

Year B	Autumn 1 Let's explore (Understanding the world)	Autumn 2 Marvellous machines (Understanding the world)	Spring 1 Long ago (Understanding the world)	Spring 2 Ready, steady, grow (Understanding the world)	Summer 1 Animal safari (Understanding the world)	Summer 2 On the beach (Understanding the world)
Overview	This project teaches children about the environments that they share with others, including their homes, school and places in the local community.	This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.	This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.	This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.
Sticky knowledge	<ul style="list-style-type: none"> To know a map is a picture or drawing of an area of land or sea. To know how to describe their immediate environment To know how to listen attentively and respond to what they hear Describe their immediate 	<ul style="list-style-type: none"> To know how to use technology safely and respectfully with support from adults. To know out about and use a range of everyday technology by exploring a tablet 	<ul style="list-style-type: none"> To know why the photographs taken in the past are in black and white. To know how life has changed. To know what you can do now that you couldn't do when you were a baby. To know how some things have changed over time. Talk about the lives of the people around them and 	<ul style="list-style-type: none"> To know how to hold a conversation in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants;

	<p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>		<p>their roles in society;</p> <ul style="list-style-type: none"> • 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>Linked texts/ topic boxes</p>	<p>Where the Wild Things Are by Maurice Sendak</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>In Every House, on Every Street by Jess Hitchman</p> <p>Mr Gumpy's Outing by John Burningham</p>	<p>What Do Machines Do All Day? by Jo Nelson</p> <p>Car, Car, Truck, Jeep by Katrina Charman</p> <p>No-Bot, the Robot with No Bottom! by Sue Hendra and Paul Linnet</p> <p>Rosie Revere, Engineer by Andrea Beaty</p> <p>Mrs Armitage on Wheels by Quentin Blake</p>	<p>Rosie's Hat by Julia Donaldson</p> <p>Coming to England by Floella Benjamin</p> <p>Major Glad, Major Dizzy by Jan Oke</p> <p>The Growing Story by Ruth Krauss</p>	<p>Jack and the Beanstalk by Iona Treahy</p> <p>Handa's Surprise by Eileen Browne</p> <p>Rosie's Walk by Pat Hutchins</p> <p>The Extraordinary Gardener by Sam Boughton</p>	<p>A First Book of Animals by Nicola Davies</p> <p>Little Red and the Very Hungry Lion by Alex T Smith</p> <p>Hello, Hello by Brendan Wenzel</p> <p>Greedy Zebra by Mwenye Hadithi</p>	<p>Who's Hiding at the Seaside? by Katherine McEwen</p> <p>Somebody Swallowed Stanley by Sarah Roberts</p> <p>Come away from the water, Shirley by John Burningham.</p>

Experience	Walk around the school Walk to the park	Truro cathedral Truro library	Museum	Farm / The Lost Gardens of Heligan	Newquay Zoo	The Beach
Topic finale	<p>Show the children pictures of them doing different activities throughout the project. Invite them to talk about their favourite activities and explain why they like them. Plan a 'stay and play' session at the beginning or end of the day. Invite parents and carers to join the children in their play. Set out the children's favourite activities and encourage them to take their adults around the classroom and outside area to show them all the exciting</p>	<p>Host a Marvellous Machines Incredible Invention Convention. Use the Invention convention invite template to invite parents, carers or children from other classes. Create a display to show the children's learning throughout the project. Encourage the children to describe their marvellous machines and explain how they work. You could also leave some of the experiments from the project for visitors to explore, such as circuit building and sorting magnetic materials.</p>	<p>Use photographs to remind the children of the learning and activities from the project. Encourage the children to talk about the activities they like the most and ask questions to support them to explain their ideas further. Ask the children to choose their favourite activities and set up a stay and play session for grandparents to attend. Send out copies of the Stay and play invite template. Revisit the Bake it! activity so you can provide tea and homemade cakes for the children to share with their grandparents.</p>	<p>Set out a selection of photographs from the project and invite the children to pick their favourites. Ask questions to encourage them to explain and describe their learning throughout the project. Support them to explore the themes of healthy eating, where food comes from, what plants need to grow and farm animals. Create a slideshow with photographs, videos and quotes from the children to showcase their learning. Share the slideshow with another class or add it to the school website for everyone to view.</p>	<p>Spend time looking back at photographs and video clips of the children enjoying activities from the project. Invite them to talk about the activities they enjoyed the most and the interesting facts they have learned. Put on an assembly for another class or invite parents and carers in to watch. You could paint the children's faces as their favourite animal or they could wear their animal masks. They could sing songs, show their animal dancing and movements and share some of their learning.</p>	<p>Plan a sea-themed party and dressing up day. Plan games to play, go on a treasure hunt, have a picnic, sing the songs you have learned through the project and provide time for the children to revisit their dances. You could even put the children into teams and hold a quiz based on their learning.</p>

	activities they enjoy.					
Literacy books, tales and adventures		Room on the boom, Three Little Pig, Bat Fink, Penguin, Three Billy Goats Gruff, Captain Pugwash.	A Dark, Dark Tale, The Gingerbread Man, The Magic Roundabout, Not Now Bernard, Goldilocks, Pink Panther	What in the Witches kitchen, Jack and the beanstalk, Popeye The Hairy Toe Little Red Hen, Willo' the wisp	Pirate Pete, The Magic Porridge Pot, Road Runner, We're Going on a Bear Hunt Hansel and Gretel, Trapdoor	Would you rather...?, , White Hen and the fox, Mr Benn, Je M'habille et... je te Croque, Chicken Licken, Wacky Races,
Outdoor learning opportunities						

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<p>Understanding the world</p>	<p>Bear hunt Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Knowledge Reception A map is a picture or drawing of an area of land or sea. Make and use simple maps in their play to represent places and journeys, real and imagined.</p> <p>Changes Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Discuss how the local environment has changed over time using photographs and first-hand experiences.</p>	<p><u>Machines then and now</u> Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. 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><u>How does it work?</u> Explore and describe electrical and non-electrical light sources. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p><u>Share it</u> Use age-appropriate software to create images and record sounds and videos. Use technology to record their work and ideas.</p> <p><u>Keeping safe online</u> Describe what they would do if they saw something online that made them sad, scared or worried. Use technology safely and respectfully with support from adults.</p>	<p><u>Black and white photos</u> Use age-appropriate software to create images and record sounds and videos. Use technology to record their work and ideas.</p> <p><u>How has life changed?</u> Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. 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><u>Food and farming for Reception</u> Visit to a local farm where the children can observe the animals that live there, discover which crops are grown and find out about the machines that help farmers do their work.</p>	<p><u>Looking after animals</u> Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Describe some ways that plants or animals should be cared for in order for them to survive.</p> <p><u>Scales, Fur and Feathers</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. Identify common features for different groups of animals, including wild and domestic animals.</p> <p><u>Handa</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Make and use simple maps in their play to represent places and journeys, real and imagined.</p>	<p><u>What can you do at the beach?</u> Encourage the children to explore rock pools and collect 'treasures' from the shore using nets, scoops, tweezers, buckets and spades. Provide the children with cameras or tablets, the Seashore spotting sheet and the Rock pool spotting sheet to record their observations.</p>
<p>Expressive art</p>	<p>Colourful homes Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Knowledge Reception Different materials have different properties and can</p>	<p><u>Machine art</u> Create art in different ways on a theme, to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Build it</u></p>	<p><u>Letters and cards</u> Create art in different ways on a theme, to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Toys from the past</u></p>	<p><u>Fruit Art</u> Work as a group to create a fruit face or fruit basket picture. Display fruits and provide paper and pastels for the children to make observational drawings. Invite the children to choose a fruit to draw.</p>	<p><u>Feathered Friends</u> Share their creations, explaining the process they have used. Communicate their ideas as they are creating artwork.</p> <p><u>Animal Masks</u> Explore and create using a wide range of materials and components, including upcycled materials,</p>	<p><u>Under the sea</u> Invite the children to talk about the different images in the picture, and ask them to describe the sea plants and animals they would like to add to their artwork. Model how to draw and cut out the shapes of different sea animals and plants.</p>

	<p>be used for different purposes. Construct simple structures and models using a range of materials</p> <p>Fantasy worlds Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Begin to show accuracy and care when drawing. Knowledge Reception A painting of a place is called a landscape. Draw or paint a place from observation or imagination.</p>	<p>Explore, build and play with a range of resources and construction kits with wheels and axles. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p>	<p>Construct simple structures and models using a range of materials. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p>		<p>construction kits, textiles and ingredients. Select appropriate materials when constructing and making.</p>	
<p>C & L</p>	<p>Sensory walk 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.</p>	<p><u>What do machines do all day?</u> Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary 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.</p>	<p><u>My Grandparents</u> During small group or one to one discussions, ask questions to find out more and understand what has been said to them. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Make comments about what they have heard and ask questions to clarify their understanding. <u>Let's find out</u> Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. 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.</p>	<p><u>Handa's Surprise</u> Show an understanding of the meanings of new words by using them in discussion and role play situations. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p><u>Dear Zoo</u> 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. Break the flow of speech into words <u>Amazing animals</u> Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p>	<p><u>Beach Shop</u> Model how to take on a role as you play, and use social phrases, such as, 'Good morning, how can I help you?' Support the children in taking turns to be the shopkeeper and customer.</p>

<p>PSED</p>	<p>Mazes Work and play cooperatively and take turns with others. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Speak up! Listen carefully in a range of situations and is aware of the importance of listening. 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>My family Build constructive and respectful relationships and talk about the special people in their lives and why they are important. Form positive attachments to adults and friendships with peers.</p>	<p>Is It Healthy Look after basic hygiene and personal needs and talks about the importance of good oral health. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Sensory challenge Suggest healthy ingredients that can be used to make simple snacks. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Being Brave Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge.</p>	<p>Save our Seas Use recycled plastic waste, such as bottle tops, plastic bags and plastic containers, to create a large collage of a sea animal.</p>
<p>Literacy Drawing club</p>		<p>Letter hunt Recognise and say sounds represented by graphemes. Say a sound for each letter in the alphabet and at least 10 digraphs. Machine poems Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Fairy Tales Talk about the pictures in story books and use them to discuss how characters might be feeling. Anticipate – where appropriate – key events in stories. Peepo! Talk about the pictures in story books and use them to discuss how characters might be feeling. Anticipate – where appropriate – key events in stories</p>	<p>The Gigantic Turnip Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Recipes Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Alphabet Animals Say a sound for each letter in the alphabet and at least 10 digraphs. Recognise and say sounds represented by graphemes Little Red Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Enjoys looking at books and sharing stories. Talk about stories and make connections with events in their own lives or other familiar stories.</p>	<p>Treasure Maps write instructions for Captain Jill to follow, and provide each child with a Treasure island map template, writing resources, sound mats and word banks.</p>
<p>PSHE</p> <ul style="list-style-type: none"> Jigsaw objectives 	<p>Being me in my world</p> <ul style="list-style-type: none"> Know they have a right to learn and play, safely and happily 	<p>Celebrating differences</p> <ul style="list-style-type: none"> Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry 	<p>Dreams and goals</p> <ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind 	<p>Healthy me</p> <ul style="list-style-type: none"> Know what the word 'healthy' means Know some things that they need to do to keep healthy Know the names for some parts of their body 	<p>Relationships</p> <ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) 	<p>Changing me</p> <ul style="list-style-type: none"> Know the names and functions of some parts of the body (see vocabulary list)

	<ul style="list-style-type: none"> • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good 	<ul style="list-style-type: none"> • Know why having friends is important • Know some qualities of a positive friendship • Know that they don't have to be 'the same as' to be a friend • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself 	<ul style="list-style-type: none"> • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal 	<ul style="list-style-type: none"> • Know when and how to wash their hands properly • Know how to say no to strangers • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know what to do if they get lost 	<ul style="list-style-type: none"> • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	<ul style="list-style-type: none"> • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on
<p>R.E.</p> <ul style="list-style-type: none"> ◦ Cornwall agreed syllabus <p>Colour key: Making sense Understanding impact Making connections</p>	<p>Creation – why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> ◦ Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world ◦ Retell stories, talking about what they say about the world, God, human beings ◦ Think about the wonders of the natural world, expressing ideas and feelings 	<p>Incarnation – why is Christmas so special for Christians?</p> <ul style="list-style-type: none"> ◦ Talk about people who are special to them ◦ Say what makes their family and friends special to them ◦ Recall simply what happens at a traditional Christian festival (Christmas) ◦ Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus ◦ Retell religious stories, making 	<p>Thematic – being special: where do we belong?</p> <ul style="list-style-type: none"> ◦ Retell religious stories making connections with personal experiences ◦ Share and record occasions when things have happened in their lives that made them feel special ◦ Recall simply what happens at a traditional Christian infant baptism and dedication ◦ Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>Salvation – why is Easter special for Christians?</p> <ul style="list-style-type: none"> ◦ Recognise and retell stories connected with celebration of Easter ◦ Say why Easter is a special time for Christians ◦ Talk about ideas of new life in nature ◦ Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature ◦ Talk about some ways Christians remember these stories at Easter. 	<p>Thematic – which places are special and why?</p> <ul style="list-style-type: none"> ◦ Talk about somewhere that is special to themselves, saying why ◦ 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 ◦ Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God ◦ Get to know and use appropriate words to talk about their 	<p>Thematic – which stories are special and why?</p> <ul style="list-style-type: none"> ◦ Talk about some religious stories ◦ Recognise some religious words, e.g. about God ◦ Identify some of their own feelings in the stories they hear ◦ Identify a sacred text e.g. Bible, Torah ◦ Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is

	<ul style="list-style-type: none"> ○ Say how and when Christians like to thank their Creator ○ Talk about what people do to mess up the world and what they do to look after it. 	connections with personal experiences.			<p>thoughts and feelings when visiting a church</p> <ul style="list-style-type: none"> ○ Express a personal response to the natural world. 	good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
<p>Computing</p> <ul style="list-style-type: none"> • Purple mash EYFS framework links 	<p>General computing</p> <p><i>See attached document.</i></p>	<p><u>Expressive art</u></p> <ul style="list-style-type: none"> • 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><u>Creating with materials</u></p> <ul style="list-style-type: none"> • 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><u>Maths</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subsidise (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. • 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><u>PSED</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. 	<p><u>Communication and language</u></p> <ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • <u>Understanding the world</u> 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. • Talk about the lives of the 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • 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. • 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. • Demonstrate understanding

			<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. • 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. • 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>recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> • 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>people around them and their roles in society.</p> <ul style="list-style-type: none"> • 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. • 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 	<p>of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • 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>PD</p> <ul style="list-style-type: none"> • 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. • Negotiate space and obstacles safely, with consideration for themselves and others.
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					changes in the natural world around them, including the seasons and changing states of matter	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
P.E.	Fundamentals 1 Gymnastics 1	Fundamentals 2 Gymnastics 2	Dance (Under the sea) Games 1	Dance (Toys) Games 2	Fundamental athletics 1 Dance (Fairy Tales)	Fundamental athletics 2 Striking and fielding

Year A	Autumn 1 Me and my community	Autumn 2 Once upon a time	Spring 1 Starry Night	Spring 2 Dangerous Dinosaurs	Summer 1 Sunshine and sunflowers	Summer 2 Big wide world
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	(PSED)	(Literacy)	(Understanding the world)	(Understanding the world)	(Understanding the world)	(Understanding the world)
Overview	This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including Cinderella, Goldilocks, Little Red Riding Hood, The Three Little Pigs and The Three Billy Goats Gruff.	This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.	This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.	This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.	This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.
Sticky knowledge	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; • Listen attentively and respond to what they hear with relevant questions, comments and 	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. 	<p>Dinosaurs are prehistoric animals that lived millions of years ago.</p> <p>Some prehistoric animals, including dinosaurs are extinct.</p> <p>Dinosaur remains are called fossils.</p> <p>Carnivores are animals that eat other animals.</p> <p>Herbivores are animals that eat plants.</p> <p>A palaeontologist is a scientist that studies fossils.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their

		actions when being read to and during whole class discussions and small group interactions;				experiences and what has been read in class;
Linked texts/ topic boxes	Five Minutes' Peace by Jill Murphy	There Is No Dragon in This Story by Lou Carter	Peace at Last by Jill Murphy	Dear Dinosaur by Chae Strathie	Errol's Garden by Gillian Hibbs	Our World: A First Book of Geography by Sue Lowell Gallion
	Once There Were Giants by Martin Waddell	Goldilocks and the Three Bears	Owl Babies by Martin Waddell	Little Kids First Big Book of Dinosaurs by Catherine D Hughes	My Butterfly Bouquet by Nicola Davies	All Are Welcome by Alexandra Penfold
	Lost and Found by Oliver Jeffers	Little Red Riding Hood	How to Catch a Star by Oliver Jeffers	Cave Baby by Julia Donaldson	Jump and Shout! by Mike Dumbleton	Under the Same Sky by Britta Teckentrup
		Hansel and Gretel	The Way Back Home by Oliver Jeffers	The Girl and the Dinosaur by Hollie Hughes	Guess How Much I Love You in the Summer by Sam McBratney	Clean Up! by Nathan Bryon
		The Three Billy Goats Gruff			Summer is Here!, by Heidi Pross Gray	This Is Our World by Tracey Turner
		The Three Little Pigs!				
		Puss in Boots				
		Cinderella				
		The Princess and the Pea				
		Snow White and the Seven Dwarfs				
	Aladdin					

		<p>Rapunzel</p> <p>Beauty and the Beast</p> <p>Princess Daisy and the Dragon and the Nincompoop Knights by Steven Lenton</p> <p>The Worst Princess by Anna Kemp</p>				
Linked music						
Experiences	<p>Walk around the school</p> <p>Walk to the local park</p>	<p>Panto</p> <p>Truro cathedral</p> <p>Truro library</p>	Visit by marks ark?	Museum???	Sunflower field at St. Erme	The Eden Project
Topic finale	<p>Make a slide show of the children throughout the project. They might include pictures of the children trying new activities, being helpful or being kind friends. Encourage the children to discuss the activities that they have enjoyed and talk</p>	<p>Ask each of the children to choose their favourite story from the project. Invite children from an older class to come and read the stories with the children. Make time for the children to talk about their favourite stories and characters and share the activities they have explored during the project.</p>	<p>Provide large sheets of black and white paper and photographs that show scenes at night and during the day. These could include animals, people who help us, photographs from around the school, clothing and activities. Encourage</p>	<p>Display photographs of the activities that the children have taken part in during the project. Use the pictures to prompt discussion about the activities that they have completed and the information they have learned. Invite the children to</p>	<p>Make time at the end of the day for the children to take a family member on a tour around the garden area. Create a book or display with the children to show their garden plans. As the children take their family member around the garden area, encourage them to</p>	<p>Display photographs of the children taking part in the different activities. Invite the children to talk about their favourite activities and the countries they have learned about. Explain that you are going to plan an assembly to share some of the exciting learning from the project. As the children are talking make a collection of their</p>

	<p>about the new friends they have made. Where appropriate, talk about how the children have developed their behaviour and attitude to learning from the start of term. Encourage the children to talk about the different communities that they belong to, including their family, class, school and wider community. Display copies of the photographs used in the slide show and invite the children to choose a picture of themselves to talk about. Ideas can be recorded on the Helping hands writing frame. Use these pictures and quotes from the children to make a display or class book.</p>		<p>the children to work in groups to make a day and night picture, using the photographs as inspiration. Provide pens, labels, sound mats and word banks for the children to draw their pictures and write captions. The groups can then take turns to share their picture boards and describe the differences between day and night.</p>	<p>share interesting facts. Write their comments in speech bubbles and use the comments and photographs to make a fantastic factbook. Make time for the children to share the factbook with their parents or with another class.</p>	<p>name the different plants, explain how they are caring for them, talk about the different plants and animals, and show how they have decorated the garden.</p>	<p>quotes for them to read out. You could show the dance you created, display a selection of artwork, sing Hello to All the Children of the World to everyone and explain how to look after our world.</p>
<p>Literacy books, tales and adventures</p>		<p>Room on the boom, Three Little Pig, Bat Fink, Penguin, Three Billy Goats Gruff, Captain Pugwash.</p>	<p>A Dark, Dark Tale, The Gingerbread Man, The Magic Roundabout, Not Now Bernard, Goldilocks, Pink Panther</p>	<p>What in the Witches kitchen, Jack and the beanstalk, Popeye The Hairy Toe Little Red Hen, Willo' the wisp</p>	<p>Pirate Pete, The Magic Porridge Pot, Road Runner, We're Going on a Bear Hunt Hansel and Gretel, Trapdoor</p>	<p>Would you rather...?, , White Hen and the fox, Mr Benn, Je M'habille et... je te Croque, Chicken Licken, Wacky Races,</p>

Outdoor learning opportunities						
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