingers) and attempt to write them independently.</p> <p>Draw own story maps and talk about their drawings/ mark making. Practise writing exception words as they are taught by identifying the bit that is tricky to spell.</p> <p>Letter writing stimulus. Ensure security with name writing.</p> <p>The Little Red Hen (journey story)</p> <p>The Jolly Postman and Jolly Christmas Postman (letters and letter writing)</p> <p>Farmer Duck</p>	<p>Continue to ensure correct letter formation.</p> <p>Attempt to write a simple caption.</p> <p>What could we say/ write inside a speech bubble?</p> <p>Ensure children ‘talk’ what they want to write first (refer to Pie Corbett Talk for writing)</p> <p>Spell L&amp;S phase 2 tricky words</p> <p>Keep modelling how to read and re-read their own writing to check it makes sense.</p> <p>Sequence and label simple life cycles and simple animal names eg dog, pig using sounds already taught.</p> <p>Owl babies (tale of fear)</p> <p>The Sleepy Bumblebee (cumulative) labels and captions</p> <p>Mini beasts (animal fact file, compare two animals)</p>	<p>Cookbook/ instructional texts stimulus</p> <p>Simple description of recipes taught using known sounds and common exception words that the children can now spell.</p> <p>Encourage spaces between words and demonstrate to the children why this is important.</p> <p>Begin to write two syllable words and simple sentences, character descriptions.</p> <p>Order the Easter story.</p> <p>My first Cookbook</p> <p>Children’s cookbook</p> <p>Handa’s Surprise</p> <p>Jack and the Beanstalk (retell parts of the story/ repeated refrains)</p> <p>The Very Hungry Caterpillar (cumulative, adjectives)</p> <p>Healthy eating</p> <p>Menus</p> <p>Shopping lists- writing for a purpose</p> <p>Growing a bean diary</p> <p>Writing a recipe</p>	<p>Model how to write a narrative using story maps/ Tales Toolkit.</p> <p>Model writing a recount following a trip/ having a visitor in.</p> <p>Spell L&amp;S tricky words and common exception words.</p> <p>Segment and spell words containing adjacent consonants.</p> <p>Encourage correct letter formation, including capital letters.</p> <p>Encourage phonetically plausible attempts at spelling unknown words- which strategies could we use?</p> <p>Continue to model how to say a sentence aloud before writing it to ensure memorisation and clarity of what they’d like to write.</p> <p>Whatever Next (description, journey story)</p> <p>Innovation of familiar stories</p>	<p>Poetry and rhyme stimulus linked to the seaside – how does the structure of a poem differ from the narratives we wrote previously?</p> <p>Ensure correct letter formation before moving to y1.</p> <p>Write a sentence/s with a full stop and finger spaces.</p> <p>Ensure emerging awareness of capital letters e.g. for names, start of sentences.</p> <p>Spelling of phase 4 tricky words.</p> <p>Recounts of holidays</p> <p>Class acrostic poem</p> <p>Writing postcards/ diaries</p> <p>Big Blue Whale (information text, writing facts, non-fiction)</p> <p>Rainbow Fish (character descriptions)</p> <p>Use familiar texts as a model for own stories.</p>

	<p>Texts as stimulus (alongside book-based curriculum):</p> <p>Nursery rhymes (label characters)</p> <p>Giraffes can't dance (wishing tale create I wish, link with PSED)</p> <p>Oi Frog series (continue rhyming string)</p>	<p>The Three Billy Goats Gruff (defeat the monster)</p> <p>Cinderella and traditional tales</p>				
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<p><b>Mathematics</b></p> <p>Number &amp; Numerical Patterns</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>White Rose Scheme of learning</p>	<p><b>Autumn 1</b></p> <p><b>Getting to know you</b> counting throughout the day, positional language, provision inside and out.</p> <p><b>Just Like Me</b> Matching, sorting, comparing amounts, comparing size, mass and capacity, simple patterns</p> <p>Baseline Assessment</p>	<p><b>Autumn 2</b></p> <p><b>It's Me 123!</b> Representing 1,2,3. Comparing 1-3, composition of 1-3, circles and triangles, spatial awareness, positional language</p> <p><b>Light &amp; Dark</b> Four, five, one more, one less, shapes with four sides, night and day</p>	<p><b>Spring 1</b></p> <p><b>Alive in 5!</b> Introducing zero, comparing numbers to 5, composition of 4&amp;5, compare mass and capacity</p> <p><b>Growing 6,7,8</b> 6,7,8, making pairs, combining two groups, length and height, time</p>	<p><b>Spring 2</b></p> <p><b>Building 9 and 10</b> 9 and 10, comparing numbers to 10, bonds to 10, 3D shapes, patterns</p> <p><b>Consolidation of previous learning</b></p>	<p><b>Summer 1</b></p> <p><b>Superhero to 20 and beyond</b> Building numbers beyond 10, counting patterns beyond 10, spatial reasoning</p> <p><b>First then Now</b> Adding more, taking away, spatial reasoning</p>	<p><b>Summer 2</b></p> <p><b>Find my pattern</b> Doubling, sharing &amp; grouping, odd and even</p> <p><b>On the Move</b> Deepening understanding. Patterns and relationships, spatial reasoning</p> <p>End of Year assessments</p>
<p>Books to support Mathematical learning</p>	<p>A place for Zero Remainder of One Counting Creatures The Bear in the Cave Seaweed Soup Peace at Last The button Box Duck in the Truck Dear Zoo A New House for Mouse Mr Big</p>	<p>123 at the zoo I'm Number One One Bear at Bedtime The Little Bear &amp; the Wish Fish Number Farm Circle/ Triangle The Little Firefighters Round is the Moon Cake Rosie's Walk Mrs Wishy Washy Me on A Map Each Peach Pear Plum Witches Four Bear in a Square Fox in the Dark</p>	<p>None the Number Zero is the Leaves on the Tree A Squash and a Squeeze Room on the Broom I Spy Numbers Who Sank the Boat Balancing Act A Beach for Albert The Ugly Five The Blue Balloon Anno's Counting Book Six Dinner Sid Sidney the Silly Only Eats Six Simon's Sock Pairs! In the Garden</p>	<p>How do Dinosaurs Count to 10? One Gorilla Mouse Count Nine Naughty Kittens Feast for 10 Cockatoos Mr Magnolia Ten Black Dots The Napping House Engines Engines Mouse Shapes Changes Changes Pattern Bugs Busy Busy Busy Pattern Fish</p>	<p>Jack the Builder One Moose, 20 Mice One to 10 and Back Again A Dozen Ducklings Lost and Found Which is Round? Which is Bigger? 1 is a Snail, 10 is a Crab 1 is One The real Princess 10 on a train 20 Big trucks in the Middle of the Street Snail Trail: A Journey Through Modern Art Which One Doesn't Belong</p>	<p>This is the Story of Alison Hubble Two of Everything Double Dave Double the Ducks The doorbell Rang The Gingerbread Man Bean Thirteen One Hungry Cat Ness the Nurse One Odd Day Pete the Cat and the Missing Cupcakes Mr Grumpy's Outing Billy's Bucket How Many Legs The Secret Path If I Built a House</p>

		Day Monkey, Night Monkey The Dark, Dark Tale	The Giraffe who got a Knot Mr Wolf's Week			In Every House on Every Street
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<b>Understanding the World</b>	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>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
People, Cultures and Communities  RE Cornwall Agreed Syllabus Understanding Christianity and Additional Units	<b>Being Special – where do we belong?</b>  Who do we care about? How do we show love/ know I am loved? What happens in a Christian infant baptism? (Visit to the church) How are babies welcomed into a religion other than Christianity? Children identify their family members and describe people who are familiar to them, look at photos, create 'All about Me' Floor book.	<b>Incarnation- Why do Christians perform Nativity plays at Christmas?</b>  What special stories about Jesus are in the Bible? Why do Christians celebrate Jesus' birthday and what happens at a traditional Christian festival? (Christmas) What makes every single person unique and precious? Retell religious stories, making connections	<b>What times/ stories are special and why?</b>  Talk about favourite stories and reasons for these being so. Which stories are special to Christians and other faiths? Identify sacred texts e.g. Bible, Torah. Which stories tell us about how we should behave towards others (eg Jesus' story of the ten lepers/ Cahunkah standing up for what is right)?	<b>Salvation- why do Christians put a cross in and Easter garden?</b>  Say why Easter is a special time for Christians. Recognise some symbols that Christians use during Holy week e.g. palm leaves, cross. Why do we have eggs at Easter?	<b>God/ Creation – why is the word 'God' so important to Christians?</b>  What does the word 'God' mean? What do the children think God looks like? What is amazing about the world? What is the story that Christians and Jews use to think about the Creator?	<b>What places are special and why?</b>  Talk about somewhere that is special to themselves and why. Where do you feel happy and why? Special places for believers to go – which things are special in a place of worship? Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.

	<p>Draw similarities and make comparisons between their own family and others. Share scrap books made over the Summer. Read books about families. Who is in our community? Open the book visitors into school. Harvest service at the church.</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>with personal experiences. Rev Rosheen into school and visit to the church to see the Nativity tableaux and Carol Concert.</p> <p>Diwali – story of Rama and Sita, make lamps, sweets, Rangoli patterns Hanukkah Christmas- make mince pies and explain why they used to be oval!</p>	<p>Chinese New Year Ephiphany Shrove Tuesday/ Ash Wednesday St David’s Day St Piran’s day Shivaratri</p>	<p>Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Eid Shavout St George’s Day</p>	<p>Visit a place of worship other than a church. Which other buildings are important in our community?</p> <p>Summer Solstice Praze Fair Show</p>
Past and Present	<p>Find their way around the school- how has this changed over time? Show old photos of the school, old letter and trophies in the cabinets – recognise that these things happened before they were born. Discuss many of their parents coming to this school! Birthdays and past birthdays</p>	<p>Talk about Christmas and what they have done with their families to celebrate in the past. How did Christmas used to be celebrated and how is it celebrated around the world? Explore stories of Christmas around the world. Share different culture versions of famous traditional tales- when were these written? What is the same? What is different?</p>	<p>Place events from stories in chronological order. Puffins Greta Thunburg book- what is her message and why? How do living things grow and change over time?</p>	<p>Foods from the past. Relatives’ favourite recipes. Grandparents in to cook with us (coincide with Grandparents day). Farming in the past and now- Tractor Ted. Helston Museum visit to see old machinery.</p>	<p>Investigating structures- read Rosie Revere Engineer and Iggy Peck architect books. How/ when were our houses made? How features of the local environment have changed. Significant people in space (events that happened before they were born).</p>	<p>Talk about holidays the children may have been on. Explore places in the world which contrast with where we live- virtual link to Egypt. How are the children’s lives there different/ the same in how they travel to school, lunches, where they live? Magic Grandad - Seaside in the past.</p>
The Natural World	<p>Start weekly trips to the woods. Change of seasons. Familiarise themselves with the school-Inside/ outside areas. Describe what they can hear/ feel/ see outside.</p>	<p>Night and day Light and dark – shadow puppets Winter changes Links with The Jolly Postman and Jolly Christmas Postman. Show aerial maps of the</p>	<p>Build bug hotels. Ice melting Name and draw pictures of animals after observing closely. How do animals behave differently as the seasons change?</p>	<p>What happens at the beginning of Spring? New life. Egg drop experiment. Name familiar plants and draw pictures of them after observing</p>	<p>How does the world around us change as we enter Summer? Talk about wonders of the natural world. Shadows. Recycling – who helps us to keep our</p>	<p>Build boats that float. Explore floating/ sinking Metallic/ non-metallic objects Sing songs and join in with rhymes about the seas and natural world. Maritime Museum visit.</p>

	<p>Wild tribe days and outdoor learning. Magnets.</p>	<p>school and surrounding- what do we notice? Walk around the village, plot simple map of the walk and immediate environment. Beach clean – caring for the natural world around us. Make bird feeders. Winter Woods Rogue Theatre visit.</p>	<p>Visit to Trevigles Farm Explore seasonal and weather changes. Nocturnal and diurnal animals. Which animals hibernate and why? Compare jungle animals to those observed on the farm – trip to the zoo.  The Week Science and Nature magazines</p>	<p>closely/ plot their growth. Encourage use of terminology ‘I see’ I think’ I wonder’. Make grass heads. Make individual Easter gardens. Celery stalk experiment to show function of roots.  The Week Science and Nature magazines</p>	<p>environment clean and tidy and what can we do to help? Beach visit and clean. RNLI visit Foods from around the world, where do these grow? Food workshop at the Eden Project/ visitor into school.</p>	<p>Explore excerpts from David Attenborough documentaries and National Geographic. (Bring in National Geographic for kids magazines) Contrasting environments. Beach visit again- what can we find in the rock pools?</p>
<p>Books to support Understanding the World</p>	<p>The Seasons Forest Fun Say Hi to Hedgehogs Bear’s Winter The Squirrels Busy Year The Tree that’s Meant To Be Pumpkin Soup We Gather Together Leaf Man The Scarecrow’s Wedding The Very Helpful Hedgehog The Crayons Christmas Tree- seasons Come and go Traction Man</p>		<p>Do you Love Bugs? Caterpillar and Bean Tadpole to Frog Wonderful World of Weather The Boy who loved everybody A Seed is Sleepy It starts with a seed We build our homes The Extraordinary Gardener Small in the City The Street Beneath my Feet An Egg is Quiet Superworm Snail Trail The Magic Porridge Pot Anasi and the Pot of Beans</p>		<p>Rosie Revere and friends Astro Girl My World, your world Here We Are Shine Hats of Faith Oceans Incredible rainforests Octopus Shocktopus Zim Zam Zoom Marvellous Machines The Great Explorer Little People, Big Dreams Ernest Shackleton A Story About Afiya Nimesh The Adventurer Clean up The Last Tree Somebody Swallowed Stanley</p>	

<p><b>Expressive Arts and Design</b></p>	<p>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.</p> <p>At Crowan, we intend to give children an insight into new musical worlds by inviting musicians in to play music to children and talk about it, alongside dance and drama specialists as part of our ongoing MADE (Music, Dance and drama Education) project. We will encourage the children to listen attentively to music and stories using our listening station in the classroom. We enjoy using and making our own musical instruments both inside and outside of the classroom.</p>					
<p>Art Scottish Borders Scheme of work – all work created weekly will be displayed on a wall in the corridor for the school and parents to enjoy, then be photographed for a portfolio before being sent home.</p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
	<p><b>Drawing</b></p> <p>Make lines Create observation and fantasy drawing using line skills.</p>	<p><b>Painting</b></p> <p>Mix secondary colours. Controlling shape with brushes, creating pictures.</p>	<p><b>Collage</b></p> <p>Develop knowledge of colour and texture. Draw round templates, fold and cut simple shapes &amp; create a design with them. Use textured fabric and paper shapes in pictures.</p>	<p><b>Printing</b></p> <p>Develop knowledge of shape &amp; pattern. Use finger, card and transfer printing. Manipulate simple shapes &amp; limited colours to produce clear prints in an imaginative manner. Make repeated patterns &amp; understand the idea of symmetrical pattern.</p>	<p><b>3D</b></p> <p>Develop an understanding of shape &amp; form using a variety of 3D materials. Make simple shapes &amp; press these into clay to create texture. Cover boxes with paper to create patterns Build a group sculpture which stands (Barbara Hepworth museum)</p>	<p><b>Fabric</b></p> <p>Develop an understanding of texture &amp; skills in sewing &amp; weaving. Identify different textures, patterns &amp; understand patchwork. Use glue efficiently. Manage in/out sewing &amp; weaving techniques.</p>

<p>Children will have lots of opportunities to learn and perform songs or rhymes daily in class. These may be linked to our topic or the children's interests.</p>	<p>Join in with songs; begin to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realize creative ideas. Stages inside and out. Masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats  Listen to music and make their own dances in response.  Castle models  Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems  The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.  Role Play parties and Celebrations Role-play of The Nativity</p>	<p>Rousseau's Tiger / animal prints. Designing homes for hibernating animals.  Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.  Making lanterns, Chinese writing, puppet making, Chinese music and composition  Shadow Puppets Continue to teach the children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours  Children will explore ways to protect the growing of plants by designing scarecrows.  Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers  Mother's Day crafts Easter crafts  Home Corner role play  Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.  Learn a traditional African song and dance and perform it. Encourage children to create their own music. Junk modelling, houses, bridges, boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories. Creating outer space pictures. Provide children with a range of materials for children to construct. Deconstructed role-play.</p>	<p>Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish-weaving tentacles Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts</p>
<p>Links to DT rolling programme (this is a general idea and may change regularly to suit the children's interests)</p>	<p>Construct with a purpose- what tools and ingredients do I need?  Bake and ice a Christmas cake</p>	<p>Collecting, assembling and combining materials  What are the best materials to use?  What do I need to join them together?  Make a money box/ jam jar butterfly/ mini beast scene</p>	<p>Explore and use different fabrics Which fabrics are easy to cut? Which are waterproof? Make a blanket for a teddy or parachute for a small toy.</p>			
<p>Books linked to Expressive Arts and Design</p>	<p>The Pencil Luna Loves Art Little Blue and Little Yellow</p>	<p>'I Spy' series It's not a box Beautiful Oops</p>	<p>Mix It Up The Dot Vincent's Starry Night</p>			

		Inspired by Gustav Klimt	
	Our Art scheme of work also lists artists' work to accompany termly blocks of lessons.		