





EYFS: Theme: Big Adventures with Little Feet

			KS1: Home and Away					
Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Little Wandle	Autumn 2							
Foundations: Tuning	Sound What's in the box? (Words and objects/	mages) Blend from the box (Words and objects/images)						
into Sounds and	sock sun star snake	s-o-ck s-u-n s-oa-p s-a-ck						
Rhyme Time Tuning into sounds: (5	ant apple arrow astro	onaut Omit Blend from the box for						
minutes)	ant apple arrow astro	this sound.						
• 1x phonemic awareness activity	teddy toast teeth tig	er t-ee-th t-i-n t-a-p t-o-p						
<ul> <li>AND 1x oral blending activity</li> <li>Rhyme time: (5 minutes)</li> <li>1 x Phyma time song</li> </ul>	pencil pizza peg pen	guin p-e-n p-e-g p-i-n p-a-n						
<ul><li>1 x Rhyme time song</li><li>1 x Rhyme time activity</li></ul>	insect invitation iglociguana	Omit Blend from the box for this sound.						
	nurse nose nest net	n-e-t n-oa-z (nose) n-e-ck n-u-t						
	moon marble monker mouse	y m-oo-n m-ou-se m-a-p m-a-n						
	Hickory, Dickory, Dock Suggested Books Linked to	Humpty Dumpty Suggested Books Linked to	Incy Wincy Spider Suggested Books Linked to	Jack and Jill Suggested Books Linked to	Mary, Mary, Quite Contrary	Review All Rhymes		
	Mice:	Eggs:	Spiders:	Falling:	Suggested Books Linked to			
	The Gruffalo by Julia	We're Going on an Egg Hunt	The Very Busy Spider by Eric	All Fall Down by Helen	Gardens:			
	Donaldson <i>Frederick</i> by Leo Lionni	by Martha Mumford	Carle <i>Aaaaaarrgghh! Spider!</i> by	Oxenbury	Errol's Garden by Gillian Hibbs Lola Plants a Garden by Anna			
	The Lion & the Mouse by Jerry	Who's in the Egg? by Dean Gray	Lydia Monks	One Ted Falls Out of Bed by Julia Donaldson	McQuinn			
	Pinkney	The Odd Egg by Emily Gravett	Spinderella by Julia Donaldson	Ten-in-the-Bed by Penny Dale	A Peaceful Garden by Lucy London			
Little Wandle	В	ook:	Во	ok:	Вос	ok:		
Foundations: Love of Reading Texts	ST ST	NDNESS RONG	Mes	ISTER THES	Where	nny?		
		Strong by Sophie Beer	Monster Clothe	s by Daisy Hirst	Where's Lenny by	Ken Wilson-Max		
Little Wandle Foundations for								
Language	• appropriate grammatical structures							
3 3	_	• turn-taking in conversations • to become confident communicators						
	These skills are aligned with the communication and language focus outlined in Development Matters. Three and four-year-olds should be learning to:							
	• Use a wider range of vocabul	ary						

		ew and to debate when they disc	igree with an adult or a friend, us r manu turns	ing words as well as actions				
	<ul> <li>Start a conversation with an adult or a friend and continue it for many turns</li> <li>Use talk to organise themselves and their play: 'Let's go on a bus you sit there I'll be the driver</li> </ul>							
Little Wandle	ff, ll, ss, j	v, w, x, y	z zz qu	sh, th, ng, nk	Words with s /s/ added at the	Assessment Week		
Reception Phonics		-	Words with s /s/ added at the	_	end (hats sits)			
Reception 1 honies	New Tricky Words:	New Tricky Words:	end (hats sits)	New Tricky Words:	Words ending s /z/ (his) and			
	put, pull, full, as	and, has, his, her	ch	she, push, he, of	with s /z/ added at the end (bags)			
			New Tricky Words:		-			
			go, no, to, into		New Tricky Words:			
					we, me, be			
Little Wandle Year 1	/ur/ ir bird	loal o go	/ai/ a-e shake	/ee/ e-e these	Grow the Code:	Assessment Week		
Phonics	/igh/ ie pie	/igh/ i tiger	/igh/ i-e time	/oo//yoo/ ew chew new /ee/ ie	/igh/ ie i i-e			
ritorites	/oo/ /yoo/	/ai/ a paper	/oa/ o-e home	shield	/ai/ ay a a-e			
	ue blue rescue /yoo/ u unicorn	/ee/ e he	/oo/ /yoo/ u-e rude cute	/or/ aw claw	/oa/ oa o o-e			
					/ee/ e ie e-e ea			
	New Tricky Words:	New Tricky Words:	New Tricky Words:	New Tricky Words:	/oo/ /yoo/ ew u-e u ue			
	their, people, oh, your	Mr, Mrs, Ms, ask	could, would, should, our	house, mouse, water, want				
EYFS Key Texts	Room on the Broom	Mr Gumpy's Outing	Naughty Bus	The Birth of Jesus	The Snowman	Mog's Christmas		
(linked to	by Julia Donaldson	by John Burningham	by Jan and Jerry Oke	by Katherine Sully	by Raymond Briggs	by Judith Kerr		
	A CONTRACTOR OF THE PARTY OF TH	John Burningham			and the second s	MOG'S*		
theme/writing	Room on the Broom	Mr Gumpy's Outing	Naughty	Birth of Jesus	Snowman	Christmas		
stimulus)	Room	Wir Gumpy's Guting	Bus			Judith Kerr		
		The state of the s	by Jan and Jan Gu					
		INTO THE REAL PROPERTY.						
		The state of the s		VA		-02		
		7000 新和二	1000		Based on the datair storp by Rogmond Briggs	~ 5 O		
<b>C</b> 9	Enjay listening to langua stories	lla a wider respect	Understand a question or	I land aret and (subset) assertions	Sing a large remarksize of	Cina a lavaa nanantaina af		
Communication &	Enjoy listening to longer stories	Use a wider range of	Understand a question or instruction that has two parts,	Understand 'why' questions,	Sing a large repertoire of	Sing a large repertoire of		
Language:	and can remember much of	vocabulary.	1 '	like: "Why do you think the	songs.	songs.		
Nursery	what happens.		such as "Get your coat and wait at the door".	caterpillar got so fat?"				
	Understand how to listen	Learn new vocabulary.	Use new vocabulary through	Listen to and talk about stories	Listen carefully to rhymes and	Learn rhymes, poems and		
Reception	carefully and why listening is	Tear new vocasarary.	the day.	to build familiarity and	songs, paying attention to how	songs.		
	important.		l the day.	understanding.	they sound.	301tg3.		
Reading and Writing	Understand that print has	Identify the names of the	Understand that print can	Understand page sequencing.	Know that we read English	Write some or all of my name.		
	meaning.	different parts of a book.	have different purposes.		text from left to right and from			
Nursery	J				top to bottom.			
	Read individual letters by	Read individual letters by	Blend sounds into words, so	Blend sounds into words, so	Read some letter groups that	Read some letter groups that		
Reception: Reading	saying the sounds for them.	saying the sounds for them.	that they can read short words	that they can read short words	each represent one sound and	each represent one sound and		
		,	made up of known letter-sound	made up of known letter-sound	say sounds for them.	say sounds for them.		
Reception: Writing			correspondences.	correspondences.		<u> </u>		
22-1-22-23-2-23-3-3	Form lower-case and capital	Form lower-case and capital	Form lower-case and capital	Spell words by identifying the	Spell words by identifying the	Spell words by identifying the		
	letters correctly.	letters correctly.	letters correctly.	sounds and then writing the	sounds and then writing the	sounds and then writing the		
				sound with letter/s.	sound with letter/s.	sound with letter/s.		

KS1	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS	VIPERS
Reading and VIPERS	The Cornish Pasty Pirates	Mama Panya's Pancakes	The Cornish Cats Who	For You Are A Kenyan	Trip to Eden Project	Visit Kenya
3	by Sarah Hewitt	by Mary and Rich	Went to Sea	Child	Grammarsaurus	Grammarsaurus
		Chamberlain  Mama Panya's Paneakes	by Michelle Cartlidge	by Kelly Cunnane	Pull to Plan   Page	
	Legioni .	A Village Tale from Kenya	Cornish Cats  Who Went To Sea	For You	Trip to Eden Project	KENYA LA
	Charles Mark	N.D. (1)		a Kenyan Child	Model text Recount diary Projects	Model text Personal topic
			10 7		The final and th	
	Sand Street				which the case of	
				La Commence	and an analysis of the state of	
VC1 V T .	Non Chronological Papert	Posts and Tous in Space	Postsand Tous in Space	Letter — Letter Home (Meerkat	Letter — Letter Home (Meerkat	Letter — Letter Home (Meerkat
KS1 Key Texts	Non-Chronological Report — African Animals	Postcard — Toys in Space	Postcard — Toys in Space	Mail)	Mail)	Mail)
(Linked to	African Africa Asimala	Toys in Space	Toys in Space	I of the Letterhone.	Letterhone	Letterhome
Theme/Writing	Anima C African animals	Model text Resource postsord	Model axt Resource - postcord	LGGG Sandarian	LGGG Sandarian S	LOGGE STATE OF THE PROPERTY OF
Stimulus)	Madel text New-channelogical report	Tour in Space	Tour in Space	Paralle Company of the Company of th	Para El	NUMBER OF THE PROPERTY OF THE
		Suppose the second seco	being an extra control of the contro	youngered to the second of the	SCOUNT - TELEFORM  When the state of the sta	SCENETICS OF THE SECOND STATE OF THE SECOND ST
		be for the state of the state o	be former and and on the second of the secon	The first first against an early and the second of the sec	The state of the s	Will differ all the second and se
	Example: Control of the Control of t	And the second s	The second secon	the control of the co	of the state of th	See the second s
Personal, Social &	Notice differences between	Notice differences between	Begin to understand their own	Show kindness and begin to	Use words to describe	Talk about feelings, friends,
Emotional	themselves and others (e.g.	themselves and others (e.g.	feelings and those of other	comfort others who are upset.	themselves and others.	and things that are fair or
Development	hair, skin, likes and dislikes).	hair, skin, likes and dislikes).	·			unfair in simple terms
Jigsaw — Celebrating	Children know that there are	Children know that there are	Build constructive and	Build constructive and	See themselves as a valuable	See themselves as a valuable
Difference	different countries in the world	different countries in the world	respectful relationships and	respectful relationships and	individual and Show	individual and Show
33	and talk about the differences	and talk about the differences	Show sensitivity to their own	Show sensitivity to their own	confidence in their own	confidence in their own
Nursery	they have experienced or seen	they have experienced or seen	and others' needs.	and others' needs.	abilities	abilities
	in photos, stories, or maps.  Extension on differences	in photos, stories, or maps. Extension on differences				
Reception	Recognise and respect that	Recognise and respect that	Understand what makes a	Understand what makes a	Begin to explore the idea of	Begin to explore the idea of
•	everyone is different (e.g.,	everyone is different (e.g.,	good friend — being kind, fair,	good friend — being kind, fair,	fairness, equality, and	fairness, equality, and
KS1	families, friends, interests,	families, friends, interests,	and listening to others.	and listening to others.	respecting others' rights.	respecting others' rights.
_	appearances).	appearances).			11 1 1 1:00	
	Know there are gender	Know there are gender	Recognise when someone is being unkind or bullying and	Recognise when someone is being unkind or bullying and	Understand differences and	Reflection on learning; what
	Know there are gender stereotypes and how boys and	stereotypes and how boys and	know what to do about it.	know what to do about it.	question judgements made on others based on their	are our differences and is it
	girls are similar.	girls are different.			differences. To evaluate	fair to treat people differently?
		3 33	Know what bullying is and	Understand what is right and	personal differences.	
			understand this is sometimes	wrong and how to stand up		
			related to difference.	for yourself and others		
			Understanding how being bullied might feel and how to			
			help			
Physical Development	Be increasingly independent as					
(PE):	they get dressed and					
How can I work as part of	undressed, for example,					
a team?	putting coats on and doing up					
	zips. Start taking part in some	zips. Start taking part in some				
	group activities which they					
	J	J	ı J	ı J	J	J

Nursery	make up for themselves, or in	make up for themselves, or in	make up for themselves, or in	make up for themselves, or in	make up for themselves, or in	make up for themselves, or in
Reception	Negotiate space and obstacles safely, with consideration for themselves and others.  To follow instructions and	Negotiate space and obstacles safely, with consideration for themselves and others.  To co-operate and	Negotiate space and obstacles safely, with consideration for themselves and others.  To create a plan with a group	Negotiate space and obstacles safely, with consideration for themselves and others.  To communicate effectively and	Negotiate space and obstacles safely, with consideration for themselves and others.  To use teamwork skills to	Negotiate space and obstacles safely, with consideration for themselves and others.  To work with a group to copy
KS1	work with others.	communicate in a small group to solve challenges.	to solve challenges.	develop trust.	work as a group to solve problems.	and create a basic map.
Mathematics: Nursery (Master the Curriculum)	Number 1 — Subitising 1 Number 1 — Counting 1 Number 1 — Numeral 1	Number 2 – Dice Pattern Number 2 – Different Patterns Number 2 – Different Sizes	Number 2 — Counting 2 Number 2 — Numeral 2 Number 2 — Numeral 2 Number Hunt and Match	Pattern — Extending AB Patterns Pattern — AB Outdoor Patterns Pattern — AB Movement Patterns	Pattern — Fix My Pattern Pattern — Colour ABC Patterns Pattern — ABC Patterns with Outdoor Materials	Consolidation — Counting Consolidation — Pattern Consolidation — Sorting and Matching
Reception (White Rose)	Identify and Name Shapes with 4 Sides Combine Shapes with 4 Sides Shapes in the Environment My Day and Night	Introduce 0 Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 More	1 Less Composition Conceptual Subitising to 5	Compare Mass Find a Balance Explore Capacity Compare Capacity	Find 6, 7 and 8 Represent 6, 7 and 8 1 More 1 Less Composition of 6, 7 and 8	Make Pairs — Odd and Even Double to 8 (Find a Double) Double to 8 (Make a Double) Combine 2 Groups Conceptual Subitising
KS1 (White Rose)	Count Beyond 20 Count Tens Groups of Tens and Ones Partition into Tens and Ones Use a Place Value Chart	Flexible Partitioning Number Lines Estimate on Number Lines 1 More and 1 Less Compare Numbers with the Same Number of Tens	Compare Any Two Numbers Order Objects and Numbers	Recognise and Name 2D and 3D Shapes Count Sides on 2D Shapes Count Vertices on 2D Shapes Draw 2D Shapes Vertical Lines of Symmetry	Count Faces on 3D Shapes Count Edges on 3D Shapes Count Vertices on 3D Shapes Sort 2D and 3D Shapes Patterns with 2D and 3D Shapes	Consolidation
Understanding of the World: Nursery	Talk about what they see, using a wide vocabulary. Comment on what they notice about the natural world (plants, animals, materials). Show interest in different occupations and how they help us.	Explore and talk about different environments they know (park, beach, woodland). Begin to understand that different animals and plants live in different places.	Begin to understand that different animals and plants live in different places.	Explore the natural world around them.  Recognise familiar places and talk about what they see outdoors (garden, woodland, school grounds).  Observe living things closely, using all their senses.  Begin to notice patterns, like where minibeasts live.  Develop their sense of right and wrong.	Begin to notice patterns, like where minibeasts live.	Begin to understand that different animals and plants live in different places.
Reception	Children explore the natural world around them. They understand some important processes and changes in the natural world. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now.	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.  Talk about the lives of people around them and their roles in society.  Know some similarities and differences between things in the past and now.	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.  Talk about the lives of people around them and their roles in society.  Know some similarities and differences between things in the past and now.	Make observations of animals and plants and explain why some things occur, and talk about changes.  Talk about the lives of people around them and their roles in society.  Know some similarities and differences between things in the past and now.	Understand some important processes and changes in the natural world, including the seasons and changing states of matter.  Talk about the lives of people around them and their roles in society.  Know some similarities and differences between things in the past and now.	Children 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.  Recall stories and talk about significant people from the past.

Mich dimins live in our local eventionment?  NC Links  **Propose and compare the differences between though that one to living, dead, and though that how never been above a feet size of size of good and though that how never been above a feet size of size of good and though that how never been above a feet size of size of good and though that how never been above a feet size of good and though that how never been above a feet size of good and though that how never been above a feet size of good and though that how never been above a feet size of good and though that how never been above a feet size of good and though that how never been above a feet size of good and though that how never been above a feet size of good and though that how never been above and the good to compare the feet size of good and though that how never been above and the good to compare the feet size of good and though that how never been above and the good to compare the feet size of good and though that how never been above and the good to compare the feet size of good and though the good to compare the feet size of good and though the good to compare the feet size of good and though the good to compare the feet size of good and though the good to compare the feet size of good and though the good to compare the feet size of good and though the good to compare the feet size of good and though the good to compare the feet size of good and though the good to compare the feet size of good and though the good to compare the feet size of good and the good to compare the good to compare the feet size of good that and the good to compare the feet size of good the good that the good to compare the feet size of good that are the good to compare the feet size of good that the good that	Science	Living, dead, or never alive?	What is a microhabitat and	What living things can be	What conditions do woodlice	How do living things adapt to	End Point Task		
Partitory   White part of parts and animals in their behalts   White parts   White	Which animals live in our		what lives in my local area?	found in different habitats?	prefer?	their environment?			
## History Which famous people came from Convocal? Which famous people came from Convocal? History Which famous people came from Convocal? How did Corrish women show Market file place and kinder for Computing on wild a stay safe online?  **NC Links**  **Significant intortical events, people and places in their own locality  **What is a souwerin?**  **Who was Jesus?  **Processive Arits & Begin familiar places  **Expressive Arits & Begin for their medical entry to contract and maps. Let these reference points to ulyon the design process in the story of poplets.  **Procession of contract and maps. Let these reference points to ulyon the design process in the story of poplets.  **Processive Arits & Begin to those accuracy and computer, which was peoplet when the story of poplets.  **Proceedings of mallier places.  **Proceedi	local environment?								
History Which famous people came from Cornwall?  NC Links  NC Link	NC Links	• explore and compare the differences between things that are living, dead, and things that have never been alive							
Which famous people come from Cornwall?  Hampley Drow, S. John Couch Adams, and what dates discovery. Report Drowl and work?  Hampley Drow, S. John Couch Adams  NC Links  • signifrom theorical events, people and alternation to their own horality and trusted adult?  **When should was spent to a trusted adult?  **Use technology sofely and respectfully, keeping personal information private; identify where to go for help and support when they have to corners about content or contact on the internet or active of the bring of									
come from Cornwall?  Humphry Rows & John Couch Advance  NC Links  Computing  When should we speek to a trusted adult?  When should we speek to a trusted adu							·		
Humphry Droug & John Couch   Galsworthy Games   Rowena Cade & Bernard   Leach   Copper   Meltiss Read   Melti									
NC Links  NC Lin	came from Cornwall?	· ·				'	Jroni Cornwaii speciai:		
Computing ow do 1 stay safe online?  When should we speak to a trivate adult?  When should we speak to a trivate adult adult?  When should we speak to a trivate adult adult?  Start  NC Links  NC Links  **One speak to the continue technology:  What seems are speak to the content of the speak to the content of the speak to the content of the speak to the speak			Goldsworthy Gurney						
What information should not be precised adult?   What information should not be pruchable to communicate?   What information should not be pruchable to communicate?   What information should not be pruchable to the process of the	NC Links		ts naonla and places in their own		Cooper	Melissa Reia			
trusted adult?  1 to communicate?  1 to communicate		• •		•	How should we help are online?	Which davises can we use to	How can we been safe when		
NC Links  • use technology sdely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  RE Why was Jesus? What has a personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  Why Does Christmas Matter to Christmas?  Expressive Arts & Design  Design  Oescribe their immediate environment using knowledge from observation, discussion, stories, non-ficion tests and maps. Use their environment using knowledge from observation, discussion, stories, non-ficion tests and maps. Use their reference points to inform the design process  What is a souverin?  What is a souverin?  What is a souverin and why doepole buy them?  Or Links  OEsign and Technology What is a souverin and why and the control of the propose the propose the propose that they are the propose that they are the propose that the propose the propose that the propose that the propose the propose that the propose the propose that the propose that the propose the propose that the propose that the propose that the propose the propose that the propose tha	•	•			Tiow should we believe offlifte:				
NC Links	How do I stay safe online?	trastea adate.	to communicate.	•		,	asing technology.		
RE Why Does Christmas Matter to Christmas?  Recoption  Nursery  Nursery  Reception  Reception  Nursery  What happened in the story of the birth of Jesus?  What happened in the story of the birth of Jesus?  What happened in the story of the birth of Jesus?  What happened in the story of the birth of Jesus?  What happened in the story of the birth of Jesus?  What happened in the story of the birth of Jesus?  What happened in the story of the birth of Jesus?  What happened in the story of the birth of Jesus?  What happened in the story of the birth of Jesus?  Pestpore collections of materials.  Describe their immediate environment using knowledge from observation, dospiects.  Reception  Reception  Reception  Reception  Pesting and Technology What is a souwenir?  What is a souwenir?  What is a souwenir?  NC Links  - design purposeful, functional, appealing products for themselves and other users based on design criteria  - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  select from and use a range of olos and equipment to perform practical task for olos and explores.  NC Links  - design purposeful, functional, appealing products for themselves and other users based on design criteria  - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  - select from and use a range of olos and equipment to perform practical tasks for				3					
What happened in the storty of the brith of Jesus?   What happened in the storty of the brith of Jesus?   What happened in the storty of the brith of Jesus?   What happened in the storty of the brith of Jesus?   What is a source of the story of the s	NC Links	<ul> <li>use technology safely and</li> </ul>	d respectfully, keeping personal in	formation private; identify where	to go for help and support when	they have concerns about content	or contact on the internet or		
Why Does Christmas   Matter to Christmas   Matter to Christmas?   Matter to Christmas?   Matter to Christmas?   Matter to Christmas?   Separate   Matter to Christmas		,			1	T			
Matter to Christians?  Expressive Arts & Design  Nursery  Reception  Nursery  Reception  Describe their immediate environment using howedge from observation, discussion, stories, non-fiction texts and maps. Use talk to help work out problems and roganise thinking and activities.  Posign and Technology What is a souvenir?  NC Links  Oesign use and explore a variety of materials, form and function.  Posign and Technology What is a souvenir and why do people buy them?  Oesign and Technology What is a souvenir?  NC Links  Oesign and Technology What is a souvenir and why are down to ward ward makes Comwall special?  Oesign and Technology What is a souvenir and why do people buy them?  Oesign and Technology What is a souvenir and why are down to a communicate their ideas through talking, drawing, templates, most-ups and ware appropriate, information and communication technology  Oesign and Technology What is a souvenir?  Oesign and Technology What is a souvenir and why what is a souvenir and why are down to ward ward makes Comwall special?  Oesign and Technology What is a souvenir?  Oesign and Technology What is a souvenir and texplore a variety of materials, tools and ward to colour, design, texture, form and function.  Form and we make our souvenirs? (part1)  Oesign and function.  Form and		Who was Jesus?							
Expressive Arts & Design  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Use trace points to inform the design process  Where do we live and what makes Cornwall special?  NC Links  Recoption  Poscribe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Use trace the song Ho	3		the birth of Jesus?	would have expected?					
Design Nursery Nursery Reception  Pescribe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Use these reference points to inform the design process What is a souvenir?  Possign and Technology What is a souvenir?  NC Links  Possign and Technology What is a souvenir?  NC Links  Possign and Appraise: Charanga — Ho Ho Ho C. Practise the Song Ho C. Practise the Song Ho Ho Ho C. Practise the Song Ho Ho	Matter to Christians?				<u> </u>				
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Use these reference points to inform the design process What is a souvenir?  What is a souvenir?  What is a souvenir and why do people buy them?  **NC Links**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Use talk to help work out problems and organise thinking and activities.  Begin to show accuracy and care when drawing. Use talk to help work out problems and organise thinking and activities.  Begin to show accuracy and care when drawing. Use talk to help work out problems and organise thinking and activities.  Begin to show accuracy and care when drawing. Use talk to help work out problems and organise thinking and activities.  Begin to show accuracy and care when drawing.  Use talk to help work out problems and organise thinking and activities.  Begin to show accuracy and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  How can we make our souvenirs? (part 1)  Souvenirs? (part 2)  How can we make our souvenirs? (part 2)  Share ideas and feelings.  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  How can we make our souvenirs? (part 1)  Souvenirs? (part 2)  Share ideas and feelings.  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  How can we make our souvenirs? (part 1)  Souvenirs? (part 2)  Share ideas and feelings.  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  How can we make our souvenirs? (part 1)  Souvenirs? (part 2)  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  How can we make our souvenirs? (part 2)  Sou	Expressive Arts &	Recognise familiar places.	•						
Nursery Reception Receptio	Design		materials.	materials.	freely.	freely.	made.		
Reception    Reception   Recep			Understand past through				Share ideas and feelings.		
discussion, stories, non-fiction texts and maps. Use talk to help work out problems and organise these reference points to inform the design process  What is a souvenir?  Where do we live and what makes Cornwall special?  **O design purposeful, functional, appealing products for themselves and other users based on design criteria  **O generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  **O select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  **Nusic** Charanga — Ho H	Nursery		objects.	express ideas.					
fiction texts and maps. Use take to help work out problems and organise to inform the design process  Pesign and Technology Where do we live and what makes Cornwall special?  NC Links  • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) • select from and use a range of tools and experiments, including construction materials, textiles and ingredients, according to their characteristics  Music Charanga – Ho H	_								
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• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics    Music   Listen and Appraise:   Suspicious Minds by Elvis   Sir Duke by Stevie Wonder   A. Warm Up Games   Sinatra   A. Warm Up Games   A		_				_			
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Ho Ho Ho  c. Practise the Song Ho  ho Ho  c. Practise the Song Ho  by Ho Ho  c. Play Recorders with the Song Ho Ho Ho  c. Play Recorders with the Song Ho Ho Ho  song Ho Ho Ho  c. Play Recorders with the Song Ho Ho Ho  song Ho Ho Ho  song Ho Ho Ho  c. Improvise with the Song Ho Ho Ho  song Ho Ho Ho  of Ho Ho Ho  c. Perform Compositions of Ho Ho Ho  of Ho		•	·	•	· ·		·		
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NC Links  • use their voices expressively and creatively by singing songs and speaking chants and rhymes  • play tuned and untuned instruments musically		<b>-</b>	<b>9</b>		•	.10110110			
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		. •	•	high-quality live and recorded mi	ısic				
<ul> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>		<ul> <li>experiment with, create,</li> </ul>	select and combine sounds using t	he inter-related dimensions of mu	ısic				