

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 Mousehole Mice	All about me.	People who help us/ Light and Dark	Celebrations	Moving around	Growth and change (Animals and plants)	On the beach/Under the sea
Theme Reception	Special me, special people, special times.		Big wild world		Come outside	
Lines of enquiry Mousehole Mice	Emergency Services - RNLI Halloween Bonfire Night Seasons – Autumn	Christmas	Chinese New Year Passover Seasons - Winter	Easter Spring Mothering Sunday Fathers Day	Growth and change People Animals Plants	Mazey Day Preparations Under the sea Summer
Possible lines of Enquiry Reception	All about Me Starting School New beginnings Autumn Personal Hygeine Family	People who help us Harvest - pumpkins Celebrations – Christmas around the World Divali, Bonfire Night Day and Night animals	Winter Seasons and weather The world - Hot and cold places Arctic Environments	Spring Space Trains Buses Boats	Maps The British Isles – Penzance and Cornwall The giant of St Michaels Mount Dinosaurs & Fossils Growing plants Minibeasts	Lifecycles Summer Picnics The seaside – rockpools
Real life experiences Mousehole Mice		Lifeboat station and museum Fire engine	Winter Walks	Bus trip Harbour visit Bus trip to train station	School field – poly tunnel	Beach trips
Real Life Experiences Reception	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

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Environment and Community Mousehole Mice	Walk around the community – police cars, farmers, postman					
Environment and Community Reception	Visit to, or from, older generations to find out about their time at school Farm visit	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
Whole School Events	Paul Feast	Anti-Bullying Week Children in Need Remembrance Day Christmas Carrol service	Safer Internet Day Children's mental health wk	Easter World Book Day St Piran's Day		Mazey Day Sports Day/week Transition to Y1

Mousehole Mice Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships 2 Year Olds	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <ul style="list-style-type: none"> • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. 	<ul style="list-style-type: none"> • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. 	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <ul style="list-style-type: none"> • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Learn to use the toilet with help, and then independently.
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<p>Mousehole Mice</p> <p>Personal, Social and Emotional Development</p> <p>Self-Regulation Managing Self Building Relationships</p> <p>3 and 4 year olds</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>		<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>		<p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	
<p>Personal, Social and Emotional Development</p> <p>Mousehole Mice</p> <p>Key themes/examples</p>	<p>Establish a good relation ship with all children through a range of activities sharing books , puzzles, games and circle time.</p> <p>Encourage pupils to explore and feel settled.</p> <p>Encourage learning of names in the setting - staff and children</p> <p>Talk about people who help at home and in the pre school</p> <p>Talk about rules and boundaries</p>		<p>Talk about feelings, focus on being scared/frightened - model Im scared of the dark because.....</p> <p>Talk about empathy and helping others if we are scared</p> <p>Reinformnce taking turns in everyday situations</p> <p>Talk about feelings of excited</p> <p>Talk about problem solving – right and wrong</p>		<p>Talk about experiences of Christmas – work in small groups, ask questions listen to responses of friends.</p> <p>Turn taking and listening</p> <p>Good friends – who is their friend</p> <p>New Year resolutions</p> <p>Rules and boundaries - kind hands, no running, listening ears</p>	
<p>Personal, Social and</p>	<p><u>Self-regulation</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - develop an understanding of their own feelings --develop an understanding of the expectations of the setting 	<p><u>Self-regulation</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -identify and moderate their own feelings <p><u>Managing Self</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -show resilience in a 	<p><u>Self-regulation</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - express and moderate their own feelings <p><u>Managing Self</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -show perseverance in a 	<p><u>Self-regulation</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - give focused attention, responding appropriately even when engaged <p><u>Managing Self</u></p> <p>Children will:</p>	<p><u>Self-regulation</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - show an understanding of their own feelings and others and begin to regulate accordingly -follow instructions involving several ideas or 	<p>Transition to Y1</p> <p><u>Self-regulation</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - develop independence, set and work towards simple goals, wait for what they want and control their impulses

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<p><u>Emotional Development Reception</u></p> <p>Self-Regulation Managing Self Building Relationships Reception</p>	<p>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>challenge</p> <p><u>Building Relationships</u> Children will: - build constructive and respectful relationships with adults and peers.</p>	<p>challenge</p> <p><u>Building Relationships</u> Children will: -.think about the perspective of others</p>	<p>- 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>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>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>
<p><u>Where are the children going?</u></p>	<p><u>ELG’s Building Relationships</u> 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><u>Managing Self</u> 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><u>Self-Regulation</u> 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><u>Foundation skills to KS1</u> Children will: -continue to learn about individuality and expressing themselves. -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. -continue to build friendships, build positive relationships and learn about their community and those from other communities, being active citizens. -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.</p>		

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<p>Communication and Language</p> <p>Listening, Attention and Understanding Speaking</p> <p>Mousehole Mice</p> <p>2-3 years</p>	<ul style="list-style-type: none"> • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Use intonation, pitch and changing volume when 'talking'. 	<ul style="list-style-type: none"> • Generally focus on an activity of their own choice but find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' 	<p>Use the speech sounds p, b, m, w.</p> <ul style="list-style-type: none"> • Pronounce: <ul style="list-style-type: none"> - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
<p>Communication and Language</p> <p>Listening, Attention and Understanding Speaking</p> <p>Mousehole Mice</p> <p>3-4 years</p>	<p>Enjoy listening to longer stories and can remember much of what happens. •</p> <p>Pay attention to more than one thing at a time, which can be difficult. •</p> <p>Use a wider range of vocabulary. •</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". •</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" •</p>	<p>Sing a large repertoire of songs. •</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. •</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. •</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' •</p>	<p>Use longer sentences of four to six words. •</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. •</p> <p>Start a conversation with an adult or a friend and continue it for many turns. •</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>

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<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> <p>Mousehole Mice</p> <p>Themes and examples</p>	<p>Sound and listening games, clapping instruments</p> <p>Register time talk</p> <p>Sorting activities – pictures of food, transport, animals and tools</p> <p>Explore the setting looking at what tools do</p> <p>Talk about different sounds – alarms and sirens</p>	<p>Listen to environmental sounds - which are scary? Loud? What are the sounds?</p> <p>Night and Day, light and dark vocabulary cards</p> <p>Puils to discuss when they have been scared</p> <p>Role play stories</p>	<p>Listening skills - stories, instrument games</p> <p>Comparing items – big/small, heavy and light</p> <p>Read stories with rhyme</p>	<p>Listen to stories about baby animals - syllable games eg: daffodil linked to clapping</p> <p>Baby animal sounds</p> <p>Vocabually – spring</p>	<p>Vocabually – plants – seed, soil, plants, water and grow, fruits and vegetables</p> <p>Lotto – noises people make</p> <p>Talk about family siblings, - big and small.</p> <p>Story time – focusing on concentration - looking at adult, asking questions</p> <p>Stories with repeated refrains - repetition</p> <p>Language of growth</p> <p>To use simple sentences</p> <p>Why and how questions</p>	<p>Regular story times - about the sea.</p> <p>Syllable game relating to words about the sea – starfish</p> <p>Talk about a book – what is happening - what do you think will happen next</p> <p>Vocabually linked to the sea</p>
<p>Communication and Language Reception</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <p>Children will:</p> <ul style="list-style-type: none"> -listen carefully and understand why listening is important -learn new vocabulary -learn rhymes, poems and songs <p>Speaking</p> <p>Children will:</p> <ul style="list-style-type: none"> -develop social phrases -engage in stories, rhymes and songs -listen to and talk through stories to build familiarity 	<p>Listening, Attention and Understanding</p> <p>Children will:</p> <ul style="list-style-type: none"> -listen carefully to rhymes and songs, paying attention to how they sound. - use new vocabulary through the day <p>Speaking</p> <p>Children will:</p> <ul style="list-style-type: none"> -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>Listening, Attention and Understanding</p> <p>Children will:</p> <ul style="list-style-type: none"> -engage in non-fiction - ask questions to find out more and to check understanding <p>Speaking</p> <p>Children will:</p> <ul style="list-style-type: none"> -retell stories some as exact repetition and some own words -use new vocab in different contexts 	<p>Listening, Attention and Understanding</p> <p>Children will:</p> <ul style="list-style-type: none"> -listen to and talk about selected non-fiction to develop a deep understanding with new vocab. <p>Speaking</p> <p>Children will:</p> <ul style="list-style-type: none"> -describe events in some detail -use talk to work out problems and explain how things work 	<p>Listening, Attention and Understanding</p> <p>Children will:</p> <ul style="list-style-type: none"> - listen attentively and respond with questions, comments and actions <p>Speaking</p> <p>Children will:</p> <ul style="list-style-type: none"> - 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>Listening, Attention and Understanding</p> <p>Children will:</p> <ul style="list-style-type: none"> - make comments about what they have heard and ask questions to clarify understanding <p>Speaking</p> <p>Children will:</p> <ul style="list-style-type: none"> -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.

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Where are the children going?	<p><u>ELG's</u></p> <p><u>Speaking</u> 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><u>Listening, Attention and Understanding</u> 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><u>Foundation skills to KS1</u> 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>			
<p><u>Physical Development</u> Gross Motor Skill</p> <p>Fine Motor Skills</p> <p>Mousehole Mice <u>2-3</u></p>	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources</p>	<p>Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.</p>			
<p><u>Physical Development</u> Gross Motor Skill</p> <p>Fine Motor Skills</p> <p>Mousehole Mice <u>3-4</u></p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>			
<p><u>Physical Development</u> Gross Motor</p>	<p><u>Gross motor skills</u> Ride on equipment - scuttle bugs Learning to take off coats</p>	<p><u>Gross motor skills</u> Ride on equipment – scuttle bugs Walking</p>	<p><u>Gross motor skills</u> Drawing shapes, circles and lines outside using chalk</p>	<p><u>Gross motor skills</u> Drawing shapes, circles and lines outside using chalk</p>	<p><u>Gross motor skills</u> Trikes Walking up and down stairs</p>	<p><u>Gross motor skills</u> Trikes Painting on the easel</p>

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Skill	Moving safely in the outdoor area Throwing activities to targets Learning to take on and off wellies Climbing, crawling and balancing	Stairs	Ball skills -rolling, throwing, kicking and catching Exploring ways of moving	Ball skills -rolling, throwing, kicking and catching Exploring ways of moving	Fine motor skills	Fine motor skills
Fine Motor Skills						
Mousehole Mice	Trace letters in their name Learning how to go to the toilet Turning pages of books Pencil grip progression Threading boards	<u>Fine motor skills</u> Scissor use - blunt ended scissors Pencil grip progression Crab pincer movements on tweezers Glue dipping Write own name Construction activities	Independence when dressing and undressing <u>Fine motor skills</u> Drawing shapes, circles and lines inside Using wool and fabric for sticking	Independence when dressing and undressing <u>Fine motor skills</u> Drawing shapes, circles and lines inside Using wool and fabric for sticking	Dressing babies _ Cutting skills to sequence Tripod grip	Writing own name independently Cutting activities – libes, zig zags and curves
				<u>Fine motor skills</u>		
<u>Physical Development</u> <u>Reception</u>	<u>Gross Motor Skills</u> Children will: - revise and refine the fundamental movement	<u>Gross Motor Skills</u> Children will: - progress towards a more fluent style of moving with	<u>Gross Motor Skills</u> Children will: - develop overall body strength, balance co-	<u>Gross Motor Skills</u> Children will: -combine different movements with ease and	<u>Gross Motor Skills</u> Children will: -move energetically -use a range of large and	<u>Gross Motor Skills</u> Children will: -negotiate space and obstacles safely

Gross Motor Skills	skills already acquired	control and grace	ordination	fluency	small apparatus indoors and out	-demonstrate strength, balance and co-ordination
Fine Motor Skills	<u>Fine Motor Skills</u> Children will: -develop the skills needed to manage the school day (lining up etc) -use a range of tools	<u>Fine Motor Skills</u> Children will: -use a range of tools competently, safely and confidently	<u>Fine Motor Skills</u> Children will: -use a range of tools accurately -further develop the skills to manage a school day.	-- develop and refine a range of ball skills <u>Fine Motor Skills</u> Children will: -develop foundations of a handwriting style	-use core body strength to achieve good posture - develop confidence, competence, precision and accuracy in activities that involve a ball <u>Fine Motor Skills</u> Children will: -begin to show accuracy and care when drawing	<u>Fine Motor Skills</u> Children will: -hold a pencil effectively for fluent writing -use a range of small tools
<u>PE Nursery</u>	Jumping mice	Jumping mice	Jumping mice	Jumping mice	Jumping mice	Jumping mice

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<u>PE Reception</u>	Balance and co-ordination, Gymnastics Balancibility	Dance and movement, Ball skills Balancibility	Team games – striking and fielding, sending and receiving Balancibility
<u>Where are the children going?</u>	ELGs 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 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.		Foundation skills to KS1 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.

<u>Literacy</u> Comprehension Word reading Writing Mousehole Mice 2-3 years	Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing.	Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.
<u>Literacy</u> Comprehension Word reading Writing Mousehole Mice 3-4 years	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

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<p><u>Literacy</u></p> <p>Comprehension</p> <p>Word reading</p> <p>Writing</p> <p>Mousehole Mice</p> <p>Themes/examples</p>	<p>Looking at range of books - holding a book, picture books, atlk aoiut what they see</p> <p>Filling in missing words of tradiitonal rhymes</p> <p>Stories about rescues What do you think might happen next ?</p> <p>Looking for names - can they see first letter of name</p> <p>Looking at different types of writing – invitations, posters</p>	<p>Children to select a book</p> <p>Recall favourite rhymes</p> <p>Letter puzzles</p> <p>Mark making – Little Wandle sheets</p> <p>Show an interest in illustrations</p>	<p>Story sacs - props to retell their own stories linked to celebrations</p> <p>Thank you letters</p> <p>Writing own names</p> <p>Drawing invites to a Chinese new year parade</p>	<p>Listen and support about marks made – can you write onw name. Can you find the self registration name - how might the story end?</p> <p>What sounds can you hear in your name?</p> <p>Name writing – range of tools – pens, pencils, writing in the sand</p> <p>Beginnng sounds</p>	<p>Story – prediciting endings</p> <p>Make own stories</p> <p>Name cards_</p> <p>Letter formation sheets on learnt sounds</p> <p>Stories relating to growth</p> <p>Talk about a book to an adult</p>	<p>Stories – predicting endings</p> <p>Mark making linked to name_</p> <p>Silly sentences</p>
<p><u>Literacy Reception</u></p> <p>Comprehension</p> <p>Word reading</p> <p>Writing</p>	<p><u>Comprehension</u> Children will: -show an understanding of what has been read to them</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>Writing</u> Children will: -write recognisable letters</p>	<p><u>Comprehension</u> Children will: -anticipate key events in stories</p> <p><u>Word Reading</u> Children will: -blend sounds into words</p> <p><u>Writing</u> Children will: -form lowercase letters correctly -identify sounds and write the single sounds.</p>	<p><u>Comprehension</u> Children will: -demonstrate an understanding by retelling using own words and recent vocab</p> <p><u>Word Reading</u> Children will: -read some letter groups that represent one sound</p> <p><u>Writing</u> Children will: -spell words by identifying the sounds, then write the</p>	<p><u>Comprehension</u> Children will: -</p> <p><u>Word Reading</u> Children will: - read a few common exception words</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>Comprehension</u> Children will: -understand what has been read to them by retelling stories and narratives in own words</p> <p><u>Word Reading</u> Children will: - read simple phrases and sentences</p> <p><u>Writing</u> Children will: - re-read what they have written to check it makes</p>	<p><u>Comprehension</u> Children will: -use and understand recently introduced vocab during discussions about books etc</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>

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			sounds heard	letters -begin to write simple phrases/captions.	sense -write short sentences with words using sound/letter correspondence using full stop capital letter	<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
<u>Little Wandle Phonics</u> <u>Mousehole Mice</u>	Foundations Phase 1 Rhyme time Initial sounds S A T	P I - recap SAT	N – recap SATPI	I – recap N – recap Introduce E	B – sound new	Reap SATPIN Whats in the box?
<u>Little Wandle Phonics Reception</u>	Phase 2 Graphemes and tricky words	Phase 2 Graphemes and tricky words words with –s /s/ added at the end (hats sits)	Phase 3 Graphemes and tricky words Words with double letters Longer words	Review Phase 3 longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end	Phase 4 + tricky words Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	Phase 4 + tricky words Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words
Focus texts	Monkey Puzzle You choose No matter what Guess how much I love you. Hug My mum is fantastic	Jobs People do Flashing Fire engines The Very Noisy Night Owl Babies Night and Day	Kipper's birthday surprise One snowy night	The tain ride The wheels on the bus Duck in the truck We're going on a bearhunt	Squash and a Squeeze My cat likes to hide in boxes Stories Ducklings Growing frogs The Emporer's egg Jaspers Beanstalk The very hungry caterpillar	Rainbow fish Fish who could wish Tiddler The snail and the whale
Traditional tales Mousehole Mice	The ugly duckling Snow White	The three billy goats gruff	The elves and the Shoemaker	Beauty and the beast Puss in boots	Cinderella	The Princess and the Pea The Little mermaid

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Nursery Rhymes Mousehole Mice	Humpty Dumpty I'm a little teapot	Twinkle Twinkle Little Star	Baa Baa Black Sheep Jack and Jill	Incy Winsy spider	Mary had a little Lamb Wheels on the bus	Five little ducks 1, 2, 3, 4, 5 Once I caught a fish alive Five little speckled frogs
Mousehole Mice Possible texts and reading for pleasure	Hairy Mc Clary Squash and a squeeze	Shhhh Charlie Cook's favourite bool	Elmer Rosies hat Room on the broom	Dinosaur sleepover Super worm Dinosaur roar	What the ladybird heard Merton the mudskipper	Each Peach Pear Plum Brown bear brown bear what do you see?
Reception Focus texts Year A	Where the Wild things are The colour monster Little red hen	I am Henry Finch Super Milly	The Magic Paintbrush Izzy Gizmo	Willy the wimp Halibut Jackson	The tiny seed Extra-ordinary gardener	So much Night pirates
Reception Focus texts Year B	Little red The colour monster Anansi the spider	I will never ever not eat a tomato	Bringing the rain to Kapiti Plain	Look up The growing story	Oi Frog	Hairy McClary
Reception Traditional tales	The Three Little Pigs	Goldilocks and the 3 bears	The Gingerbread Man	The Enormous Turnip	Jack and the beanstalk	Town Mouse and The Country Mouse
Reception Nursery Rhymes	Five little ducks 1, 2, 3, 4, 5 Once I caught a fish alive	10 in a bed Five little speckled frogs	Animals went in 2 by 2 One tomato, 2 tomato	Polly put the kettle on Hickory Dickory Dock 10 fat sausages	Round and round the mulberry bush	There was an old woman 10 green bottles

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Possible texts Reception Reading for pleasure + Themed Books from Library service	Starting School 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 Once there were giants The baby dance Rosies walk	The tooth fairy and the crocodile. 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) Supertato Super Milli	Rumble in the jungle 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 – Handa's Surprise Whatever next Hug Lost and found How big is the world?	Whatever Next Moon Little People, Big Dreams – Neil Armstrong Look up Goodbye Winter, Hello Spring	On the Way Home Mr Gumpys Outing Mrs Armitage on Wheels Chapatti Moon The Hungry Caterpillar Jaspers beanstalk Farmer Duck Rosies walk Olivers vegetables Charlie and Lola -I'll never ever eat a tomato	Tad Tadpole's promise Mrs Armitage on Wheels Little people, Big Dreams – David Attenborough Sharing a shell Sally and the limpet Matisse's magical trail? If I were the World Proudest Blue – purchase?
<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>Word Reading</p> <p>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>Writing</p> <p>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>Maths Mousehole Mice</p> <p>2-3 years</p>	<p>Take part in finger rhymes with numbers.</p> <ul style="list-style-type: none"> • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. 	<p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <ul style="list-style-type: none"> • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. 	<p>Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</p> <ul style="list-style-type: none"> • Notice patterns and arrange things in patterns.
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<p>Maths</p> <p>Mousehole</p> <p>Mice</p> <p>3-4 years</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <p>Experiment with their own symbols and marks as well as numerals.</p> <ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. 	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. 	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <ul style="list-style-type: none"> • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
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<p><u>Maths</u> <u>Mousehole</u> <u>Mice</u></p> <p><u>Key</u> <u>resource</u> <u>compare</u> <u>bears</u></p>	<p>Sort and group by size - compare bears</p> <p>Make patterns_</p> <p>Singing number songs - number recognition on walks</p> <p>Sort objects into Halloween, not Halloween</p> <p>Shape – putting shapes on a pumpkin, faces</p>	<p>Positional language - in, beside, up, next to</p> <p>Size sequences - templates</p> <p>Compare by colour - more, less</p> <p>2 d shapes – assess knowledge, draw round shapes</p> <p>Using polydron shapes for construction - recognising they are shapes</p> <p>Counting rhymes</p> <p>Days of the week</p> <p>Mastering number</p>	<p>Number rymes and counting songs</p> <p>Making patterns - size and colour</p> <p>Mastering number</p>	<p>Mastering number</p> <p>Matcing numerals to sets</p>	<p>Mastering number</p> <p>Compare bears to represent their own family / seeds and plants – altogether</p> <p>Number cards to set of objects</p> <p>Number formation</p> <p>Language of size - height order</p>	<p>Mastering number</p> <p>Recap altogether vocabulary</p> <p>Matching games to numbers 1 to 5</p> <p>Number formation</p> <p>Names and shaoes of different objects</p> <p>Missing numbers</p>
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<p><u>Maths</u> <u>Reception</u></p> <p>Number Numerical Patterns</p>	<p><u>Baseline</u> <u>See White Rose EYFS maths plan and Mastering Number</u></p> <p>Counts objects, actions and sounds. Can count beyond 10. Continuing, copying and creating patterns. Subitise within 3. Identify sub-groups. Create their own patterns for numbers within 4</p> <p>Using their fingers to represent quantities. Experience subitising in a range of contexts, including</p>	<p>Is able to compare numbers. Can link a numeral to a value. Investigates shapes. Subitise within 5. Continue to develop counting skills. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.</p> <p>Recognise numerals, relating these to quantities they can subitise and count. Explore the concept of 'wholes' and 'parts'. Explore the composition of numbers within 5. Compare sets using a</p>	<p>Understanding one more and one less. Is able to subitise. Can compare length weight and capacity. Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements.</p> <p>Explore a range of patterns made by some numbers greater than 5. Experience patterns which show a small group and '1 more'. Match arrangements to finger patterns.</p>	<p>Exploring the composition of numbers to 10. Can select and manipulate shapes to develop spatial reasoning. Comparing quantities to 10.</p> <p>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Continue to consolidate their understanding of cardinality, working with larger numbers within 10.</p>	<p>Recalling number bonds to 5. Explore patterns within numbers to 10 including evens and odds, doubling and distributing quantities evenly. Practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles'</p> <p>patterns. Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or</p>	<p>Recalling number bonds to 10. Verbally counts beyond 20.</p> <p>Consolidation of mathematical knowledge and skills as well as targeted individual teaching.</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</p>

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	<p>temporal patterns made by sounds.</p> <p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Develop 1:1 correspondence. Opportunities to understand that anything can be counted.</p> <p>Explore strategies which support accurate counting. See that all numbers can be made of 1s. Compose collections within 4.</p> <p>Understand that sets can be compared according to a range of attributes, including by their numerosity.</p> <p>Use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p> <p><u>Numerical Patterns</u> Children will: - compare length, weight and capacity</p>	<p>variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p><u>Numerical Patterns</u> Children will: -select rotate and manipulate shapes</p>	<p>Verbal counting to 20 and beyond.</p> <p>Order numbers, linking cardinal and ordinal representations of number.</p> <p>Practise recalling 'missing' or 'hidden' parts for 5. Symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Compare sets using the language of comparison and play games which involve comparing sets. Compare sets by matching, identifying when sets are equal Explore ways of making unequal sets equal.</p> <p><u>Numerical Patterns</u> Children will: -continue, copy and create repeating patterns</p>	<p>The counting pattern beyond 20.</p> <p>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Link even numbers to doubles. Explore the composition of numbers within 10. Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p><u>Numerical Patterns</u> Children will: -compare length, weight and capacity</p>	<p>when patterns are similar but have a different number.</p> <p>Be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p>Verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Explore the composition of 10.</p> <p>Order sets of objects, linking this to their understanding of the ordinal number system.</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>-understand evens, odd, doubles</p>
Maths stories	<p>1,2,3 what can you see in Autumn</p> <p>Mouse Count</p> <p>Ten little fingers and 10 little toes</p>	<p>How many legs</p> <p>Alfies numbers</p> <p>Someone bigger</p>	<p>We all went on safari</p> <p>Ten in the bed</p> <p>Over in the meadow</p>	<p>Six Dinner sid</p> <p>The shopping basket</p> <p>Ten Seeds</p>	<p>Jack the builder</p> <p>How many?</p> <p>10 little pirates</p> <p>Number tree</p>	<p>One is a snail, 10 is a crab</p> <p>Elevator magic</p> <p>One moose twenty mice</p>

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<u>Where are the children going?</u>	<u>ELGs</u> <u>Number</u> Have a deep understanding of number to 10, including the composition of each	<u>Foundation skills to KS1-</u> Number and place value (within 20): Addition and subtraction (within 20) (addition and subtraction)		
	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. <u>Numerical Patterns</u> 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.		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	
<u>Understanding the World</u> Past and Present People, Culture and Communities The Natural World Mousehole Mice 2-3 years	Repeat actions that have an effect. • Explore materials with different properties. • •	Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips.	Make connections between the features of their family and other families. • Notice differences between people.	

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<p><u>Understanding the World</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Mousehole Mice</p> <p>3-4 years</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. 	<p>Explore how things work.</p> <ul style="list-style-type: none"> • 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. • Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
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<p><u>Understanding the World</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Mousehole Mice</p> <p>Themes/examples</p>	<p>Talk about people who help us What jobs do people do? How do they help? How do member of our own family help us and others? What do we do to help others? Who can help us Introduce RNLI Talking about Autumn Dress up outfits – people who help us.</p>	<p>Sort day and night activities and sequence a day. Look at light sources (picture cards) Discuss animals that come out at night. Animal Sort - diurnal and nocturnal Look at how to work a range of light sources – torches, use on off buttons. Talk about opposites and change.</p>	<p>Talk about the Christmas and New year celebrations – Can the children share their own experiences. What other celebrations do we have? Birthdays, firework night, weddings etc Encourage children to role play some celebrations or play experiences through small world. Encourage children to investigate friction, cars, operating the CD player and Ipods.</p>	<p>Reinforce events celebrations linked to Spring- pancake day, Easter, Mothers Day. Try different pancake toppings – sweet/sour. Use phones to call a friend and tell them about weather, animals, celebrations.</p>	<p>Put daffodils in coloured water talk about the changes. Planting seeds looking at plant life cycle. Bean sprout experiment – dark/light/no water. Sort plants – food non food Discuss types of fruit and veg – how they grow. What else grows and changes – review baby animals. Take photos on ipad of someone bigger and someone smaller.</p>	<p>Observe and feel beach items. Describe sand – wet/dry. Compare beach to woodland Sound CD – environmental sounds. Special place – talk about why and where and how it makes you feel.</p>
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<p><u>Understanding the World Reception</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>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>
<p>Possible trips and first hand experiences</p>	<p>Welly Wednesdays- Beach, School field Farm visit Airport visit St Michael's Mount Pendeen Lighthouse Penlee House Museum RNLI Visiting speakers: Dentist, Fireservice, Police, , Visitors from different Faiths including Open the Book Assemblies, Paul Church visits</p>					

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<p><u>Where are the children going?</u></p>	<p>ELGs</p> <p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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> <p>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>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Foundation skills to KS1-</p> <p>Science</p> <p>Working Scientifically: 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.</p> <p>Plants: 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.</p> <p>Animals including humans: 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.</p> <p>Everyday materials: distinguish between an object and the material from which it is made, identify and name a variety of everyday materials,</p> <p>Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.</p> <p>Geography</p> <p>Location Knowledge:</p> <ul style="list-style-type: none"> -7 continents -5 oceans, -4 countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge: 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,</p> <p>Human and Physical Geography, 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</p> <p>Geographical Skills and Fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, countries, continents and 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>History</p> <p>Changes within living memory –</p> <ul style="list-style-type: none"> -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, <p>Significant historical events, people and places in their own locality.</p>
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Religious Education (Cornwall Agreed Syllabus)	F.1 Why is the word 'God' special to Christians? Main focus: growing/caring	F.2 Why is Christmas special for Christians? Main focus: gifts and giving	F.4 Being special: where do we belong? Main focus: Christian and other religions	F.3 Why is Easter special for Christians? Main focus: Easter	F.5 Which places are special and why? Main focus: Christianity and Judaism	F.6 Which stories are special and why? 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 Mousehole Mice <u>2-3 Years</u>	<p>Show attention to sounds and music.</p> <ul style="list-style-type: none"> • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. 	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <ul style="list-style-type: none"> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.
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<p><u>Expressive Arts and Design</u> <u>Mousehole Mice</u></p> <p><u>3-4 Years</u></p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. 		<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. 		<p>Remember and sing entire songs.</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	
<p><u>Expressive Arts and Design</u> <u>Mousehole Mice</u></p> <p>Creating with materials Being Imaginative and Expressive</p>	<p>Music session with Miss Judge Paint or collage pictures of a hospital. Doctors symbols – red cross. Encourage them to discuss items from writing table to add different types of media. Encourage small world play around rescues.</p>	<p>Music session with Miss Judge Sing some favourite songs eg twinkle twinkle. Finger colour mixing to make owl feathers. Owl baby role play Drama around owl babies. Autumn collage – hedgehogs.</p>	<p>Music session with Miss Judge Listen to celebration songs – wedding music, happy birthday Pretend to be getting ready for a party – what do we need, can we make a cake, role play celebrations.</p>	<p>Music session with Miss Judge Print shapes to make pictures – animals, trees, flowers. Follow a story using instruments for different animal sounds.</p>	<p>Music session with Miss Judge Handprint sunflowers. Create growing, watering music and sounds. Small world Jaspers seeds and role play. Explore textures and make collages overlaying tissue paper, holding to light to show colour change. Construction toys – make homes for different ages.</p>	<p>Make jellyfish with paper plates Decorate a pebble with sea scene Make Paint and decorate salt dough starfish Silhouette fish sea pictures. Explore instruments how they sound, how they work and how sounds can be changed.</p>

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

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	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)
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