

Reception and Year One Year Plan

	Autumn		Spring		Summer	
Topic	Growing and changing	Past and Present	What a wonderful world	Let's Explore	Whatever the Weather	Amazing Animals
Super start	All about me box	Visitor – Blast from the past (Y1) Share photos of our parents from the past (R)	Locality walks	Careers day	Trip to the beach	Visitor
	Grammarsuarus Topic 2 <sup>nd</sup> half	T4W 1 <sup>st</sup>  Topic 2 <sup>nd</sup>	T4W 1 <sup>st</sup>  Topic 2 <sup>nd</sup>	T4W 1 <sup>st</sup>  Topic 2 <sup>nd</sup>	T4W 1 <sup>st</sup>  Topic 2 <sup>nd</sup>	T4W 1 <sup>st</sup>  Topic 2 <sup>nd</sup>
Key subject focus:	Science / Understanding the World Tree and seasons (plants)	History/ Understanding the World Technology (changes within living memory)	Geography/ Understanding the World  Norway will cover seas	History/ Understanding the World  Significant people – Famous explorers  (Joseph Treffry)	Geography/ Understanding the World  Weather and climate	Science/ Understanding the World Materials/Animals  Mouse House by John Burningham
Possible links to sustainability and climate change	How to care for the environment  Book: The Lorax Dr Seuss  Year 1 – RE creation- look at how we look after the planet.		Litter pick around the community.  The Crayons love our planet by Drew Daywalt and Oliver Jeffers	Growing – Grow our own plants, fruit and vegetables.  The little gardener by Emily Hughes	Geography/ Understanding the World focus on climate- how we look after our world.	Keeping animal habitats safe.  Look at sea animals and impact of waste.  Book: Clean up Nathan Bryon.

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Trips	Heligan	Visitor: Blast from the past	Locality walks	Reception: Bridges  KS1: Wheal Martyn	Trip to beach	Visitor: Animal visit
Enquiry question:	How do plants grow?	How has technology changed our lives?	What are the similarities and differences between my local area and Norway?	How have explorers changed our world?	How does the weather change?	Where do different animals live?
Core Text - Reading	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..  In my heart Owl babies Super worm Funny Bones	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..  Who's been eating my porridge? Stick Man	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..  Sharing a Shell	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..  The tiny seed Titch	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..  Supertato	Class Vote- Democracy (British Values) from Book Spine or linked texts by same author etc..  Handa's Surprise Town Mouse and Country Mouse
Core text – talk for writing and topic	Grammarsaurus (Y1)  Fine motor focus and letter formation (R)	Grammarsuarus (Y1)  The Gingerbread man (R and 1)	Lost and Found (R and 1)	The Three Billy goats gruff (Y1/R)	The Enormous Turnip (R/1)	Goldilocks and the three bears (Y1/R)
WOW Write	Name writing All about me - description	Letter writing  Letter	Poetry- seasons. Poetry-seasons	Story  Story	Recount of trip Recount of trip	This year my best bits  This year my best bits
Personal, social and emotional development	<p align="center"><b>Personal, Social and Emotional Development</b> <b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>					

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	<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p style="text-align: center;"><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p style="text-align: center;"><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>					
Personal, social and emotional development	Talking about our school rules. Use behaviour rainbow and explain the steps. Reinforcing positive behaviour.	Discussions about other cultures and traditions. Talking about their choice. Plan, do, review in ECP activities. Co-operative play and problem solving together.	Reinforcing the rules after holidays. Speaking and listening games to support children to respond to what others are saying. Speaking to adults about their wants and talking in small groups and class situations.	Understand and ask different questions. Hot seating linked to Literacy. Playing together cooperatively and taking turns with others. Confident to try different activities and say why they like certain activities.	Talk about feelings. Link to what it feels like after you have exercised. Follow rules. Maintain control of my feelings. Achieve different outcomes without adult support. Adapt to changes in routine. Confident to speak in a small group.	Responding to people in a friendly way. Maintain control of feelings – Talk about different opinions we have. Adapting to change in routine – Linked to transition and other events that happen in this half term.
PSHE – Scarf	<b>Me and My Relationships</b> -Why we have classroom rules. -All about me.	<b>Keeping myself safe</b> -What's safe to go into my body	<b>Valuing difference</b> -It's not fair! -Who are our special people?	<b>Rights and Respect</b> - I can eat a rainbow -Eat well	<b>Being my Best</b> -Taking care of something. -Harold has a bad day.	<b>Growing and Changing</b> -Healthy me -Then and now -Life stages – plants/animals/humans

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	-What makes me special? -Thinking about feelings. -Me and my special people. -Who can help me. -Feelings and bodies.	(including medicine). -Super sleep -safe indoors and outdoors. -Who can help -What could Harold do? -Harold loses Geoffrey -Listening to my feelings.	-Our special people balloons. -Same or different. -Unkind, tease or bully. -Harold's school rules	-Harold learns to ride his bike -Yes, I can! -Harold's wash and brush up. -Catch it! Bin it! Kill it!	-Around and about the school. -Basic first aid. -Harold's money. -How should we look after our money.	-Taking care of a baby -RSE <a href="#">Where do babies come from?/Who can help?</a> <a href="#">Getting bigger/</a> <a href="#">- Surprises and secrets</a> <a href="#">-Me and my body- girls and boys/-Keeping privates private.</a>
<b>Communication and Language</b>	<p style="text-align: center;"><b>Communication and Language</b> <b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>					
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary	Listen and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact	Use new vocabulary through the day. Ask questions to find out more and to check they understand. Use talk to help work out problems	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Listen attentively and respond to what they hear with relevant questions, comments and actions	Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer

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	<p>through the day. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>repetition and some in their own words. Learn rhymes, poems and songs. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>WellComm</p>	<p>and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in non-fiction books. Engage in story times.</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Engage in story times. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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	WellComm					
<b>Physical Development:</b>	<p align="center"><b>Physical Development Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p align="center"><b>Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>					
<b>Fine motor</b>	<p>Fine motor activities to support holding a pencil correctly. Handwriting pattern. Correct letter formation.</p> <p>Dough Disco</p>	<p>Fine motor activities to support holding a pencil correctly. Handwriting pattern. Correct letter formation. Holding a pencil correctly.</p> <p>Dough Disco</p>	<p>Holding a pencil correctly. Forming letters correctly.</p> <p>Pen Disco</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing.</p> <p>Pen Disco</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing.</p> <p>Pen Disco</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Pen Disco</p>

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<b>Gross Motor</b> <b>Reception and</b> <b>Year one</b>	Invasion games  Key values: Curiosity Imagination Reflection	Gymnastics  Key values: Curiosity Imagination Reflection	Dance  Key values: Gratitude Empathy Respect	Net and Wall  Key values: Gratitude Empathy Respect	Striking and fielding  Key values: Self-belief Honesty Courage	Athletics  Key values: Self-belief Honesty Courage
Reading/ phonics	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)					
Literacy	<p style="text-align: center;"><b>Literacy</b> <b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p style="text-align: center;"><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
Reception: Literacy: (Comprehension, Word reading, writing)	Writing: Fine motor activities. Name writing focus. Letter formation-	Writing: History description – comparisons from the past list of differences.	Writing: Locality description – Talk and write about our environment. Draw and label map. Write about where we live.	Writing: Character descriptions. Write a simple story linked to The Three Billy Goats Gruff.	Writing: Recount of our school trip  Make a poster on how to look after the beach.	Writing: Instruction writing on how to build a home for an animal.  Character descriptions.

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	<p>forming letters correctly. Labelling parts of a plant.</p> <p>Word reading: Reading individual letters (RWI phonics).</p>	<p>Retelling story and talking about events in focussed story - The Gingerbread Man. Complete roll on the wall.</p> <p>Poetry – Remembrance Day – write a simple poem. Continue a rhyming string Captions and name writing.</p> <p>Writing a letter to Father Christmas.</p>	<p>Character descriptions. Write a simple phrase from parts of the lost and found story. Retell a story with confidence. Sequence a story.</p>	<p>Retell a story with confidence. Sequence a story.</p> <p>Write instruction on how to build a bridge.</p>	<p>Character descriptions. Write a part of The Enormous Turnip story. Retell a story with confidence. Sequence a story.</p>	<p>Write a part of Goldilocks and the three bears. Retell a story with confidence. Sequence a story.</p> <p>Link to transition write a letter to your new teacher.</p> <p>Write a fact file about an animal they have learnt about.</p>
Year 1. Literacy	<p><b>Non-fiction:</b> Explanation on how to look after your garden. (Grammarsaurus modelled text)</p>	<p>Character Description</p> <p>Remembrance Poem</p> <p>Non-fiction Comparison text about technology now and technology in the past.</p>	<p>Setting description</p> <p>Non-fiction: Geography non-chronological report on contrasting environment. Norway</p>	<p>Narrative invention Non-fiction: Fact file about a significant individual; history fact file on significant person from the past.</p>	<p>Non-fiction: Leaflet on climate change.</p>	<p>Non-Fiction: Instruction text- how to build an animal home.</p>
Mathematics	<p style="text-align: center;"><b>Mathematics Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul>					



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	<ul style="list-style-type: none"> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p style="text-align: center;"><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
Mathematics: Reception	<p>Recognise numerals to 5. Count objects to 5. Find a total of two groups by counting up to a total of 5. Compare two groups of objects saying when they have the same number. Subitise numbers to 5. Compare length, weight and capacity. Explore, continue and create patterns.</p>	<p>Count forwards and backwards to 10. Count objects, actions and sounds. Link the number symbol with its cardinal value. Understand one more and one less than relationship between consecutive numbers. Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p>	<p>Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Compare numbers. Explore composition of numbers to 10. Compare length, weight and capacity. Explore, compare height, length and time.</p>	<p>Explore, compare height, length and time. Understand one more and one less than relationship between consecutive numbers. Explore composition of numbers to 10. Automatically recall the number bonds for numbers 0-10. Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p>	<p>Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

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				Explore 2D and 3D shapes.	when one quantity is greater than, less than or the same as the other quantity.	
Mathematics Year One	Number: place value (within 10) Number: addition and subtraction	Number: addition and subtraction Geometry: shape	Number: place value within 20. Number: Addition and subtraction	Number: place value within 50. Measurement: Length and Height Measurement: mass and volume	Number: multiplication and division (including multiples of 2, 5 and 10) Number: fractions Geometry: position and direction	Number: place value (within 100) Measurement: money Measurement: time
Understanding of the World.	<p style="text-align: center;"><b>Understanding of the world Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p style="text-align: center;"><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>					

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	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
Understanding of the World.	<p>Children will explore the natural world around them. Recognise some environments that are different to the one in which they live. All about me boxes to share with others. Explore the natural world around them, making observations and drawing pictures of plants. Talk about members of their immediate family.</p>	<p>Children will explore the natural world around them. Talk about members of their immediate family. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children will explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Understand that some places are special to members of their community. Locality walk to look at types of housing. Children will be able draw information from a simple map.</p>	<p>Children will explore the natural world around them. Talk about members of their community (people who have links to our school historically) Comment on images of familiar situations in the past. Children will explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Children will explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Children will explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals. Discussing animal habitats and where they are in the world (cold and hot parts of the world)</p>

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Science	<p>Plants – observing closely using simple equipment, identifying how different plants live in different climates. Investigate how plants that grow vary around the world to answer the question: How do plants grow?</p> <p>I know what plants need in order to grow and stay healthy (water, light and</p>					<p>Identify a range of animals in different habitats, learn what habitats provide for animals. Find out about animal food chains. Investigate living things and their habitats. Lifecycles of humans and animals.</p> <p>Materials- Using materials for a purpose. Children to create a home for an animal. - I identify and name a range of materials including wood, plastic, metal, glass, brick, rock, paper and cardboard - I know why a material might or might not be used for a specific job .</p>

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	<p>suitable temperature)</p> <p>Look at trees and know the difference between evergreen and deciduous trees. I can name the common parts of plants and trees</p>					
History		<p>Events beyond living memory – How technology has changed over the last 60 years. Remembrance</p>		<p>Life of a significant individual in the past that have contributed to national and international achievement. - focusing on famous explorers. Significant historical people in our own locality linked to exploration?</p>		.
Geography- Year One	<p>I observe and know about the change in the seasons.</p> <p>I name the seasons and know about the type of weather in each season</p>					
			<p>Draw simple maps – eg how to get to the school field, how to get to the park – locality walk.</p>			<p>Name and locate countries and capital cities of UK and surrounding seas</p>

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			<p>Locating Cornwall within England and surrounding seas</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (English channel, Atlantic ocean.) (topic focus: England and seas around Cornwall/where we live).</p>			<p><b>Locality study</b></p> <p>Study a contrasting environment in the UK and compare to our own locality.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. (English channel, Atlantic ocean, North Sea</p>
Computing – Rec	Busy Bodies	Awesome Autumn	Super Space	Spring time	Summer Fun	Boats Ahoy
Computing -Year One	<p>Computer systems and Networks + ongoing Digital Literacy</p> <p>I can identify the major parts of digital devices (e.g. keyboard, screen, power, batteries,</p>	<p>Making Music + ongoing Digital Literacy</p> <p>I can create and adjust audio using digital technology</p>	<p>Click &amp; Go: Scratch Jr.</p> <p>+ ongoing Digital Literacy</p> <p>I can create and run a program (an algorithm or multiple algorithms that can be understood by a computer)</p>	<p>Digital Writing</p> <p>I can choose letters on a keyboard to create words</p> <p>I can save and retrieve work that I have produced (including auto-save)</p>	<p>Robot Algorithms + ongoing Digital Literacy</p> <p>I can predict the behaviour of simple programs</p> <p>I can create and run a program</p> <p>I can debug within a simple program</p>	<p>Pictograms + ongoing Digital Literacy</p> <p>I can enter data into a computer system</p> <p>I can use a computer to present data</p> <p>I can find answers to questions by looking at data</p>

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	touchscreen)  I can identify information technology in the school, home, and beyond.		I can debug within a simple program			
Online Safety – Reception	Self-image and identity Online Relationships	Online reputation	Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and security Copywrite and ownership
Online Safety – Year One	Self-image and identity	Online Reputation	Online Bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and security Copywrite and ownership
Expressive Arts and Design	<p style="text-align: center;"><b>Expressive Arts and Design</b> <b>Creating Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p style="text-align: center;"><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music	Develop storylines in pretend play. Explore and engage in music making and dance, performing solo and in groups. Safely use and	Share their creations, explaining the process they have used. Make use of props and materials when role playing	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills.

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	Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	making and dance, performing solo and in groups. Create collaboratively sharing ideas, resources and skills.	explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.	Create collaboratively sharing ideas, resources and skills.	
<b>Art: Year 1 &amp; Reception</b>	<b>Art</b> - Self portraits  <b>Artist:</b> Vincent Van Gogh  Primary Colours Secondary colours Tinting Shading		<b>Art</b> – Sculptures <b>Artist:</b> Alberto Giacometti or Denis Mitchell		<b>Art</b> – Nature art  <b>Artist:</b> Richard Shilling  Colour pattern texture line shape	<b>Art</b> - Dot Art – link to animals  <b>Artist:</b> Yayoi Kusama Water colours Colour wheel Primary and secondary colours texture
<b>DT: Year 1 &amp; Reception</b>		<b>Textiles</b> – make a pouch for a phone	<b>Food Technology</b> –make a Cornish Pasty – Aspens?	<b>Wheels and Axles</b> – Making a		



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		<b>Creator/Designer:</b> Jasper conran	<b>Creator/Designer:</b> Pierre Hermé	vehicle for an explorer.  <b>Creator/Designer:</b> Beautrice Shilling		
<b>Music: Year 1 &amp; Reception</b>	<b>Sing Up Reception- Cycle A</b>  I've got a grumpy face - 3 lessons  The sorcerer's apprentice - 3 lessons	<b>Christmas Nativity Musical Production</b>	<b>Storytelling through music- Anna Minear</b>  <b>Sing Up Reception- Cycle A</b> Row, row, row your boat - 3 lessons  Bird spotting: Cuckoo polka - 3 lessons	<b>Storytelling through music- Anna Minear</b>  <b>Sing Up Reception- Cycle A</b> Shake my sillies out - 3 lessons  Up and down - 3 lessons	<b>Sing Up Reception- Cycle A</b>  Five fine bumble bees - 3 lessons  Down there under the sea - 3 lessons	<b>Sing Up Reception- Cycle A</b>  It's oh so quiet - 3 lessons  End of School Graduation Assembly songs- performance singing
RE: Reception	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
RE – Year One	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?

## Reception and Year One Year Plan

Other events						
Outdoor learning: Year 1 & Reception	Visit to Heligan Explore the gardens and take photographs to reflect on in later science learning.	Team building games- Moving through the hula hoop. Keeping a balloon up in the air.	Locality walks (up the mount, back along St.Mary's Road) -Walk to the park. (Print off OS maps of area, afterwards ask children to trace the walk on the map.) -Link OS map to Google Earth maps.	Plants seed in the large planter in the EYFS garden. Explore our own environment looking for minibeasts and for creatures in our school outdoors.	Transient Art; Par beach. -Create transient images in our school environment.	Children to create animals habitats using a range of materials.