

Mullion Primary School – EYFS Progression Map.

We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Our curriculum is based on carefully sequenced learning - a progression model where children build upon previous learning. We plan for progress in all subjects and assess pupil progress in core subjects. We follow The Early Years Foundation Stage Curriculum and The National Curriculum We place a strong emphasis on securing the basic skills of reading, writing and mathematics in every year group.

Intent:

- At Mullion Primary School we offer a broad and balanced education that meets the needs of the children in our community.
- We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a love of learning.
- It is our intent:
 - that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people.
 - that children are confident and independent, they believe in themselves and interact positively with others.
 - that children are nurturing compassionate individuals who recognise their responsibility to contribute to a globalised society.
 - that children have high aspirations for themselves and become the best that they can be.

Implementation:

At Mullion Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

The Curriculum design at Mullion Primary is based on evidence from cognitive science; three main principles underpin it,

- 1) Learning is most effective with spaced repetition.
- 2) Interleaving helps pupils to discriminate between topics and long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key to children feeling safe and secure at school which creates the foundations for learning. We recognise the crucial role that early year's education has to play in providing these firm foundations upon which the rest of a child's education is successfully based.

Teaching and learning:

- The curriculum is enriched with classroom enhancements, trips and visitors.
- Teaching is supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development.
- All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.
- Each topic begins with an opportunity for an assessment of prior knowledge.
- Retrieval is at the core of all lessons and includes revisiting prior learning as well as learning from the previous lesson. To understand how well children are retaining previous taught content.
- We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers.
- Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.
- Children are encouraged to become early readers through enjoyment of books, singing songs and nursery rhymes and the systematic teaching of phonics. We use the literacy programme Read Write Inc to teach phonics. All the staff are trained in how to deliver the programme with skill and enthusiasm.
- Children develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We use the teaching programme from NCTEM to teach maths.
- We have a daily focus on developing gross motor skills to enable children to access their daily lives with coordination and confidence. As children's body grow stronger the foundations of fine motor skill development are being laid and children are adept at pinching, grasping and holding a pencil correctly.
- We have built our school environment to enable our children to strengthen their core muscles through physical play. Children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit as well as taking part in self-initiated play
- Our learning environment is adaptable in order to reflect children's interests and to practice the skills they have been taught.

- The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

Our parents:

- We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We have developed strong and respectful partnerships between home and school. Staff are available to speak to parents at the beginning and end of the day. We communicate with parents using Class Dojo
- Parents are encouraged to support their child's learning and development at home as this has a significant impact on their child's learning. We take the time to 'get to know' and understand the children and their families enabling us to offer support as needed.
- We carry out home visits before the children start school in September.
- Parents/carers are invited into school for 'Stay and Play' sessions in the Summer Term with their child prior to starting school.
- Parent meetings are held termly to provide an update about their child's learning and progress.
- Children with SEND or additional needs have in-depth 'shared conversations' to ensure targets and progress are shared.
- We are flexible in our approach to communicating with parents/carers and adapt our communication methods to suit different preferences.

Impact:

- We appreciate that learning is not linear. Children begin school with different life experiences. We have a responsibility to give all children access to the knowledge and ways of thinking that can be developed by acquiring cultural capital.
- We use a baseline assessment to identify children's starting points and use formative and summative assessment to track children's development and progress. We identify children that are broadly on track with development typical for their age, or whether they are not yet showing development typical for their age. If there are concerns, practitioners can ensure that they are offering appropriate support to meet the child's needs, work in partnership with parents to identify strategies and experiences aimed at providing support for the child's development, and seek further advice as appropriate.
- Ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.
- Children are ready to transition to year 1 and the demands of the National Curriculum.

Communication and Language

<p style="text-align: center;">Baseline Checkpoint 3 and 4 year olds should be able to:</p> <p>Shift from one task to another if their attention is fully obtained.</p> <p>Use sentences of four to six words.</p> <p>Use sentences joined up with words like 'because', 'or', 'and'?</p> <p>Use the future and past tense.</p> <p>Answer simple 'why' questions?</p> <p>Listen to stories and remember much of what happened.</p> <p>Listen and follow 2 part instructions.</p> <p>Know many rhymes and songs.</p>	<ul style="list-style-type: none"> ● Children learn to listen to their peers and teachers and not interrupt. They listen carefully and understand why it is important, ● They learn to follow a conversation in context and develop social phrases. They talk about themselves and talk about their likes and dislikes. ● They ask for help and explain what their needs are. ● Children look at people when they speak. (use their magnet eyes to focus and concentrate) ● They listen to stories and join in with storytelling activities. ● Children join in and sing songs and rhymes. ● Children comment on things they are interested in and things they have noticed. ● They answer questions including 'why' questions and give more information to show they understand, ● They listen to their friends' ideas and have their own ideas themselves. 	<ul style="list-style-type: none"> ● Children's sentences are longer and they are becoming more articulate at explaining their thoughts, needs and ideas. ● They are connecting ideas using language such as and, because, then, but, next, after that ● Children listen to a range of text types and are beginning to understand the difference between fiction, non fiction, rhymes and songs, ● They have listened to traditional tales and can describe the features. ● They can retell stories using full sentences and they can use the vocabulary they have learnt correctly either retelling the story or in different contexts. ● Children are using talk to discuss, negotiate, make plans, work out problems and to explain. ● They are beginning to ask questions and show their curiosity, 	<ul style="list-style-type: none"> ● Children express their views and can talk about their thoughts and feelings when they disagree in well formed sentences. ● They understand that people are different and they respect different beliefs. ● They can listen to other people's point of view. ● Children have the confidence to talk in small groups. ● Children can have back and forth conversations with adults and peers. ● Children can retell a story and include the beginning, middle and end. ● Children use new vocabulary from stories and topics taught throughout the day ● They can talk about lots of stories and say why they like/dislike a story. ● Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?" ● Conversation and the description of events has more detail and tenses are used correctly. ● Children talk to help work out problems and organise thinking and activities 	<p><u>Listening and Understanding.</u></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking.</u></p> <p>*Participate in small group, class and one-to-one discussions, offering their</p>
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Listen to friends during play.

Begin to instigate ideas for play

How children will learn to do this.

- Short whole class teaching sessions.
- Daily phonics lessons from day 1 using silent signals.
- Assemblies.
- Drawing club daily.
- During continuous provision.
- At playtimes.
- During snack time and lunch.
- In PE lessons.
- During 'Talk Through Stories' at the end of the day.
- Through teacher modelling.
- Through partner talk.
- Going on walks in the community and following instructions.
- Through constructive praise and validation.
- Through adults having conversations and listening to children.
- Telling the story of the Little Red Hen in assembly.
- Performing the Nativity in front of a whole school audience and parents.

How children will learn to do this.

- Through lessons that are planned carefully with relevant and progressional vocabulary.
- Through continuous provision activities that support and deepen children's learning.
- Through lots of story telling using a story telling voice throughout the day including Drawing Club and Talk Through Stories.
- Reading a variety of text types
- Supporting children to speak to the rest of the class during whole class teaching and understand that they must listen to the other person speak and wait for their turn to talk.
- Modelling sentence structure and the correct use of tenses.
- Modelling social skills and social communication.

How children will learn to do this.

- Lessons are longer and more detailed in preparation for year 1
- Children are encouraged to express their thoughts and feelings.
- They are coached through disagreements to resolve differences of opinions themselves.
- Children have been exposed to a range of stories and are encouraged to compare texts.
- They can draw a story map and talk about the characters, the setting, the problem and the resolution of a story.
- Vocabulary is planned and modelled. Children are challenged to use the vocabulary in their own well thought out sentences.
- Children are introduced to the word classes of English

own ideas, using recently introduced vocabulary.

*Offer 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.

Literacy

Baseline Checkpoint 3 and 4 year olds should be able to:

Know that print has meaning.

Know that print can have different purposes.

Begin to understand that we read English text from left to right and from top to bottom.

Begin to understand page sequencing.

Know stories and in particular traditional tales.

Know Nursery Rhymes such as
Twinkle twinkle Little Star
The Grand Old Duke of York
Miss Polly had a Dolly
Incy Wincy Spider
Jack and Jill

- Children know that words can be written.
- They know the sounds that the taught letters make and they can be blended together to make words.
- They know what the taught letters look like.
- Children form letters correctly using the letter patter.
- Children know that stories are sequenced and have a beginning, middle and end.
- Children know that stories have highs and lows.
- They know how to sequence familiar stories and introduce them into their play.
- They know how to spell simple words using Fred Fingers for spelling.
- Children know set 1 single letter sounds.
- Children can orally blend.

- Recap on set 1 special friends: th, ch, qu, ng, nk
- Children begin to blend sounds into words. By the end of **Spring Term 1** they can securely blend words with special friends (word time 15 and 16).
- Children read short ditty stories.
- In **Spring Term 2** children recap on any set 1 sounds (addressing sound gaps).
- They secure blending on words containing all set 1 sounds.
- Children are taught to blend words containing 4/5 sounds and consonant blends (word time 16 and 17).
- Children are exposed to some common exception words: put, the, I, no, of, my, for, he
- They read Red storybooks.
- Children know how to spell some familiar words.
- Children learn retrieval comprehension through verbal guided questioning.
- They use learnt words and phrases to discuss familiar stories or during role play.
- Children form letters correctly using the letter pattern.

- During **Summer Term 1** Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy
- They recall previous red words and are exposed to new red words: your, said, you, be, are
- They read Green storybooks.
- During **Summer Term 2** Children are taught to blend words containing set 2 sounds
- Children build speed of reading words containing set 1 sounds.
- They read Green or Purple storybooks.
- Children can apply simple, inference and verbalise simple predictions to stories through verbal guided questioning.
- Children can recall a simple definition for given vocabulary.
- They can think of a sentence and know the strategies to hold it and write it including fred fingers for spelling.
- Children know that a sentence starts with a capital letter and ends with a full stop.

Comprehension
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading
Say a sound for each letter in the alphabet and at least 10 digraphs. · Read words consistent with their phonic

Humpty Dumpty
 Wind the Bobbin
 Up
 The Wheels on
 the Bus
 Row Row Row
 Your Boat
 5 Little Ducks
 Mary Had a Little
 Lamb
 Old Macdonald
 If You're Happy
 and You know it.

Write some or all
 of their name.

How children will learn to do this.

- Daily phonics lessons from Day 1 using Read Write Inc.
- Introduction of a sound a day, oral blending, reading CVC words, writing sound of the day and other sounds taught and spelling using magnet boards leading to spelling using Fred Fingers when children can hear the blend.
- Autumn 1: Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk and focus on oral blending.
- Autumn 2: Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)
- English is taught daily. A story a week is read and children draw the characters, the setting, problems and resolutions. New unfamiliar vocabulary is introduced weekly through drama and actions. It is practised throughout the day in different contexts.
- Immerse children in topic related/unfamiliar vocabulary.
- Partner talk or small group talk is taught to encourage conversation and to scaffold less confident children.
- Story telling and storytelling language is modelled.
- Children's ideas are validated and celebrated.
- Highs and lows in stories are named and represented by smiley or sad face symbols.
- Children choose a story to read from 2 selected books.
- A book is read at the end of the day throughout the week using 'Talk Through Stories' strategies.
- Children receive daily gross and fine motor skill practice and handwriting lessons

How children will learn to do this.

- Daily phonics lessons in groups matched to the children's ability.
- Children learn retrieval comprehension during English, Talk Through Stories, story and topic teaching time and during continuous provision.
- Children are expected to use given vocabulary in appropriate context.
- Children receive daily gross and fine motor skill practice and handwriting lessons.

How children will learn to do this.

- Daily phonics lessons in groups matched to the children's ability.
- Children learn retrieval comprehension during English, Talk Through Stories, story and curriculum teaching time and during continuous provision.
- Children are expected to use given vocabulary in appropriate context.
- Children receive daily gross and fine motor skill practice and handwriting lessons.
- Model the skills of writing a sentence and encourage children to be 'brave 'writers.
- Children begin to use capital letters, finger spaces and full stops in preparation for year 1.

knowledge by sound-blending.
 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing
 Write recognisable letters, most of which are correctly formed.
 Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 Write simple phrases and sentences that can be read by others.

Quality Texts Read in EYFS and Year 1

<p>English</p>	<p>The Night Pirates Superworm Little Red Riding Hood Rapunzel The Three Little Pigs Goldilocks and the Three Bears The Everywhere Bear The Mousehole Cat Stickman</p>	<p>Jack and the Beanstalk The Gigantic Turnip The Runaway Pancake (F) The Runaway Pancake (NF) The Giant Jam Sandwich (F) The Giant Jam Sandwich (NF) Big Bug Book (NF) Chicken Licken</p>	<p>The Gingerbread Man Three Billy Goats Gruff (Troll) Tiddler The Magic Paintbrush Goldilocks and the Three Crocodiles The Big Bad Pig Red and the City All the Animals Were Sleeping</p>	
<p>Talk Through Stories</p>	<p>Burglar Bill A Little Bit Brave Supertato Room on the Broom Where the Wild Things Are Aliens Love Underpants Dogger Handa's Hen I'm In Charge My Monster and Me One Snowy Night Stickman Anna Hibiscus' Song</p>	<p>The Scarecrow's Wedding Zog The Giant Jam Sandwich Mog the Forgetful Cat After the Fall Cops and Robbers Five Minutes Peace Hugless Douglas Slow Sampson Sonya's Chickens The Slightly Annoying Elephant Elmer Gecko's Echo</p>	<p>Ravi's Roar Room on the Broom Ruby's Worry Perfectly Norman The Owl Who Was Afraid of the Dark Billy and the Dragon George and the Dragon How to be a Viking Lost and Found The Bear and the Piano There's a Snake in My School Winnie the Witch</p>	

Mathematics

Cardinality and Counting

Understanding that the cardinal value of a number refers to the quantity, or 'howmany-ness' of things it represents.

Comparison

Understanding that comparing numbers involves knowing which numbers are worth more or less than each other.

Composition

Understanding that one number can be made up from (composed from) two or more smaller numbers.

Pattern

Looking for and finding patterns helps children notice and understand mathematical relationships.

Shape and Space

Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking.

Measures

Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.

	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2	
<p>Baseline checkpoint 3 and 4 year olds should be able to:</p> <p>Number: Have a good understanding of numbers to 5 and know the amount stays the same however objects are arranged. Rote counts to 10 and subitises to 3.</p> <p>Numerical patterns:</p>	<p>Daily Maths Lesson</p> <p>Baseline Assessments Number focus 0 and 1 Number focus 3 Number focus 4 Number focus 5 Number bonds to 5</p> <p>Daily Mastering Number NCTEM</p> <ul style="list-style-type: none"> . identify when a set can be subitised and when counting is needed . subitise different arrangements, both unstructured and structured, including using the Hungarian number frame 	<p>Daily Maths Lesson</p> <p>Number focus 6 Number focus 7 Number focus 8 Number focus 9 Number focus 10 Revisit number bonds to 5 Doubles</p> <p>Daily Mastering Number NCTEM</p> <ul style="list-style-type: none"> . continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals . begin to identify missing parts for numbers within 5 	<p>Daily Maths Lesson</p> <p>Comparing number (link to comparing length. Weight and capacity) Number bonds to 5 revision. Odds and evens Sharing numbers up to 10 Halving and sharing into two equal groups Splitting into equal groups (1, 5 and 10) Include sharing with left overs Number bonds Assessment and revision. Teen numbers (Practically on tens frames and with dienes (2 squares)) Select, rotate and manipulate shapes Compose and decompose shapes Y1 prep – Square paper</p>	<p style="text-align: center;"><u>Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds</p>

<p>Compare amounts using the language of more. Reads numerals to 5 and matches to an amount. Orders numbers to 5</p> <p>Shape Space and Measure</p> <p>Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and is beginning to create own patterns and arrangements.</p>	<ul style="list-style-type: none"> • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching <p>begin to develop the language of 'whole' when talking about objects which have part</p>	<ul style="list-style-type: none"> • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Continue, copy and create repeating patterns Y1 prep – digit formation in squares and numbers in words to ten</p> <p>Daily Mastering Number NCTEM</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes <p>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <ul style="list-style-type: none"> • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	<p>up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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How children will learn to do this.

Scope and sequence:

We have developed a maths scope in EYFS to support the whole class teaching of mathematics, as well as continuous provision linked activities each day, supported by NCTEM.

Adults use free flow learning time to support and use questions in the moment to revisit, reinforce and to challenge children to know more, do more and remember more. Previous learning is constantly referred during adult led inputs and within the provision.

Lesson Design

EYFS Maths follows the same mastery approaches as the rest of the school: concrete, pictorial and abstract, as well as promotion of problem solving and reasoning.

Time is dedicated to learning number deeply over two weeks, up to the number 10. This will heavily support the first four main areas for developing children's early mathematics

Vocabulary:

Vocabulary is sequenced through the use of the Statutory Framework, Development Matters and Mastering Number. Current learning is explained and revisited in continuous provision.

Assessment:

Assessment is formative and on-going. Pupil needs are responded to through tailored group work or 1:1 support where needed through all provision. Achievement of the Early Learning Goals (as end points of Reception) are assessed through the use of professional discussions and adults knowing the children. This informs transition to Year 1 and their priorities.

Transition:

Mastering number continues in Year 1, where it continues to be a discrete daily session to the maths lesson. Our Calculation Policy ensures manipulatives are commonly utilised. We have high expectations and to aid transition, children have a maths exercise books in the summer term and constant access all year to a working wall, or 'Maths Journey', highlighting the sequence of learning in a child-friendly format

Physical Development

Autumn 1 and 2

Spring 1 and 2

Summer 1 and 2

The development of gross and fine motor skills to build and strengthen:

- Core strength
- Stability
- Balance
- Spatial Awareness
- Agility
- Co-ordination
- Healthy body
- Social and emotional well being
- Hand eye coordination

Physical Development
Baseline Checkpoint
Gross Motor Skills
Negotiate space and objects effectively
 Go up stairs or steps using alternate feet.
 Collaborate with others to manage large items etc...
 Talk about how to stay safe.
Demonstrate strength, balance and coordination
 Match tasks to activities

Children develop the skills necessary to manage the school day: lining up and queuing; personal hygiene; putting coats on and doing up buttons and zips; taking jumpers on and off and putting an apron and waterproofs on

Children use a dominant hand.

They hold a pencil comfortably

Children can write their name using correctly formed letters.

They are beginning to form recognisable letters which are formed mostly correctly.

Children can use scissors safely and with accuracy

Children can use climbing equipment safely and competently.

They can negotiate space effectively in PE and during play.

Children can move in a range of ways with control and understand why it is important to negotiate space safely.

Fine motors skills to be continually developed through.

Scissors- snipping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes

Children know how to form letters correctly which enables the introduction of cursive writing in year 1

Children know how to competently use a range of movement independently and with equipment.

They know how to play in a team and take part in games with rules.

Children show good control and co-ordination in large and small movements.

Children confidently and safely use a range of large and small apparatus both indoors and outdoors alone and in a group.

Gross Motor Skills.

*Negotiate space and obstacles safely, with consideration for themselves and others.

*Demonstrate strength, balance and coordination when playing.

*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

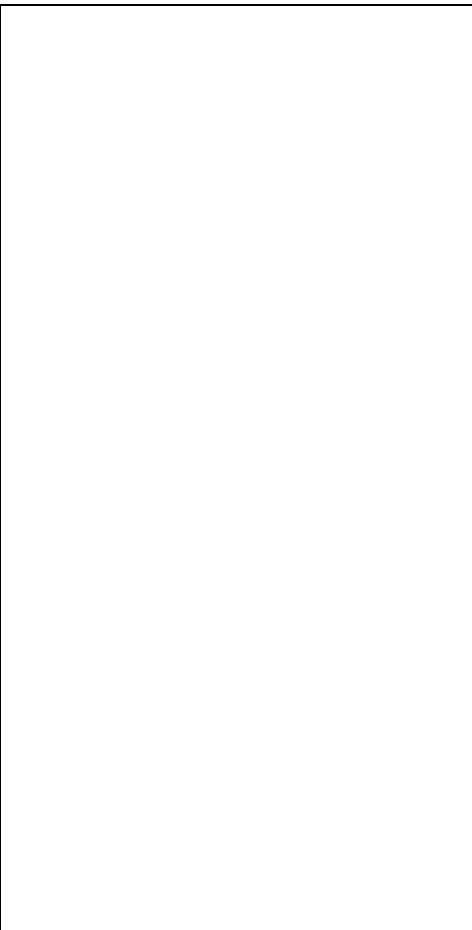
Fine Motor Skills.

*Hold a pencil effectively in preparation for

Use large movements, streamers etc. to pivot shoulders.
Move energetically
 Run, jump, spin, climb and roll confidently
 Catch a large ball
 Pedal a tricycle

Fine motor skills
 Hold a pencil effectively in preparation for writing
 Use a comfortable grip with good control.
 Show a preference for a dominant hand.
Use a range of small tools
 Manage buttons and zips independently
 Pour drinks

- Use of Clips, Clasps, zips, buttons and Screwing Jars
- Finger Puppet
- Building with small Lego and small Construction.
- Sort small bits and pieces using tweezers.
- Nuts and Bolts
- Pasta Lacing
- Peg Boards and Pin Boards
- Pipettes in the Water
- Jugs in water
- Play-dough (dough disco)
- Tearing Paper
- Threading the Lace
- Tweezer Tub
- Funky finger activitie



fluent writing – using the tripod grip in almost all cases.

*Use a range of small tools, including scissors, paint brushes and cutlery.

*Begin to show accuracy and care when drawing.

Begin to get dressed themselves
 Use cutlery with control
 Use a comfortable grip with good control when holding a pencil
 Make snips with scissors

Physical Education Locomotion Foundation

Unit Purpose

The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds.

Pupils will learn how to apply their walking skills into games.

Inspire Me

Did you know... on average a person walks 65,000 miles in their lifetime! That's equivalent to walking three times around the earth.

Key Success Criteria

- 1 Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders.
- 2 Pupils will develop an understanding of why we move into space as they explore moving and walking.
- 3 Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.
- 4 Pupils will develop their own self belief as they move and travel with confidence.

Vocabulary for Learning

Defender: We are considered a 'defender' when we are trying to catch an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Change of direction: means to change the pathway that we are orienting in.

Space: is an open area on the pitch that is unoccupied by another pupil or a defender.

Speed: is the ability to move parts of the body as quickly or as slowly as possible.

Sport Specific Vocabulary

Walking: is a method of moving at a regular pace by lifting and placing down each foot in turn, never having both feet off the ground at once.

Marching: is a method of moving in either a rhythmic or a route-step time. Marching is normal associated with the military and requires controlled and disciplined movements.

Tag: is the method applied by the defender to stop an attacker from moving.



Physical Education Jumping Foundation

Unit Purpose

The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances.

Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.

Inspire Me

The mens world record for the long jump (distance) is held by **Mike Powell**, who jumped 8.95m in 1991. The womens world record is held by **Galina Chistyakova**, who jumped 7.52m in 1988.

Key Success Criteria

- 1 Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.
- 2 Pupils will explore their curiosity as they try jumping in a variety of different ways.
- 3 Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.
- 4 Pupils will show courage as they apply developing confidence while exploring their jumping skills.

Vocabulary for Learning

Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air.

Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped.

Height: is defined as the distance from the bottom to the top of something. This means how high an athlete has jumped.

Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.

Sport Specific Vocabulary

Hopping: is to continuously jump on one foot at the same time.

Landing: is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.



Physical Education Ball Skills Hands 1 Foundation

Unit Purpose

The unit of work will explore different ways of using our hands to move with a ball, keeping control.

Pupils will explore rolling, pushing and bouncing a ball with a partner.

Inspire Me

Did you know... The most games of tennis bowling completed in a row is 643 games. This was achieved by Stephen Shanbrook from USA who played for a whopping 134 hours and 57 minutes.

Key Success Criteria

- 1 Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.
- 2 Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.
- 3 Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.
- 4 Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.

Vocabulary for Learning

Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.

Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. If the ball is under control by the attacker in possession it should not go out of the playing area.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Sport Specific Vocabulary

Bouncing: means using our hands to push the ball towards the floor. If the attacker in possession of the ball continuously bounces the ball and moves around the space, keeping control this is known as dribbling.

Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.

Pushing: is a method of sending the ball using our hands. The person pushing the ball will extend their hands away from their hands to direct the ball towards a target or their partner.



Physical Education Ball Skills Feet Foundation

Unit Purpose

The unit of work will enable pupils to explore moving with a ball using their feet.

Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.

Inspire Me

Did you know... that India withdrew from the FIFA World Cup in 1950 because they were not allowed to play in bare feet. We must always wear the right footwear to remain safe when playing sport.

Key Success Criteria

- 1 Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.
- 2 Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.
- 3 Pupils will develop life skills such as times and empathy as they encourage and support each other.
- 4 Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.

Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.

Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.

Control: means keeping the ball close to us, preventing the defenders from gaining possession.



Physical Education Games For Understanding

Unit Purpose

The unit of work will explore why we need to follow the rules and keep the score during a game.

Pupils will learn how to apply very specific tactics for attacking and defending in games.

Inspire Me

Did you know... the term 'referee' originated from football. Originally the team captains would consult with each other in order to resolve any disputes on the pitch.

Key Success Criteria

- 1 Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.
- 2 Pupils will apply equipment moving in different ways, moving confidently and concentrating on any instructions.
- 3 Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.
- 4 Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is important to try our hardest.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a goal. The aim of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to trap an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker needs to identify an open space to run into to avoid being tagged by a defender.

Sport Specific Vocabulary

Rules: are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and safely.

Tagging or Tag: is the method applied by the defending team to stop the attacker from moving.

Sharing: to ensure that a game is played fairly pupils should be encouraged to share and take turns.



<p>Personal, Social and Emotional Development. baseline Checkpoints</p> <p>Managing self</p> <p>Become more outgoing in new situations</p> <p>Find own solutions to conflicts</p> <p>Develop appropriate ways to be assertive</p> <p>Put on coats, do zips, toilet unaided and wash hands.</p> <p>Make healthy food and drink choices.</p> <p>Make good choices in terms of activity and toothbrushing</p> <p>Building relationships</p> <p>Play with one or more children - extending play</p>	<p>Children separate from their carer with confidence.</p> <p>They know that school is a safe place.</p> <p>They choose an activity independently.</p> <p>Children learn routines and boundaries.</p> <p>Children join in with whole group activities</p> <p>They understand how to demonstrate friendly behaviour. And understand how to be a good friend,</p> <p>Children take turns and share during play</p> <p>They learn how to express feelings and emotions.</p> <p>Children are taught the skills to focus attention. And inhibit impulsive behaviour.</p> <p>They learn to be patient for what they want.</p> <p>Children learn resilience and how to bounce back when things get tricky.</p> <p>To learn the pants rule using the NSPCC Pantasaurus</p> <p>Children learn how to take care of themselves: putting coat, wellies and waterproofs on; taking shoes and socks on and off; using the toilet independently and washing hands</p> <p>Children are learning how to be a good friend. They share and take turns.</p>	<p>Children understand how to make the right choices and the consequences of not making the right ones.</p> <p>They understand how people feel when they are helped. and how they can be helpful.</p> <p>Children learn about resilience and how they can practice bouncing back and being resilient. Recognising the value in making mistakes</p> <p>Children learn how to stay safe online. They know the importance of a healthy amount of screen time.</p> <p>Children understand which foods are healthy and unhealthy.</p> <p>Children understand that a healthy body needs healthy food, exercise and a positive attitude</p> <p>Children understand the importance of tooth brushing.</p> <p>They understand why it is important to get lots of sleep.</p> <p>Children learn the importance of expressing how they feel and voicing any concerns. Speak Out Stay Safe NSPCC programme.</p> <p>They understand how their behaviour can affect how other people feel.</p>	<p>Children can recognise a range of emotions and describe how they feel.</p> <p>Children show resilience and perseverance in the face of challenge.</p> <p>Children know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Children can think about the perspectives of others.</p> <p>They are curious and 'have a go'. Children are confident in making mistakes and learning from them,</p> <p>Children are respectful to other people and the environment and understand why we have rules.</p> <p>They are able to think about the perspectives of others.</p>	<p>Self-Regulation.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self.</p> <p>Be confident to try new activities and show independence, resilience and</p>
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<p>Build confidence in social situations</p> <p>Talk about feelings</p> <p>Begin to understand how others might be feeling</p> <p>Self Regulation</p> <p>Talk about their feelings</p> <p>Select and use resources to achieve a short term goal</p> <p>Increasingly follow rules independently</p> <p>Develop a sense of responsibility</p> <p>Pay attention to one thing at a time and shift attention</p>				<p>perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Building Relationships.</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
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<p>Understanding of the World. Baseline checkpoints</p> <p>History Past and Present</p> <p>Begin to make sense of their own life story and family history.</p> <p>Show interest in different occupations</p>	<p>Children learn the days of the week</p> <p>They understand the passing of time, counting down to important events on a calendar: Language yesterday, tomorrow, today, next week, last week etc. throughout the year.</p> <p>Children follow a visual timetable and understand about the sequencing of events.</p> <p>Children can talk about themselves in the past when they were younger and make sense of their family history.</p> <p>They compare what they were like as a baby to today.</p> <p>Children talk about their family structure, mum, dad, brother, sister, auntie, uncle, cousins and grandparents. They compare ages. Who was born first?</p> <p>Children compare and contrast characters from stories, including figures from the past.</p> <p>Children learn about celebrations and festivals including birthdays, Harvest, Halloween, Bonfire Night and Christmas</p>	<p>Children know the months of the year</p> <p>Children learn what a timeline is and put events during the day in order: breakfast, teeth brushing, getting dressed, lunch etc...</p> <p>Children talk about events and similar situations in the past</p> <p>Children learn how we can use photographs, paintings and stories to tell us about the past.</p>	<p>Children talk about how time passes. and use vocabulary to describe the passing of time.</p> <p>They refer to stories and information learnt about events in the past</p> <p>Children can talk about the community they live in and the different roles that people have.</p> <p>They talk about their family and their role in the family.</p> <p>Children sequence stories and events and they can order them on a timeline.</p> <p>They talk about people in the past</p> <p>Children understand how people change over time. Order photographs of babies, children, teenagers, adults and grandparents (SRE teaching)</p> <p>They order chronologically events since September; starting school, harvest, Halloween; bonfire night; Christmas; nativity;</p>	<p>Past and present</p> <p>Talk about the lives of people around them and their role in society</p> <p>Know some similarities and differences between now and then.</p> <p>Understand the past through books, settings and characters.</p>
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History Learning Sequence

Mullion Primary School - History Learning Sequence

EYFS



	Knowledge and Understanding of the World		
Term	Autumn	Spring	Summer
Unit	Past and Present / People Culture and Communities		
	What is happening next?	Who is in my family?	Why were castles built?
Outcome	Children use everyday language related to time. They can order and sequence familiar events. They describe main story settings, characters and are beginning to sequence events.	They are developing an understanding of similarities and differences between themselves and others, and among families, communities and traditions Children talk about past and present events in their own lives and in lives of family	Children understand that there are significant places in their locality. Buildings have a range of functions and vary in age. We can see the remains of the past around us. We can find out more about them by looking at sources.
Sequence of Learning	-I can talk about the structure of the day and anticipate what is happening next. - I can talk about what I do before and after school. - I can say the days of the week and know which days are the weekend. - I can use vocabulary related to time such as today, tomorrow, yesterday,	- I can talk about who is in my family. - I can sequence people in my family - I can recognise how I have changed since I was a baby. -I can compare my childhood with my parents. - I can talk about special times and events	-I can identify different buildings in Mullion and Helston and know what they are for. - I can attempt to put the buildings in order of age and justify my understanding. - I can explore sources and find out information about castles. - I can compare jobs from the past with jobs today. - I can visit a castle and ask questions to find out more information
Vocabulary	morning, afternoon, evening, today, tomorrow, yesterday, days of the week, before, after,	birthday, old, young, baby, toddler, child, teenager, adult, grandparent	compare, source, chronology, old, new, sources, castle, king, queen, monarch

The World

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Children explore and learn about the school environment.
Children draw simple maps of their classroom and the school.
Children understand where places are in relation to others in the school environment.
Children can describe places as either near or far from a point.
Children can follow directions and use positional language to describe where something is.

Children explore and learn about their village and community.
Children draw simple maps of their journey to school.
Children understand where places are in relation to others in the village.
Children can describe places as either near or far from a point.
Children can follow directions and use positional language to describe where something is.
Children identify physical and human features in their environment.
Children compare their village to other villages around the World.

Children explore and learn about their local town Helston.
They compare a village with a town and talk about features of both.
Children can identify where Mullion and Helston are on a map and explain how they know the difference.
They can identify the physical features of Mullion and explain what they understand by the words rural and coastal

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

*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.

Geography Learning Sequence

Mullion Primary School - Geography Learning Sequence

EYFS



Knowledge and Understanding of the World			
Term	Autumn	Spring	Summer
Unit	The Natural World / People Culture and Communities		
	What is happening at school?	Where do I live?	What is beyond Mullion?
Outcome	Children learn about all the features of their classroom and the wider school. They understand where they are, how to get to places, and whether they are near or far. They think about what it is like and discover what they can do.	Children are confident to navigate the school environment. They walk around the village and identify its key features. They talk about what you can do and the places they find special.	Children understand they live in a village by comparing their environment with the town of Helston.
Sequence of Learning	<ul style="list-style-type: none"> - I can explore my classroom and talk about its features. - I can explore my school and identify the different features. - I can look at my school on a map and talk about what it is near and what is far away. - I can draw a simple map of my school. 	<ul style="list-style-type: none"> - I can walk around the village and talk about which places are special. - I can say which places are near and far from my school. - I can talk about where I live in relation to other people and places in Mullion. - I can compare features that are made by people and those that are here naturally. - I can compare my village to another village in the World. 	<ul style="list-style-type: none"> - I can describe the features of Mullion and know some human and physical features. - I can visit Helston and talk about what is similar and what is different to Mullion. - I can explain in simple terms why Mullion is a village and Helston is a town. - I can look on a map and notice that Mullion is next to the sea. - I can visit a beach and identify the sea, cliffs and sand.
Vocabulary	classroom, school, near, far, map	village, countryside, land, shop, doctors, fire station, park	town, built up, sea, cliff, sand

The Natural World

Explore How Things Work

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Children learn about how living things change. They understand the changes that have taken place in themselves since they were a baby

Children learn about the Autumn and the changes that take place.

They talk about the weather and observe the type of weather we get in the Autumn.

Children describe and name some plants and animals in the school grounds.

Children learn about Spring and talk about the signs.

They describe and talk about changes and name some plants and animals in the school grounds.

Children learn about growth. And plant seeds and bulbs.

Children learn about the parts of a plant and their functions. They dissect a flower and identify the parts.

Children learn what plants need to grow.

Children talk about the differences between materials and refer to weather patterns in Autumn and Spring to decide which materials are best suited to clothing and other objects.

Children learn about the climate of a contrasting place in the World and compare the natural World.

The Natural World.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Science Learning Sequence

Mullion Primary School - Science Learning Sequence

EYFS



Knowledge and Understanding of the World				
The Natural World				
Term	Autumn 1	Autumn 2	Spring	Summer
Unit	What is like to be human?	What is Autumn?	What is Spring?	What do living things need to grow?
Outcome	Children know that all humans are different. They talk about themselves and what makes them special.	Children can observe and identify the signs of Autumn. They can predict suitable clothing for the weather based on their understanding and research.	Children can observe and identify the signs of Spring. They can talk about the weather. They can measure the weather using simple equipment.	Children will understand what living things need to grow and stay healthy.
Sequence of Learning	<ul style="list-style-type: none"> -I can describe myself -I can describe my family. -I can describe my community. - I can compare hand, foot and fingerprints and talk about how they are different. - I can talk about how I am special. 	<ul style="list-style-type: none"> I can explore the woods at and describe what I can see, feel and hear. -I can describe what I saw in the woods and talk about Autumn changes. -I can investigate materials and choose which would make good Autumn clothes. - I can talk about animals that hibernate in the Autumn. - I can recall Autumn festivals. 	<ul style="list-style-type: none"> -I can use my senses to find the signs of Spring - I can explore weather patterns in the Spring - I can measure and record the weather using equipment I can talk about new life in Spring and match baby adults to their mothers. - I can plant seeds and bulbs and record their growth. 	<ul style="list-style-type: none"> - I can talk about what I need to grow and stay healthy. - I can sort food into healthy and unhealthy choices and explain why. - I can name some plants correctly and describe them. -I can name the parts of plants. -I can describe the lifecycle of a sunflower and a butterfly - I can talk about the importance of sleep, exercise and looking after my mental health. -I can talk about what plants need to survive and grow healthily
Vocabulary	human, family, community, compare, different	Autumn, season, change, material, weather	Spring, record, seed, bulb, growth	Living, grow, healthy, unhealthy, lifecycle

<p>People and Communities.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Children learn about the beauty of the World.</p> <p>They understand that Earth is shared by different people, animals and other living things and each one is unique and special.</p> <p>Children learn about different celebrations that occur in Autumn (Bonfire night, Remembrance Day, Christmas and black history month</p> <p>Children learn about why Christmas matter to Christians.</p> <p>They learn about the story of Christmas.</p> <p>Children perform the Nativity.</p> <p>They share their experiences of celebrating Christmas and understand that people celebrate Christmas in different ways.</p> <p>Children understand that Christmas is a special time for families.</p>	<p>Children learn about the Easter story.</p> <p>They learn about the events leading up to Easter Day.</p> <p>Children understand why it is the most important celebration for Christian people.</p> <p>Children learn how Easter is celebrated all over the World.</p> <p>Children learn that there are faiths other than Christianity.</p> <p>Children show respect and tolerance for those with different faiths and beliefs or those without beliefs</p> <p>They remember that the World is filled with living things all of which are unique and have different experiences and beliefs.</p>	<p>. Children respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.</p> <p>Children discuss and share in celebrations that are important to children and families in our community throughout the year.</p> <p>They continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.</p> <p>Children visit a place of worship in Mullion. They compare it to other places of worship in the World.</p>	<p><u>People and Communities</u></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
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RE Learning Sequence

Mullion Primary School Religious Education Learning Sequence

EYFS



Knowledge and Understanding of the World				
People Culture and Communities				
<i>Cornwall Agreed Syllabus</i>	Autumn	Autumn	Spring	Summer
	What is wonderful about the world?	Why is Christmas special to Christians?	Why does Easter matter to Christians?	What is special in my community?
Outcome	Children talk about things they find interesting, puzzling or wonderful about the world. They talk about how to look after it.	Children can talk about why Christmas is special to Christians and how it is celebrated.	Children will understand why Easter matters to Christians.	Children will explore Christianity in the local community, they understand what makes some people and places special.
Sequence of Learning	<p>I can talk about things I find interesting, puzzling and wonderful about the world.</p> <p>I can talk about which people believe God is the Creator of everything and why God is so important to many people.</p> <p>I can give examples of how Christians like to praise the Creator.</p> <p>I can explain what I think about the world and how we should treat it.</p>	<p>I can talk about special times with my family.</p> <p>I can explain who Jesus is and why Christians celebrate his birthday.</p> <p>I can retell the story of Christmas.</p> <p>I can talk about the special things Christians do to celebrate Christmas.</p> <p>I can visit a Christian Church and notice how Christmas is celebrated.</p> <p>I can talk about the Christian belief that God came to Earth as Jesus.</p>	<p>I can talk about Palm Sunday and understand it is the beginning of Holy Week.</p> <p>I can talk about how Jesus was shown kindness and respect and later betrayed.</p> <p>I can explain how Passover was an important event for Jesus and his disciples.</p> <p>I can explain that Jesus died on Good Friday.</p> <p>I can explain why Easter day is an important time for Christians.</p>	<p>I can talk about the special places where people go to pray.</p> <p>I can visit a Christian Church and identify where special events happen such as where babies are baptised and people are married.</p> <p>I can name God's special book for Christians.</p> <p>I can talk about where people from different beliefs worship.</p> <p>I can give simple examples of how people worship at a church, mosque or synagogue.</p> <p>I can talk about why some places are special to me.</p>
Vocabulary	Creator, God, religion, belief, Christian, tradition, creation, World	Advent, Bethlehem, Christian, Christmas, God, Jesus, Nativity, celebration	Easter, Holy week, Palm Sunday, Passover	Christianity, Church Synagogue, Symbols, Altar, Cross, Font, Lectern, Holy, Worship

<p><u>Expressive Arts and Design.</u></p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Children explore, use and refine a variety of artistic effects including pencil, chalk, crayon and felt tip.</p> <p>They return to and build on their previous learning, refining ideas and developing their ability to represent them. ·</p> <p>Children create collaboratively, sharing ideas, resources and skills.</p> <p>Children listen attentively, move to and talk about music.</p> <p>They find the pulse and the beat in music and talk about how it makes them feel</p> <p>. Children sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Children play imaginatively and develop storylines from stories they are familiar with.</p> <p>Children engage in drama and retell the story of the Little Red Hen in the Harvest Assembly.</p> <p>Children to safely construct with a purpose and evaluate their designs.</p> <p>They learn how to join materials.</p> <p>Children learn the names of different tools and techniques that can be used to create Art.</p>	<p>Children make observational drawings using resources they used in the Autumn Term and learning to create texture.</p> <p>Children use paint, pastels and other resources and learn about primary colours.</p> <p>Children to be able to safely construct with a purpose and evaluate their designs. To use a range of props to support and enhance role play.</p> <p>Children learn how to use a knife safely to cut vegetables.</p>	<p>Children use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Children select appropriate resources and adapts work where necessary.</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children learn how to manipulate dough and playdough and create 3D sculptures.</p> <p>Children learn how to thread and weave, paper and thread.</p>	<p><u>Creating with Materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>
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				<p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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EYFS – Autumn Term







Drawing

Marvellous Marks

End Point Children can mark make with a range of different materials. They can explore texture and pattern. Children are beginning to draw from observation.

Sequence of Learning		Knowledge category
1	I can explore the artwork of Hans Holbein and say what I see and like.	 <small>Communication</small>
2	I can make marks and patterns with different textures.	 <small>Techniques</small>
3	I can make marks with felt tips.	 <small>Techniques</small>
4	I can make marks with chalk.	 <small>Techniques</small>
5	I can draw something by observing it.	 <small>Process</small>
6	Composite Piece I can create a self-portrait using different textures, patterns and materials.	 <small>Process</small>

Vocabulary	
<p>pattern</p>  <p>A repeated decorative design.</p>	<p>texture</p>  <p>The feel, appearance, or consistency of a surface or substance.</p>
<p>observe</p>  <p>To look carefully at something.</p>	<p>portrait</p>  <p>A drawing or painting of a person.</p>












EYFS – Spring Term



Paint My World

End Point Children can explore painting techniques through nature and music. They can express creativity through mixed-media, making collages and transient art.

Sequence of Learning		Knowledge category
1	I can explore the artwork of Picasso and say what I see and like.	 People
2	I can explore texture and primary colours through finger painting.	 Culture/History
3	I can create natural paint brushes to explore texture and pattern.	 Technology
4	I can express emotions from music through painting.	 Emotions
5	I can layer textures and colours.	 People
6	Composite Piece: I can paint a representation of myself in colour.	 People

Vocabulary	
<p>emotions</p>  <p>Reactions to how we feel</p>	<p>natural</p>  <p>Objects made by nature.</p>
<p>primary colours</p>  <p>Red, yellow and blue</p>	<p>layer</p>  <p>To put things on top of each other.</p>



EYFS – Summer Term



Creation Station

End Point Children can explore clay and its properties. They can use a range of small tools (ELG) and joining techniques and make their own 3D sculpture.

Sequence of Learning		Knowledge category
1	I can explore the artwork of Huang Yong Ping and say what I see and like.	
2	I can use tools to explore the properties of playdough and clay.	
3	I can explore joining techniques with clay.	
4	I can explore shape to create a 3D landscape using found objects.	
5	I can create a design for my 3D sculpture.	
6	Composite Piece: I can make a 3D sculpture using clay.	

Vocabulary	
<p>properties</p> <p>A characteristic of a material (like stretch, smooth)</p>	<p>3D</p> <p>A solid object that can be measured in 3 directions</p>
<p>sculpture</p> <p>To mould something into a chosen shape</p>	<p>joining</p> <p>A way of fixing one thing to another.</p>



EYFS - Autumn Term

Junk Modelling



Structures



End Point Children can use a range of materials and tools to construct a junk model. They can use joining materials and scissors to realise their design.

Sequence of learning		Knowledge category
1	Design I can explore materials and tools and gather ideas for a model.	
2	Skill and Finger Fluency I can explore and investigate tools and materials.	
3	Skill and Finger Fluency I can develop cutting skills with scissors.	
4	Design I can plan a model and choose materials.	
5	Make I can explore ways to join a model together.	
6	Evaluate I can share my finished model and talk about how I made it.	

Vocabulary		
<p>cut</p> <p>To pierce, slice or open with a sharp tool.</p>	<p>shape</p> <p>To mould something into a form.</p>	<p>bend</p> <p>To curve a straight line or position.</p>
<p>tools</p> <p>Something used to help do a job.</p>	<p>materials</p> <p>Items used to make something (wood, plastic, metal etc)</p>	<p>build</p> <p>To make something by putting parts together.</p>



EYFS - Spring Term



Food and Nutrition

Fruit and Vegetables - Soup



End Point Children can explore taste, texture and appearance of fruits and vegetables. They can use a knife to safely chop ingredients. They can say what they like about their design.

Sequence of learning		Knowledge category
1	Design I can taste, smell and feel different fruits and vegetables and think about what I like.	
2	Skills and Finger Fluency I can use a knife to chop safely.	
3	Design I can develop my own ideas for a tasty soup.	
4	Make I can use knives safely to prepare vegetables.	
5	Evaluate I can say what I liked about my soup. I can say what went well with my cutting skills.	

Vocabulary		
<p>fruit</p> <p>A fruit is the part of a flowering plant that contains the seeds.</p>	<p>vegetable</p> <p>Vegetables are the leaves, stems, roots, or other parts of certain plants that people eat.</p>	<p>healthy</p> <p>To be healthy means to not be sick. Generally, a person can maintain a healthy lifestyle by eating a healthy diet and exercising.</p>
<p>Prepare</p> <p>To get something ready.</p>	<p>peel</p> <p>To remove the outer covering or skin from a fruit or vegetable.</p>	<p>slice</p> <p>To cut with or as if with a knife.</p>



EYFS - Summer Term



Bookmarks

End Point: Children can explore different weaving and sewing techniques. They can plan this into a design and make it.

Sequence of learning		Knowledge category
1	Design I can explore threading and weaving in different materials.	
2	Skill and Finger Fluency: I can practice paper weaving.	
3	Skill and Finger Fluency: I can thread using wool and hessian.	
4	Design I can gather ideas for my own bookmark design.	
5	Make I can use threading and weaving to make my own bookmark design.	
6	Evaluate: I can reflect on how I have achieved my design goals.	

Vocabulary		
<p>thread</p> <p>To pass a thread through the eye of a needle.</p>	<p>weave</p> <p>Passing a thread or fabric through another repeatedly.</p>	<p>sew</p> <p>To join fabrics with a needle and thread.</p>
<p>bookmark</p> <p>A tool used to mark the position in the page.</p>	<p>materials</p> <p>Items used to make something (wood, plastic, metal etc.)</p>	

Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.