

## EYFS Overview Mousehole

This long term plan has been created to ensure that children have opportunities to develop all the skills necessary across the year to ensure a smooth transition into Year 1. However, learning in EYFS is not linear, and children will have opportunities to explore, develop and apply the skills across all areas of learning throughout the year – through both planned (teacher led) and spontaneous (child led) experiences.

We follow an approach which offers ample opportunities for child-led learning styles, and also promotes questions that stem from children’s interests. Group discussion, individual dialogues and appropriate resources within Continuous Provision, provide children with a scaffolding in which they may search for answers to their questions and explore ideas safely. Careful observations deepen staff awareness of children’s current knowledge and understanding, which leads to relevant and tailored enhancements that excite and challenge, and enable children to move forwards on their learning journey. Adults aim to widen a child’s world primarily through vocabulary rich interactions and conversations, careful and accurate modelling within meaningful contexts and an abundance of opportunities in which to practise and embed skills learnt.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Special me, special people, special times.		Our world and other places.		Come outside	
Possible lines of enquiry	All about Me  Starting School New beginnings Autumn Personal Hygiene Family	People who help us Harvest - pumpkins Celebrations – Christmas around the World Divali, Bonfire Night	Winter Seasons and weather The world - Hot and cold places Arctic Environments Day and Night animals	Spring Space Dinosaurs  Fossils	Maps The British Isles – Penzance and Cornwall  The giant of St Michaels Mount  Growing plants Minibeasts	Lifecycles Summer Picnics The seaside – rockpools
Real Life Experiences	Starting school with new routines and expectations	Visits from the Emergency Services Trip to Fire station/Airport Visit from a ‘super-hero’ Walk to find signs of Autumn	Walks to compare our village to other parts of the world. Creating homes and feeders	Trengwainton gardens	Walks to map village Visit to the beach Minibeast hunt	Rock pooling
Environment and Community	Visit to, or from, older generations to find out about their time at school	Christmas Carol concert Open afternoon to share what we have been learning with parents and carers	Big School Bird Watch Caring for, and creating, local animal habitats		Explore different environments Beach/park/town/field	Open afternoon to share what we have been learning with parents and carers
	Paul Feast	Anti-Bullying Week	Safer Internet Day Children’s mental health wk	Easter		Mazey Day Sports Day/week

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Whole School Events		Children in Need Remembrance Day		World Book Day St Piran's Day		Transition to Y1
<p><u>Personal, Social and Emotional Development</u></p> <p>Self-Regulation Managing Self Building Relationships</p>	<p><u>Self-regulation</u> Children will: - develop an understanding of their own feelings --develop an understanding of the expectations of the setting and the reasons for them.</p> <p><u>Managing Self</u> Children will: - see themselves as a valuable individual -begin to manage their own needs – personal hygiene</p> <p><u>Building Relationships</u> Children will: - build constructive and respectful relationships with adults and peers.</p>	<p><u>Self-regulation</u> Children will: -identify and moderate their own feelings</p> <p><u>Managing Self</u> Children will: -show resilience in a challenge</p> <p><u>Building Relationships</u> Children will: - build constructive and respectful relationships with adults and peers.</p>	<p><u>Self-regulation</u> Children will: - express and moderate their own feelings</p> <p><u>Managing Self</u> Children will: -show perseverance in a challenge</p> <p><u>Building Relationships</u> Children will: - .think about the perspective of others</p>	<p><u>Self-regulation</u> Children will: - give focused attention, responding appropriately even when engaged</p> <p><u>Managing Self</u> Children will: - be confident to try new activities</p> <p><u>Building Relationships</u> Children will: - show sensitivity to their own and other's needs</p>	<p><u>Self-regulation</u> Children will: - show an understanding of their own feelings and others and begin to regulate accordingly -follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u> Children will: - be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p><u>Building Relationships</u> Children will: - work and play cooperatively and take turns</p>	<p><b>Transition to Y1</b> <u>Self-regulation</u> Children will: - develop independence, set and work towards simple goals, wait for what they want and control their impulses when appropriate.</p> <p><u>Managing Self</u> Children will: - manage their own basic hygiene and personal needs – dressing, toileting and healthy food choices -be confident to try new activities and show resilience and perseverance in the face of challenge.</p> <p><u>Building Relationships</u> Children will: - forming positive attachments- transition focus</p>

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<p><u>Where are the children going?</u></p>	<p><b>ELG's</b></p> <p><b><u>Building Relationships</u></b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p> <p><b><u>Managing Self</u></b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><b><u>Self-Regulation</u></b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 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><b><u>Foundation skills to KS1</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>-continue to learn about individuality and expressing themselves.</li> <li>-learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction.</li> <li>-continue to build friendships, build positive relationships and learn about their community and those from other communities, being active citizens.</li> <li>-continue to learn about SRE and how to keep their bodies safe, as well as healthy eating. PSED play a part in all lifelong skills.</li> </ul>
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<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b></p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will: -listen carefully and understand why listening is important -learn new vocabulary -learn rhymes, poems and songs</p> <p><b><u>Speaking</u></b> Children will: -develop social phrases -engage in stories, rhymes and songs -listen to and talk through stories to build familiarity</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will: -listen carefully to rhymes and songs, paying attention to how they sound. - use new vocabulary through the day</p> <p><b><u>Speaking</u></b> Children will: -articulate ideas and thoughts in well-formed sentences -connect one idea or action to another using a range of connectives -describe events in some detail</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will: -engage in non-fiction - ask questions to find out more and to check understanding</p> <p><b><u>Speaking</u></b> Children will: -retell stories some as exact repetition and some own words -use new vocab in different contexts</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will: -listen to and talk about selected non-fiction to develop a deep understanding with new vocab.</p> <p><b><u>Speaking</u></b> Children will: -describe events in some detail -use talk to work out problems and explain how things work</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will: - listen attentively and respond with questions, comments and actions</p> <p><b><u>Speaking</u></b> Children will: - express ideas and feelings about experiences using full sentences, including use of past, present and future tense -hold conversations when engaged with adults and peers.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will: - make comments about what they have heard and ask questions to clarify understanding</p> <p><b><u>Speaking</u></b> Children will: -offer explanations for why things might happen, making use of recent vocab from stories -participate in small group class and 1:1 discussions offering own ideas.</p>

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Where are the children going?	<p><b><u>ELG's</u></b>  <b><u>Speaking</u></b>                  Participate in small group, class and one-to-one discussions, offering their 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.</p> <p><b><u>Listening, Attention and Understanding</u></b>                  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 Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>			<p><b><u>Foundation skills to KS1</u></b>                  Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.                  Children will:                  -develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.                  - understand and use the conventions for discussion and debate. -to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.                  -adopt, create and sustain a range of roles, responding appropriately to others in role.</p>			
<b><u>Physical Development</u></b>	<p><b><u>Gross Motor Skills</u></b>                  Children will:                  - revise and refine the fundamental movement</p>	<p><b><u>Gross Motor Skills</u></b>                  Children will:                  - progress towards a more fluent style of moving with</p>	<p><b><u>Gross Motor Skills</u></b>                  Children will:                  - develop overall body strength, balance co-</p>	<p><b><u>Gross Motor Skills</u></b>                  Children will:                  -combine different movements with ease and</p>	<p><b><u>Gross Motor Skills</u></b>                  Children will:                  -move energetically                  -use a range of large and</p>	<p><b><u>Gross Motor Skills</u></b>                  Children will:                  -negotiate space and obstacles safely</p>	
Gross Motor Skills Fine Motor Skills	<p>skills already acquired</p> <p><b><u>Fine Motor Skills</u></b>                  Children will:                  -develop the skills needed to manage the school day (lining up etc)                  -use a range of tools</p>	<p>control and grace</p> <p><b><u>Fine Motor Skills</u></b>                  Children will:                  -use a range of tools competently, safely and confidently</p>	<p>ordination</p> <p><b><u>Fine Motor Skills</u></b>                  Children will:                  -use a range of tools accurately                  -further develop the skills to manage a school day.</p>	<p>fluency</p> <p>-- develop and refine a range of ball skills</p> <p><b><u>Fine Motor Skills</u></b>                  Children will:                  -develop foundations of a handwriting style</p>	<p>small apparatus indoors and out</p> <p>-use core body strength to achieve good posture                  - develop confidence, competence, precision and accuracy in activities that involve a ball</p> <p><b><u>Fine Motor Skills</u></b>                  Children will:                  -begin to show accuracy and care when drawing</p>	<p>-demonstrate strength, balance and co-ordination</p> <p><b><u>Fine Motor Skills</u></b>                  Children will:                  -hold a pencil effectively for fluent writing                  -use a range of small tools</p>	
<b><u>PE</u></b>	Balance and co-ordination		Dance and movement		Team games – striking and fielding.		

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<p><u>Where are the children going?</u></p>	<p><b>ELGs</b>  <b>Gross Motor Skills</b>            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.  <b>Fine Motor Skills</b>            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, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>Foundation skills to KS1</b>            Children will:            -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.            -participate in team games, developing simple tactics for attacking and defending.            -perform dances using simple movement patterns.</p>
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<p><u>Literacy</u></p>	<p><u>Comprehension</u>            Children will:            -show an understanding of what has been read to them</p>	<p><u>Comprehension</u>            Children will:            -anticipate key events in stories</p>	<p><u>Comprehension</u>            Children will:            -demonstrate an understanding by retelling using own words and recent vocab</p>	<p><u>Comprehension</u>            Children will:            -</p>	<p><u>Comprehension</u>            Children will:            -understand what has been read to them by retelling stories and narratives in own words</p>	<p><u>Comprehension</u>            Children will:            -use and understand recently introduced vocab during discussions about books etc</p>
<p>Comprehension Word reading Writing</p>	<p><u>Word Reading</u>            Children will:            - read individual letters by saying the sounds            -oral blend sounds to make a word</p>	<p><u>Word Reading</u>            Children will:            -blend sounds into words</p>	<p><u>Word Reading</u>            Children will:            -read some letter groups that represent one sound</p>	<p><u>Word Reading</u>            Children will:            - read a few common exception words</p>	<p><u>Word Reading</u>            Children will:            - read simple phrases and sentences</p>	<p><u>Word Reading</u>            Children will:            -say a sound for each sound in the alphabet and at least 10 digraphs            -read words consistently by sound blending            -read aloud simple sentences and books consistent with their phonic knowledge</p>
<p>Writing</p>	<p><u>Writing</u>            Children will:            -write recognisable letters</p>	<p><u>Writing</u>            Children will:            -form lowercase letters correctly            -identify sounds and write the single sounds.</p>	<p><u>Writing</u>            Children will:            -spell words by identifying the sounds, then write the</p>	<p><u>Writing</u>            Children will:            -form lower case and capital letters correctly            -spell words by identifying sounds and representing sounds with a letter or</p>	<p><u>Writing</u>            Children will:            - re-read what they have written to check it makes</p>	<p><u>Writing</u>            Children will:            -read words consistently by sound blending            -read aloud simple sentences and books consistent with their phonic knowledge</p>

			<p>sounds heard</p>	<p>letters            -begin to write simple phrases/captions.</p>	<p>sense            -write short sentences with words using sound/letter correspondence using full stop capital letter</p>	<p><u>Writing</u>            Children will:            -write simple phrases and sentences that can be read by others            -write recognisable letters, most of which are correctly formed</p>
<p><u>Little Wandle Phonics</u></p>	<p>Phase 2 Graphemes and tricky words</p>	<p>Phase 2 Graphemes and tricky words            words with –s /s/ added at the end (hats sits)</p>	<p>Phase 3 Graphemes and tricky words            Words with double letters            Longer words</p>	<p>Review Phase 3            longer words, including those with double letters            words with –s /z/ in the middle            words with –es /z/ at the end</p>	<p>Phase 4 + tricky words            Short vowels with adjacent consonants            CVCC CCVC CCVCC CCCVC CCCVCC            longer words and compound words</p>	<p>Phase 4 + tricky words            Phase 3 long vowel graphemes with adjacent consonants            CVCC CCVC CCCVC CCV            CCVCC            words ending in suffixes:</p>

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				words with –s /s/ and /z/ at the end	words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est –est	–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words
Story Spine texts and possible texts	Starting School Ten little fingers and 10 little toes I Am Too Absolutely Small For School (Charlie And Lola) Super Duper You It's ok to be different The Napping House Ravi's Roar Jabari Jumps Owl babies Can't you sleep little bear Once there were giants The baby dances	Christmas Nativity Rama And Sita Topsy And Tim- Meet The Firefighters Meet The Police Go To The Hospital Pumpkin Soup Binnys Diwali The Colour Monster Room on a Broom We're going on a Bear Hunt The Gruffalo Sometimes (hospital) Just because (disability)	Walking Through The Jungle The Snail and the Whale Little People big minds – Charles Darwin Giraffes can't Dance Billy and the Beast Susan Laughs – purchase? Handa's Surprise Whatever next Where the wild things are Hug Lost and found How big is the world?	Whatever Next Moon Little People, Big Dreams – Neil Armstrong Goodbye Winter, Hello Spring Six Dinner sid	On the Way Home Mr Gumpys Outing Mrs Armitageon Wheels Chapatti Moon Ten Seeds The Hungry Caterpillar Jaspers beanstalk Mouse count Farmer Duck Rosies walk Olivers vegetables	Tad Tadpole's promise Mrs Armitage on Wheels Little people, Big Dreams – David Attenborough Sharing a shell Sally and the limpet One is a snail, 10 is a crab Matisse's magical trail? If I were the World Proudest Blue – purchase?
Traditional Story	The Three Little Pigs Goldilocks and the 3 bears	The Gingerbread Man	The Three Billy Goats Gruff	The Enormous Turnip Jack and the beanstalk	Town Mouse and The Country Mouse	The Princess and the Pea
<u>Where are the children going?</u>	<u>ELGs</u> <u>Comprehension</u>			<u>Foundation skills to KS1</u>		

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<p>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.</p> <p><b>Word Reading</b> 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.</p> <p><b>Writing</b> 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.</p>	<p>Apply phonic knowledge, words combine to make sentences, sequencing sentences, listen and respond, ask questions, build vocabulary, describe, maintain attention, and participate, explore ideas, speak audibly, participate in role play etc, gain attention of listener, consider viewpoints, use appropriate registers.</p> <p>Capital letters, full stops, spaces.</p> <p>Blend sounds, read common words, re-read books, develop pleasure in reading, understand books and stories, explain understanding, participate in discussion, discuss word meanings, make inferences, predict. discuss non-fiction.</p> <p>Begin to form letters, hold pencil comfortably and correctly, say out loud what they want to write about, re reading, discuss what they have written.</p> <p>From digits 1 -9</p>
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<p><u>Maths</u></p> <p><b>Number Numerical Patterns</b></p>	<p><u>Baseline</u> <b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -count objects, actions and sounds -subitise</p> <p><u>Numerical Patterns</u> Children will: - compare length, weight and capacity</p>	<p><b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise --link the numeral with cardinal -explore composition of numbers up to 10</p> <p><u>Numerical Patterns</u> Children will: -select rotate and manipulate shapes</p>	<p><b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall some number bonds to 5</p> <p><u>Numerical Patterns</u> Children will: -continue, copy and create repeating patterns</p>	<p><b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall some number bonds to 5</p> <p><u>Numerical Patterns</u> Children will: -compare length, weight and capacity -</p>	<p><b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise --link the numeral with cardinal -explore composition of numbers up to 10 -recall number bonds to 5</p> <p><u>Numerical Patterns</u> Children will: -compose and decompose shapes so that children recognize a shape within a shape - continue, copy and create repeating patterns</p>	<p><b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise -have a deep understanding of numbers to 10 -automatically recall number bonds to 5 and some to 10 -know some doubles</p> <p><u>Numerical Patterns</u> Children will: -verbally count beyond 20 Compare quantities up to 10 -understand greater, less, same -explore and represent patterns up to 10 -understand evens, odd, doubles</p>
<p><u>Where are the children going?</u></p>	<p><b>ELGs</b> <b>Number</b> Have a deep understanding of number to 10, including the composition of each</p>			<p><b>Foundation skills to KS1-</b> Number and place value (within 20): Addition and subtraction (within 20) (addition and subtraction)</p>		

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	<p>number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b><u>Numerical Patterns</u></b> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Number and place value (within 100): Fractions – half, quarter of shape and quantity Multiplication and Division- count in 2s, 5s and 10s, one step problems Comparing and Estimating- practical problems for length/height Number bonds to 20 Shape – name 2d and 3d Positional language – position, direction, movement, half, quarter turns Money-value and different denominations Time – o'clock and half past, days of week, months and years</p>					
<p style="text-align: center;"><u>Understanding the World</u></p> <p style="text-align: center;">Past and Present</p> <p style="text-align: center;">People, Culture and Communities</p> <p style="text-align: center;">The Natural World</p>	<p><u>Past and Present</u> Children will: -comment on familiar images in the past</p> <p><u>People, Cultures and Communities</u> Children will: -talk about members of their immediate family -name and describe familiar people</p> <p><u>The Natural World</u> Children will: -understand the effects of the changing seasons around them (Autumn)- explore natural world around them</p>	<p><u>Past and Present</u> Children will: -compare and contrast characters from stories including figures from the past</p> <p><u>People, Cultures and Communities</u> Children will: -talk about members of the community -recognise people have different beliefs and celebrate special times in different ways</p> <p><u>The Natural World</u> Children will: -describe what see, feel and hear when outside</p>	<p><u>Past and Present</u> Children will: - understand past through settings, characters and books</p> <p><u>People, Cultures and Communities</u> Children will: --recognise some similarities and differences between life in this county and others</p> <p><u>The Natural World</u> Children will: --understand the effects of the changing seasons around them (Winter) -recognise that some environments are different to where they live -explore drawing pictures of animals</p>	<p><u>Past and Present</u> Children will -comment on images from familiar situations in the past</p> <p><u>People, Cultures and Communities</u> Children will: -recognise some people have different beliefs and celebrate special times</p> <p><u>The Natural World</u> Children will: --understand the effects of the changing seasons around them (Spring) -explore natural world around them -describe what see, hear, feel whilst outside</p>	<p><u>Past and Present</u> Children will: -talk about lives of people around them, and roles in society -</p> <p><u>People, Cultures and Communities</u> Children will: -understand that some places are special to members of their community -describe their immediate environment</p> <p><u>The Natural World</u> Children will: - recognise that some environments are different to where they live -draw information from a map -make observations and drawing pictures of plants and insects</p>	<p><u>Past and Present</u> Children will: -understand past through settings, characters and books</p> <p><u>People, Cultures and Communities</u> Children will: -know some differences and similarities between life in this country and other countries</p> <p><u>The Natural World</u> Children will: --understand the effects of the changing seasons around them (Summer) -understand some processes of changing states of matter -know some similarities and differences between natural worlds and contrasting environments</p>



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<p style="text-align: center;"><u>Where are the children going?</u></p>	<p><b>ELGs</b></p> <p><b>Past and Present</b> 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</p> <p><b>People, Culture and Communities</b> 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.</p> <p><b>The Natural World</b> 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.</p>	<p><b>Foundation skills to KS1-</b></p> <p><b>Science</b> <b>Working Scientifically:</b> Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <b>Plants:</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <b>Animals including humans:</b> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals, identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <b>Everyday materials:</b> distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, <b>Seasonal Changes:</b> observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Geography</b> <b>Location Knowledge:</b> -7 continents -5 oceans, -4 countries and capital cities of the United Kingdom and its surrounding seas. <b>Place Knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, <b>Human and Physical Geography,</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>Geographical Skills and Fieldwork:</b> use world maps, atlases and globes to identify the United Kingdom and its countries, continents, oceans. Use simple compass directions and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>History</b> <b>Changes within living memory –</b> -aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, -compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, <b>Significant historical events,</b> people and places in their own locality.</p>
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Religious Education (Cornwall Agreed Syllabus)	<u>F.1 Why is the word 'God' special to Christians?</u> Main focus: growing/caring	<u>F.2 Why is Christmas special for Christians?</u> Main focus: gifts and giving	<u>F.4 Being special: where do we belong?</u> Main focus: Christian and other religions	<u>F.3 Why is Easter special for Christians?</u> Main focus: Easter	<u>F.5 Which places are special and why?</u> Main focus: Christianity and Judaism	<u>F.6 Which stories are special and why?</u> Main focus: Christianity, Judaism and Islam
	Retell stories, talking about what they say about the world, God, human beings.	Recall simply what happens at a traditional Christian festival (Christmas) Say what makes their family and friends special to them	Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian infant baptism and dedication	Talk about some ways Christians remember these stories at Easter. Talk about ideas of new life in nature	Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship	Identify a sacred text e.g., Bible, Torah Identify some of their own feelings in the stories they hear.

Expressive Arts and Design  Creating with materials Being Imaginative and Expressive	<u>Creating with Materials</u> Children will: -explore variety of artistic effects	<u>Creating with Materials</u> Children will: -return and build on previous learning, refining ideas and representations	<u>Creating with Materials</u> Children will: -create collaboratively sharing ideas, resources and skills	<u>Creating with Materials</u> Children will: -make use of props and materials when playing	<u>Creating with Materials</u> Children will: -safely use and explore a variety of materials, tools and techniques	<u>Creating with Materials</u> Children will: -share creations explaining processes
	<u>Being Imaginative and Expressive</u> Children will: -listen and move and talk about music, expressing feelings	<u>Being Imaginative and Expressive</u> Children will: -talk about dance and performance art	<u>Being Imaginative and Expressive</u> Children will: -sing in a group or on their own matching pitch and following melody	<u>Being Imaginative and Expressive</u> Children will: -develop storylines in their play	<u>Being Imaginative and Expressive</u> Children will: -explore and engage in music making and dance	<u>Being Imaginative and Expressive</u> Children will: -perform a range of songs, rhymes, dance -invent adapt and recount narratives and stories

## EYFS Overview Mousehole

<p><u>Where are the children going?</u></p>	<p><b>ELGs</b></p> <p><b><u>Creating with Materials</u></b> 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</p> <p><b><u>Being Imaginative and Expressive</u></b> 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</p>	<p><b>Foundation skills to KS1-</b></p> <p><b>Art and Design –</b> Children will: -use a range of materials creatively to design and make products -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space –learn about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work</p> <p><b>Design and Technology –</b> Children will: -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 Make -select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms in their products</p> <p><b>Music</b> Children will:: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
<p><u>Computing</u></p>	<p>Computing is not assessed as part of the Early Years Foundation Stage Framework. Although there is not an outcome, the children are exposed to Computing throughout the Early Years beginning with understanding the function of a switch for example the use of a torch or camera. They learn to take photographs with a tablet. This progresses further by the children exploring how a Bee bot can move and understanding how to code the Bee bot on a journey. (Computer Science.) The children are exposed to technology through the use of the interactive whiteboards and age-appropriate programmes when using the iPads, such as making marks and changing colours, progressing to creating an illustration. (Digital Literacy) The children are taught the importance of e-safety, understanding basic warning signs and to always seek an adult when they are unsure. (Safe Use)</p>	