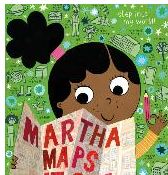
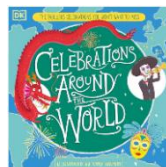
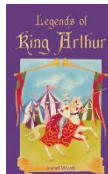
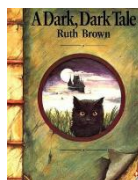
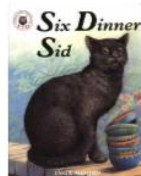
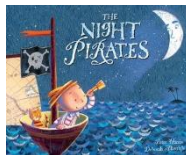


All About Curiosity (Local)			
Cornwall	Our Local Environment	Places that are important to us	Easter
Confident Communicators • Independent Individuals • Talented Tool Users • Brilliant Bookworms • Exceptional Explorers • Wow Writers • Masters of Maths • Amazing Athletes • Caring Collaborators • Proud Performers • Dynamic Designers			
 Martha Maps It Out Leigh Hodgkinson		Other Core Texts & Inspirations 	
<u>Drawing Club Vocabulary</u> Map Town Country Local Area Direction Landmark Buildings Cornwall Community Tradition Treasure Island Coast Sailing Vessel Courageous Voyage Navigate Mansion Moors Woodland Passageway Antique Billowing Curious Witch Famished Sorceress Deceive Mouthwatering Gobble Treacherous Family Country Culture Belonging Proud Identity Bustling		<u>Talk Through Stories Vocabulary</u> daring stomped adventure scurrying proud familiar whimpered gobbled discovered slip out unlike tough damp suspicious believed furious	
Cornwall Callington & Local Environment Places That Are Important To Us Mapping It Out Celebrations Around The World – Easter			

Celebrations St Piran's Day Cornwall Week Mothers Day Easter	Enrichment DT – Food Technology – Easter Nests Cornwall Week Cornish Singers Visit Wild Tribe CUSP Art Festival – Digital Art & Installation Sustainability and Climate Education Art Competition Easter – Church Visit    
R.E (NATRE) Why do some Christians put a Cross on their garden at Easter? 	PSHE (SCARF) Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our wold Looking after money 
Personal, Social and Emotional Development Build constructive and respectful relationships <i>Children continue to seek out others to build new relationships with across the Foundation Stage</i> <i>Children collaborate with ideas in their play and within Play Projects</i> See themselves as a valuable individual	Communication and Language Listen <i>Listen and respond to ideas expressed by others in conversation or discussion.</i> <i>Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary</i> <i>Develop a bank of learnt rhymes, poems and songs</i>

Children continue to learn about new cultures and different celebrations and can now comment on them and compare this to their own experiences. Children can confidently use their own lived experiences to support ideas for their play and play projects. They can share these experiences confidently with their peers.

Express their feelings and consider the feelings of others

To know what kind and considerate behaviours are and to show these most of the time when in the school environment.

To now be confident in expressing their feelings to an adult or peer and to be able to talk through ways of starting to overcome these feelings successfully.

Show resilience and perseverance in the face of challenge

Children will now be able to accept when a mistake has been made and be confident in working out how they can overcome and change the outcome to the one that is needed or desired.

Children will enjoy sharing their own personal goals with their peers and adults in the room and will start thinking about how they can make their goals more challenging.

Identify and moderate their own feelings socially and emotionally

Children will now be confident in regulating their feelings and will now have their own strategies in place to help with this.

Children are now confident with the class and wider school rules and now know why it is important to follow them and have them in place.

Think about the perspectives of others

Children are now confident in discussing their problems and can support others in overcoming problems that they are faced with.

To be confident in detecting the way that their peers are feeling and offer support to help them.

Manage their own needs

Children will begin to know and be able to explain the importance of the different aspects of a healthy lifestyle.

Children are now confident in looking after their own belongings and getting themselves ready for home time and PE lessons where they must change themselves.

Physical Development

Attention

Engage in serve and return conversations in play where I share my thoughts, feelings, needs and ideas with linked sentences and new vocabulary.

Respond

Ask and answer a range of questions about what I see happening in my play or in stories we are reading, including 'why' and 'how'.

Respond to a longer sequence of instructions

Understanding

Extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Understand a range of complex sentences structures including negatives, plurals and tense markers.

Speaking

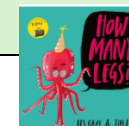
Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Retell a story independently during play, once developed a deep familiarity with the text, using some exact repetition of words and key phrases.

Become confident to use talk to explain how things work and why things might happen

Connect one idea or action to another using a range of connectives

Maths



Fine Motor

Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

Gross Motor

Navigate steps and slopes whilst carrying small objects, maintaining balance and stability

P.E sessions – Arena Games 1

Number

9 and 10:

Subitise

Composition

Represent

Tens Frame

Bonds to 10 (2 parts)

Doubles



Pattern, Shape, Space & Measure:
Length and Height

Vocabulary

Subitise, make, amount, double, number bond, long, short, longer/shorter, longest/shortest, tall, taller, tallest, length

Literacy

Reading

Begin to innovate and retell stories to an audience

Become familiar identifying non-fiction texts and using these for a purpose

Retelling stories as part of a group, using pictures as prompts

Begin to use story language when acting out a narrative

Writing

Say a sentence accurately before writing

Write CVC words (including special friends) accurately

Understanding the World

Science

Talk about similarities and differences in animals including humans

Name parts of human body they can see and brain and heart

Talk about what their body needs

Animal features and what they are for

Vocabulary

Similarities, brain, heart, bones, bottom, hips, collarbone, wrist, beak, wings, feathers, gills

History

Know about life cycles and changes over time

Compare life for their family then and now (parents, grandparents)

Understand how houses, clothes, transport, toys have changed over time

Relate the changing seasons to the passing of time

	Vocabulary Past, present, life cycles, adult, toddler R.E <i>Family, community, routines and culture.</i> <i>People who help others in the community.</i> Vocabulary Community, belief, church (mosque, synagogue), similarities
Read, Write Inc Phonics Children recap any Set 1 sounds (addressing sound gaps). Children become secure blending words containing all Set 1 sounds. Children are taught to blend words containing 4-5 sounds and consonant blends (word time 1.6-1.7). Children are exposed to some common exception words: put, the, I, no, of, my, for, he. Children will progress to reading Red storybooks. 	Expressive Art and Design Focus Artists: Paul Gauguin Henri Moore   EAD <i>Use a range of small tools – scissors, cutlery, stapler, hole punch, trowel</i> <i>Use age appropriate hammer, screws, nails, hand drills, hand vice, saw, google and gloves</i> <i>Use range of fixings explaining choices – staples, stapler, hole punch, treasure tags, split pins, glues, Sellotape, masking tape</i> <i>Sculpt with playdoh, clay, plasticine, papier-mache to create specific ideas</i> Vocabulary Trowel, drill, vice, saw, split pins, safety equipment, rolled, twisted, stretch, flatten, clay, papier mache