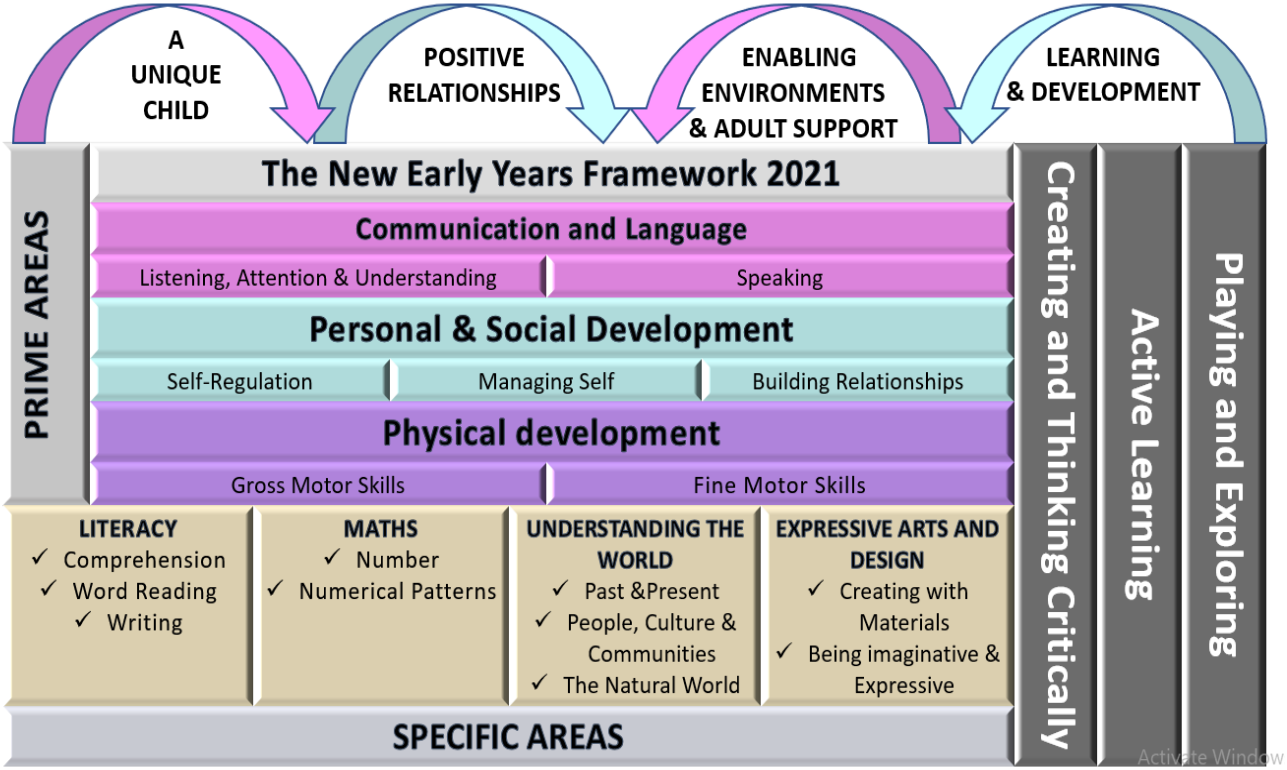
South Tawton Year R Class- Long Term Plan

At South Tawton Primary School we make the most of our beautiful surroundings to explore and learn. From our school field, playgrounds, garden, forest area and pond, children are outside enjoying the environment around them.

Upon starting school children learn that we are one big South Tawton family, playing together, helping each other and sharing experiences across age groups.

Our EYFS sparks children's imagination to become enquiring, motivated and thoughtful learners who are independent and self-regulated. Children build upon their own interests enabling them to experience challenge and success. Our dedicated team of staff ensure there is a safe, happy and language rich environment within which children can grow and learn.



	Autumn 1-	Autumn 2-	Spring 1-	Spring 2-	Summer 1-	Summer 2-
	Uniquely Me	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**
General Themes **NB: *These themes may be adapted at various points to allow for children's interests***	**Who am I?** What makes you unique! My new class Who Lives at Home: Me and My Family My home What am I good at? My Feelings Birthdays	**The 5 senses** **Festivals of Light** **The 4 Seasons** Seasonal Changes What can I see/smell/hear/feel and taste? Halloween Bonfire night Diwali Remembrance Day Christmas Hannukah Light and Dark (torches)	**Real Life Superheroes (past & present)** Doctors/Nurses Firefighters Police Dartmoor Rescue Vets Space Explorers People from the past Chinese New Year Freezing and Melting	**Wild Animals** Signs of spring Animal habitats Adaptation Animal lifecycles Electricity Easter	**Lifecycles** Plants & Flowers Planting beans/seeds Lifecycle of a plant Living things Lifecycle of a frog Lifecycle of a chicken Magnetism	**The Wider Environment - Oceans** Oceans Ocean animals World maps Following and making maps Ways of travelling Where in the World shall we go? Looking after our planet - Reduce, Reuse, Recycle Weather and Climates Floating and Sinking
High quality Texts **Diversity**	Super Duper You The Smartest Giant in Town The Proudest Blue My Shadow is Pink Kipper's Birthday The Ugly Duckling	Room on a Broom The Leaf Thief Stickman Little Glow Rama and Sita Shubh Diwali The Christmas Story The Jolly Christmas Postman The Christmas Pine Hansel and Gretel	Supertato Hospital Dog Super Daisy The Way Back Home Bob, the man on the moon Superworm Zog and the Flying Doctors Detective Dog The 3 Little Pigs	Handa's Surprise Oi Frog! Poo in the Zoo We're going on a lion Hunt All along the Bobo Road Bringing the Rain to Kapiti Plain Little Red Riding Hood	Beware of the Frog How to grow a Dinosaur Oliver's vegetables The Extraordinary Gardener The Tiny Seed Eggs and Chicks Bridget's Secret Pip and Egg Tad Jasper's Beanstalk Jack and the Beanstalk	Lost and Found Clean Up The whale who wanted more Little Turtle and the Sea The Snail and the Whale Rainbow Fish Tiddler Bright Stanley Anansi the Spider
'Wow' moments / Enrichment	Farm visit – Blackberry picking Forest School Introduction Marvellous Me Collages	Farm Visit – Signs of Autumn Forest School Church Visit Christmas Performance Santa Visit	Chinese Cooking Real Life Superheroes – visits by nurse/police/vet/midwife/ Dartmoor Rescue etc… Dress up as a job day Forest School	Farm Visit – Signs of Spring Forest School Paignton Zoo Easter Egg Hunt	Incubate Eggs Grow Frogs Growing Seeds Park Visit Forest School	Forest School Sports Day Christian Wedding Muslim Wedding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Uniquely Me**	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**

Over Arching Principles

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: *We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn both by leading their own play and by taking part in play which is guided by adults.*

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Uniquely Me**	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**
British Values Sharing Circles	**Mutual respect** We are all unique. We have similarities and differences. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Experienced through celebrations	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We must work together as a team when it is necessary. Class rules	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	Baseline data on entry Speech & Language Link Assessments Strong Start Phonics Tracker Sonar -formative EYFS team meetings	Pupil progress meetings Parents evenings EYFS team meetings Sonar -end of term assessments RWI assessments	Cluster moderation EYFS team meetings Sonar -formative	Pupil progress meetings Parents evenings EYFS team meetings Sonar -end of term assessments RWI assessments Speech & Language Link assessments	Cluster MAT moderation EYFS team meetings Sonar -formative	Pupil progress meetings End of Year Reports EYFS team meetings Sonar -end of term assessments RWI assessments Speech and Language Link assessments
Parental Involvement	Meet the Teacher Tapestry Book Looks Home/School Learning Folders	Christmas performance Parents Evenings Tapestry Book Looks Home/School Learning Folders	Parents invited into school to share jobs. Tapestry Book Looks Home/School Learning Folders	Parents Evenings Tapestry Book Looks Home/School Learning Folders	Tapestry Book Looks Home/School Learning Folders	End of Year Reports Sports Day Tapestry Book Looks Home/School Learning Folders

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Uniquely Me**	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**
Communication and Language	The development of children communication and language skills underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**.** Children's **vocabulary development** is **carefully planned** with new vocabulary introduced, taught and embedded throughout the year. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teachers, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
	Settling in activities. Marvelous Me collages to support children to talk about themselves, their families, pets & interests. Include Who, When, Where questions. Following instructions. Model talk through daily routines e.g. "Good Morning, how are you?" Understand how to listen carefully & why listening is important. Listens to familiar stories, joins in with repeated refrains.	Describing special events -photos & video clips as stimulus to recall. Listen to and talk about stories to build familiarity & understanding. Learn rhymes, poems & songs & continue these through the year. Prepositions -under, on top, behind. And/because	Developing language & vocabulary linked to topics. Photos of visitors to support children to recall and talk about experiences. Listen to & talk about non-fiction texts. Talking about the past. Ask questions to find out more -lists of questions for our visitors. Why & How Questions. And/because. Using language to recreate roles in play.	Retell a story using story language. Remember key points from a story. Why & How questions Introduce storyline & narrative into their play. Prepositions -under, on top, behind.	Explain why, when, how, who, where during discussions. Use past, present & future tenses in speech when explaining an event or how something has/will grow. Developing language & vocabulary linked to topics.	Introduce joke books. Storytelling without pictures or props.

Staff invest quality time with the children to develop strong relationships based on their interests, high quality interactions and sustained conversations. As well as reading to them regularly, staff comment on, model and scaffold language and embed new vocabulary into everyday situations. There are daily group discussions, singing and rhymes, stories, circle times and 'snack chat'. Staff also use speech and language interventions and Speech& Language link as necessary.

CONTINUOUS PROVISION; Our comfy class book corner is well stocked with a range of fiction and non-fiction texts. Later in the year books are added that children can attempt to read phonetically. The addition of puppets and masks help the children retell a story both indoors or outdoors. Stories are chosen from recommended high quality texts. Role play areas are regularly changed and constructed with the children to appeal to their interests. Staff model language and interactions within the role play.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Uniquely Me**	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives** and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self **Self regulation** **Making relationships** **Following the Whole School SCARF programme**	**Me & My Relationships** All about Me What makes me special Me and my special people Who can help me? My feelings	**Valuing Difference** I'm special, you're special Same and Different Same and Different families Same and Different homes I am caring I am a friend	**Keeping Safe** What's safe to go onto my body? What's safe to go into my body? Safe indoors & outdoors Listening to my feelings Keeping safe online People who help to keep me safe	**Rights & Responsibilities** Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our World Looking after money	**Growing & Changing** Life stages -plants, animals, humans Life stages -who will I be? Where do babies come from? Getting bigger Me and my body -girls and boys	**Being My Best** Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep
	* Controlling own feelings and behaviours *Applying personalised strategies to return to a regulated state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task* Being thoughtful towards others' feelings *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty. **PSED** is a focus throughout the day in Early Years. Children are constantly learning how to **manage their own feelings and behaviors** and how to **work and play cooperatively** with others. Adults sensitively support children to develop these skills both during adult led and child initiated activities.					

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General Themes	**Uniquely Me**	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**
Physical Development Fine motor- Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. **We have daily opportunities for Fine Motor Gross motor and Physical activities**	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
	Daily Fine Motor & Gross Motor activities. Use tools to effect changes to materials including scissor skills. Draw lines and circles using gross motor movements. Using anticlockwise movements and retracing vertical lines. Pencil grip. Name Writing. Read Write Inc. Letter formation in the air. Handwriting. Drawing Club. Putting on and taking off shoes and coats. Safety when using big bricks, outdoor balancing equipment.	Daily Fine Motor & Gross Motor activities. Use tools to effect changes to materials - making clay pots for Diwali. Read Write Inc. Letter formation in the air. Handwriting. Drawing Club. Use a knife and fork to cut -playdough. Doing up and undoing buttons & zips. Changing for PE. Discuss texture & tastes -changes from cold to hot.	Daily Fine Motor & Gross Motor activities. Drawing Club. Handwriting. Hold pencil effectively with comfortable grip. Handle tools, objects, construction and malleable materials with increasing control. Use knife to cut with a sawing motion -chopping ingredients for Stir Fry. Food discussions - healthy/unhealthy/variety. Discuss texture & tastes - changes from cold to hot.	Daily Fine Motor & Gross Motor activities. Drawing Club. Handwriting. Cut along a straight line with scissors.	Daily Fine Motor & Gross Motor activities. Drawing Club. Handwriting. Start to cut along a curved line with scissors. Use tools to effect changes -Making clay worms/faces in Forest School. Food discussions - healthy/unhealthy/variety. Discuss texture & tastes - changes from cold to hot.	Daily Fine Motor & Gross Motor activities. Drawing Club. Handwriting. Cut a shape out using scissors. Foods that are: healthy/unhealthy/variety. Sports Day

	Fundamental Movements	Fundamental Movements including Climbing & Ball Skills		Fundamental Movements including Athletics	
Weekly PE Lessons	Movement skills Rolling, crawling, walking, jumping, running, hopping, skipping. Negotiate Space Travelling with Confidence Moving to Music	Balance Using apparatus Climbing Core muscle strength Jumping and landing Awareness of Space Safety when using equipment/climbing.	Ball Skills: throwing, catching, kicking. Using different sized balls. Follow the rules of a game.	Striking and Fielding Basic Games. Follow the rules of a game. Join in with a game	Running Skills. Agility. Consolidate throwing, catching & negotiating space. Jumping combinations Team Relay Races
CONTINUOUS PROVISION: Children are encouraged to participate in cooperation games i.e. parachute games & team activities. There are climbing opportunities when we visit the park or school grounds. We provide a range of wheeled resources for children to balance, sit or ride on including scooters, tricycles, balance bike and prams. Children can choose resources to develop their dance and creativity such as ribbons and scarves. Other enhancements are regularly available. Malleable, fine motor and funky finger activities are provided daily to support children's hand eye coordination including scissors, threading and tweezers. Gross motor opportunities such as obstacle courses, balls and bats and large-scale mark making are available. Children are encouraged to join in with regular physical activities such as dancing, yoga and active games. Each child is supported to develop good personal hygiene by providing regular reminders about thorough handwashing and toileting. Children are supported to develop independence with toileting.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Uniquely Me**	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**
Literacy Developing a passion and confidence for reading. At South Tawton we use the Read Write Inc scheme to deliver phonics from EYFS and KS1.	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.)					
	Show interest in favourite books and subject matter. Singing rhymes and songs. Join in with repeated phrases and fill in missing words in rhymes and stories. Re-telling familiar stories. Mark making. Drawing simple pictures -modelled. Recognising & writing own name. Pencil grip & Ready to Write position. Letter formation in the air & on paper.	Talk about events, characters and settings in a story. Drawing characters & events from stories. Writing initial sounds to label pictures. Writing VC and CVC words. Writing own name on work. Letter formation in the air & on paper. Writing for a purpose - Birthday cards, Christmas cards, invitations, lists.	Understands non-fiction characteristics. Refer to non-fiction texts & digital forms to find out about themes & interests. Letter formation. Finger spaces. Writing simple labels Using photos as a stimulus - 'Dress up as a Job' day photos to label. Chinese New Year - photos of cooking to make own recipe books.	Non-fiction texts. Shows interest & answer simple questions about what has been read. Check my reading makes sense & re-read if necessary. Alphabet song. Writing for a purpose - postcards, posters, labels, information. World Book Day Writing simple phrases using phonic knowledge. Finger spaces. Letter formation. Writing information about an experience e.g. zoo visit.	Shows interest in and attempts to read in various situations e.g. role play, recipes, signs etc. Re-telling of known stories and addition of own ideas. Writing simple labels, captions and sentences. Recounting how to grow a plant. Instructions. Life cycles & labelled diagrams.	Enjoy choosing texts to share with others or read alone. Use new vocabulary in talk & writing. Adventure stimulus to create stories, maps, information, signs, character descriptions. Using phonics & red words taught & finger spaces. Begin to use full stops.

	Phonics: Rhyme. Alliteration. Oral blending & segmenting -Fred Talk. Teaching of RWI Set 1 sounds.	**Phonics:** Complete Set 1 sounds. Blending to read VC and CVC words. Fred Talk. Sound Blending books.	**Phonics:** Introduce 'Alien Words.' Teach Set 2 sounds. Teach irregular 'red' words. Fred in your Head. Differentiated Groups. RWI coloured reading texts.	**Phonics:** Continue/consolidate Set 2 sounds. Fred Talk. Fred in your Head. Differentiated Groups. RWI coloured reading texts.	**Phonics:** Differentiated Groups. Recall increasing number of irregular 'red' words. Read with increasing fluency & accuracy.	**Phonics:** Differentiated Groups. RWI Set 3 when appropriate. Progress with RWI coloured reading texts & comprehension.
CONTINUOUS PROVISION; Our comfy class book corner is well stocked with a range of fiction and non-fiction texts and books children can attempt to read phonetically. The addition of puppets and masks help the children retell a story both indoors or outdoors. Children also take home a library book each week. Children are read to each day; stories are chosen from recommended high-quality texts. Phonics is taught daily and taught sounds and red words are displayed for children to access for their independent writing. Children have access to a wide range of writing, mark making and fine motor equipment indoors and outdoors for a range of purposes (role play, construction, lists, menus). Staff model writing and 'story scribe' for children to develop their story telling and language.						

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General Themes	**Uniquely Me**	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**
Maths *"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."* *– **Shakuntala Devi*** ***Numberblocks based Maths***	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	Identify when a set can be subitised and when counting is needed Subitise different arrangements, both unstructured and structured Make different arrangements of numbers within 5 and talk about what they can see Spot smaller numbers hiding onside bigger numbers Connect quantities and numbers to finger patterns and explore different ways of representing numbers with their fingers Hear and join in with counting sequences Count using 1:1 correspondence and know that the last number in the count tells us how many (cardinality) Anything can be counted, including actions and sounds Compare sets of objects by counting Begin to develop the language pf whole and parts Develop their use of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind		Notice similarities and differences Identify and describe 2d and 3 d shapes Continue to develop their subitising skills for numbers within and beyond 5 Increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as 5 and a bit Focus on equal and unequal, initially with blocks, to compare numbers up to 10 Understand that 2 equal groups can be called a double Sort odd and even numbers according to their shape Continue to develop their understanding of the counting sequence Order numbers and play number games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		Explore a range of pattern making skills, copying, continuing and creating their own patterns Continue to develop their counting skills, counting larger sets and actions and sounds Explore a range of representations of numbers, including the 10 frames See how doubles can be arranged on a tens frame Compare lengths, heights and mass, noticing similarities and differences and using prepositional language to describe these Compare quantities and numbers Continue to develop a sense of magnitude e.g. knowing that 8 is quite a lot more than 2, but 4 is only a bit more than 2 Use one more and one less to talk about numbers within 10 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrak	

	To know some language related to movement to include turn and flip		

CONTINUOUS PROVISION: Children will have access to maths resources throughout the provision, both indoors and outdoors. Water and sand play contains measuring, capacity and size equipment as well as shapes and various building apparatus being easily accessible for all. Children are encouraged to use resources such as tape measures, stop watches, rulers and balancing scales to compare and develop their mathematical vocabulary and enquiry. Adults support children to develop their mathematical understanding by using mathematical language as they play and explore.

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General Themes	**Uniquely Me**	**Seasons and Festivals**	**People who help us**	**Animals**	**Lifecycles & Plants**	**The Big Wide World**
Understanding the World	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and places of worship to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Make 'All about Me' collages at home to share in class. Talk about family, special people, where you live, pets, hobbies. Respectfully compare & contrast similarities & differences. Autumn Walk - children to take photos of signs of Autumn	Talking about different celebrations, events & special times. Sharing our own experiences. Compare similarities & differences between celebrations such as Diwali, Christmas, Hanukkah. Experiments (let's find out what happens if . . .) Exploring Light and Dark - Torches	Visits from nurse, PCSO, vet from our community. Find out about famous men & women who explored and discovered in the past and present. Compare and contrast past and present. Chinese New Year - compare life in other countries. Experiments (let's find out what happens if . . .) Exploring Ice.	Spring Walk -children to take photos of sings of Spring Zoo visit – caring for animals	Talk about differences & similarities in living things -plants, minibeast, animals. Talk about changes that occur during lifecycles & over time -grow frogs & hatch chicks. Animal habitats - similarities & differences. Experiments (let's find out what happens if . . .) Exploring Magnets	Maps to follow. Class Weddings -Muslim & Chrisitan ceremonies to compare. Similarities & Differences - life in this country and life in other countries. Caring for the world – recycling. Beebots. Experiments (let's find out what happens if . . .) Exploring Floating and sinking
RE At South Tawton we follow the Devon & Torbay Agreed Syllabus for RE	Being Special -where do we belong? Sense of belonging to our school community.	Why is Christmas special for Christians? Visit Church.	What places are special and why?	Why is Easter special for Christians?	Why is the word 'God' so important to Christians?	What times/stories are special and why?

CONTINUOUS PROVISION: Opportunities are provided throughout the day for children to develop their understanding of the world. For example, magnifying glasses and bug pots are available for the children to engage in mini-beast hunts. Our class pets -stick insects- are regularly observed, discussed and looked after with the children. Children develop digital literacy skills by being able to access and interact with a range of technologies including a listening station, digital cameras, bee bots and I-pads.

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Expressive Arts and Design *Mark making, Painting, junk modelling, messy play, cutting and sticking, role play, threading, moving to music, playdough, exploring instruments, singing songs, making instruments. Work will be displayed in the classroom. Children to explain their work to others* **In addition we follow Kapow Music**	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Self portraits. Andy Warhol; Picasso; Van Gogh; Frida Kahlo. Explore different media including pencil, pen, crayon, paint, pastel, chalk. Join in with and perform songs & rhymes. Build stories around toys (small world) & use available props to support role-play. Build models using construction equipment. Can children explain how they built their model? Joining techniques e.g. tape, glue -junk modelling. Explaining processes.	Mixing colours. Exploring textures & materials to make firework pictures. Listen & make their own dances in response to fireworks. Using clay to make Divas for Diwali. Forest School: Stickman creations in forest area. Leaf & tree rubbings Christmas decorations, cards, songs. Nativity performance.	Making Chinese lanterns. Chinese Dragon Dance & puppets. Space inspired music from Host Mars & Dr Who theme -Delia Derbyshire Large Scale Junk Modelling -making rockets/space station. Planning for construction models. Retelling stories, make puppets or dress up.	Use story maps, props, puppets & story bags to encourage children to retell, invent & adapt stories. Observational drawing of spring flowers. Easter crafts.	Encourage inventing & adapting stories Making magnetic toys. Making clay worms/faces in Forest School. Listen to growing & bug themed music -Gershwin Flight of the bumblebee. Create own pieces & dance in response. Monet -Water lilies. Van Gogh sunflowers.	Re-cycled art. Andy Goldsworthy themed outdoor art using natural resources. Ocean themed arts and crafts. Ocean sounds with instruments.
CONTINUOUS PROVISION: Our 'Creative Area' keeps children supplied in a wide range of materials and tools that they can access independently each day. Additional enhancements are added to support the development of children's skills. Construction resources are rotated so that children can experience a variety of materials with which to create. Our role-play area is regularly adapted to complement themes, stories or children's interests -children are often involved in setting up the area and making props to enhance their role-play. In our outdoor area, the children have a performance stage & access to equipment to choose from.						