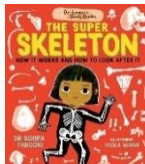
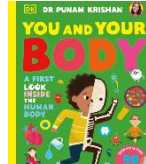
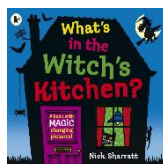
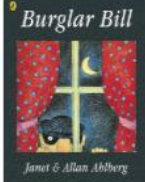
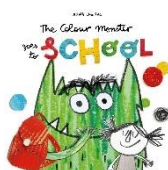


All About Change (Humans)		
Life Stages (Humans)	Our Bodies	Transition
Confident Communicators • Independent Individuals • Talented Tool Users • Brilliant Bookworms • Exceptional Explorers • Wow Writers • Masters of Maths • Amazing Athletes • Caring Collaborators • Proud Performers • Dynamic Designers		
 The Growing Story Ruth Krauss	Other Core Texts & Inspirations        	
<u>Drawing Club Vocabulary</u> Body Growing Lifecycle Young Older Seasons Growth Adult Cloak Woodland Disguise Shudde Deceptive Elderly Facial Features Bones Heart Skeleton Organs Internal Function Support Protect Muscles Lungs Brain Breathe Oxygen Witch Curious Revolting Combination Shudder Appetite Rhyme Apprehensive School Emotions Anxious Safe Expectation Relationships Brave Friendship Invent Faulty Villainous Malfunction Obsessed Construct Aspiration	<u>Talk Through Stories Vocabulary</u> Comfortable Suddenly Creeps Wonders Hurry Terrible Fright Pinched Mischief Roared Staring Terrible Tumbled Lonely Blinking	
<u>Celebrations</u> Father's Day Sports Day EYFS graduation	<u>Enrichment</u> CUSP DT Food Festival Deer Park Farm Trip Callington Library Visit Growing & harvesting our own fruit & vegetables Sports Day	

	EYFS Graduation Transition to KS1   
<u>R.E (NATRE)</u> Which stories are special and why? 	<u>PSHE (SCARF)</u> Growing and Changing Seasons Life Stages – plants, animals, humans Life Stages: Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys 
Personal, Social and Emotional Development ELG Self-Regulation <i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</i> <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> <i>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 of actions</i> ELG Managing Self <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i>	Communication and Language ELG Listening Attention and Understanding <i>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.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> ELG Speaking <i>Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary.</i>

<i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> ELG Building Relationships <i>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships.</i>	<i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>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.</i>
Physical Development ELG Gross Motor Skills <i>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, skilling and climbing.</i> ELG Fine Motor Skills <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</i> Arena P.E Sessions - Arena Dance Under The Sea or Gymnastics	Maths Number: Sharing Grouping Building Doubles Rekenrek Bonds to 5 Bonds to 10 Pattern, Shape, Space & Measure: Manipulate Shape Compose & Decompose shape Tangrams Mapping it out / Positional Language Vocabulary Equal, fair, same, double, share, group, Rekenrek, number bond, rotate, Tangram
Literacy ELG Comprehension <i>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, non-fiction, rhymes and poems and during role play.</i>	Understanding the World ELG Past and Present <i>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>

ELG Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG 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.

ELG People, Culture and Communities

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

ELG 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.

Read, Write Inc Phonics

Children are taught **Set 2** sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.

Children are taught to blend words containing **Set 2** sounds.

Children to develop their fluency of **Speedy Reading** containing **Set 1** sounds.

Children to read some **Green** or **Purple** storybooks.



Expressive Art and Design

ELG Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used.
Make use of props and materials when role playing characters in narratives and stories.

ELG Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.
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.

Painting

Continue to develop colour mixing techniques to match colours they see and want to represent
Self-select different types of paint for a purpose

	<i>Self-select different tools for painting</i> <i>Accurately use a paint brush</i> Vocabulary Match, technique, watercolour, powder, grip Drawing <i>Draw with increasing accuracy</i> <i>Draw with increasing observation</i> Vocabulary Detail, dark light, thick, thin, observe
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