

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Stories</b>					
<b>ALL ABOUT ME AND AUTUMN</b>	<b>FESTIVALS AND CELEBRATIONS</b>	<b>FAIRY TALES</b>	<b>JULIA DONALDSON</b>	<b>THE WORLD IS AT MY FEET</b>	<b>SEASIDES/CORNISH HISTORY</b>
<b>READING SPINE:</b>					
Rosie's Walk The Colour Monster So Much You Choose Oliver's Vegetables	Diwali Stories Rama & Sita You are my little firecracker Bonfire night The Emperor's Egg Polar Bear Polar Bear What can you hear? Handa's Surprise The Snowman The Christmas Story	The 3 little pigs Cinderella Jack and the Beanstalk	Zog Superworm The Scarecrow's Wedding What the Ladybird Heard Sugarlump and the Unicorn	Rumble in the jungle I am a Tiger You can't take an Elephant on a Bus One Day in our Blue Planet... in the Savannah	The lighthouse keeper's lunch/cat Soggy the bear Commotion in the Ocean Rainbow Fish Tiddler Leaflets to Cornish Attractions
<b>Communication and Language</b>					
<b>KEY VOCABULARY</b>					
<b>SPEAKING:</b> Children will know and use the following vocabulary linked to their themes.					
<ul style="list-style-type: none"> <li>• Special</li> <li>• Unique</li> <li>• Similar</li> <li>• Different</li> </ul>	<ul style="list-style-type: none"> <li>• Tradition</li> <li>• Remembrance</li> <li>• Diwali</li> <li>• Religion</li> <li>• Belief</li> <li>• Worship</li> <li>• Christmas</li> <li>• Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure</li> <li>• Enemy</li> <li>• Hero</li> <li>• character</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Nocturnal</li> <li>• Hibernate</li> </ul>	<ul style="list-style-type: none"> <li>• Habitat</li> <li>• Enclosure</li> <li>• Environment</li> <li>• Farm</li> <li>• Soil</li> <li>• Land</li> <li>• Field</li> <li>• Grazing</li> <li>• Herbivore</li> <li>• carnivore.</li> </ul>	<ul style="list-style-type: none"> <li>• Marine life</li> <li>• Punch and Judy</li> <li>• Cornwall</li> <li>• Shortlanesend</li> <li>• Village</li> <li>• History</li> <li>• ancestors.</li> </ul>
<b>LISTENING ATTENTION &amp; UNDERSTANDING</b>					
Children will listen carefully to a story.  Children will ask what questions.	Children will talk about key events in a story.  Children will ask who questions.	Children will join in with repeated refrains in a story.  Children will ask when questions.  Children will express ideas using past and present tense.	Children will identify the main characters in the story and talk about their feelings.  Children will ask where questions.	Children will link events in a story to their own experiences.  Children will ask why questions.  I can learn and recite, poems and songs: Rhyme of the week	Children will 'hot seat' characters from a story.  Children will express ideas using past and present tense.

<p>Settling in activities Making friends Children talking about experiences that are familiar to them. What are your passions / goals / dreams? About family routines and special occasions. Show an interest in the lives of other people. Follow instructions (settling in, putting my things away) Model/talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary</p>	<p>Using language well Retell a story with story language Remember key points from a story. Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I can describe events in some detail: farm trip</p>	<p>I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph</p>	<p>I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now I can talk about the experiences I have had at different points in the school year</p>
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**Personal, Social and Emotional Development**

<p>SCARF Me and My Relationships All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p>SCARF Valuing difference I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring  I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p>SCARF Keeping myself Safe What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p>SCARF Rights and Responsibilities Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money (2) Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p>SCARF Being my Best Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep</p>	<p>SCARF Growing and Changing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Year 1 readiness</p>
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## Physical Development

## FINE MOTOR SKILLS

**Threading, cutting, weaving, playdough and fine (funky finger) motor activities will be interwoven throughout the whole academic year as well as the following specific activities:**

<p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Taking shoes off and putting them on</p> <p>Using a Knife and Fork</p> <p>Hold pencil/paint brush beyond whole hand grasp pencil grip and correct posture for writing.</p> <p>Children will know how to form letters m,a,s,d,t.</p>	<p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p>Handle tools, objects, construction, and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Doing up and undoing zips</p> <p>Begin confidently choosing and starting to cut with loop or two hole scissors</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p>Hold pencil effectively with comfortable grip</p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>Develop pencil grip and letter formation continually.</p> <p>Use one dominant hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors.</p> <p>Children will know how to thread and sew.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p>Begin to draw diagonal lines, like in a triangle / start to colour inside the lines of a picture.</p> <p>Draw pictures that are recognisable.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Children will know how to use two-hole scissors to start to cut along a curved line, like a circle and cut a shape out.</p> <p>Children start to know how to correctly form capital letters.</p>
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## GROSS MOTOR SKILLS

<p>Children will know how to hop, skip and jump.</p> <p>P.E: Fundamentals 1 - Neil P.E Gymnastics 1 - me</p>	<p>Children will know how to ride a balance bike.</p> <p>P.E: Fundamentals 2 - Neil P.E: Gymnastics 2 - me</p>	<p>Children will know how to pull themselves up rope and hang on monkey bars.</p> <p>P.E: Games 1 – Neil P.E: Dance Fairy Tales - me</p>	<p>Children will know how to kick and pass different sized balls.</p> <p>P.E: Games 2 - Neil P.E: Dance Toys - me</p>	<p>Children will know how to throw and catch different sized balls.</p> <p>P.E: Athletics 1 - Neil P.E: Dance Under the Sea - me</p>	<p>Children will know how to bat and aim using different sized balls.</p> <p>P.E: Athletics 2 – Neil P.E: Striking and Fielding -me</p>
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## Literacy

## READING SPINE

Rosie's Walk The Colour Monster So Much You Choose	Diwali Stories Rama and Sita The Emperor's Egg Handa's Surprise The Christmas Story	The 3 little pigs Cinderlla Jack and the beanstalk	Zog Superworm The Scarecrows Wedding What the Ladybird Heard Sugarplum and the Unicorn	Rumble in the jungle I am a Tiger You can't take an Elephant on a Bus One Day in our Blue Planet... in the Savannah	The lighthouse keeper lunch/cat Commotion in the Ocean Rainbow Fish Tiddler Soggy the Bear Leaflets to Cornish Attractions
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## COMPREHENSION

Each half term children will read and re-read a selection of books (Separate planning), developing VIPERS skills, fluency, understanding and enjoyment.

<p><b>Word Reading</b> Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky red words l, the.</p> <p><b>Writing</b> Children will know how to correctly form the letters m,a,s,d.</p> <p>Children will know how to write their name.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play</p>	<p><b>Word Reading</b> Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, into.</p> <p><b>Writing</b> Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds. Poems using describing words Information &amp; Instructions Name writing, labelling, Retelling stories, letter writing to Santa Writing tricky words such as l, me, my, like, to, the.</p>	<p><b>Word Reading</b> Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, go, so.</p> <p><b>Writing</b> Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p> <p>Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes - Porridge, lists.</p>	<p><b>Word Reading</b> Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words he, she, me, we, be.</p> <p><b>Writing</b> Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase. Being aware or rhyming words. Creating own story maps, writing captions and labels, writing simple sentences to accompany story maps. Labels and captions Character descriptions. Order sequence of stories</p>	<p><b>Word Reading</b> Children will read and correctly form the sounds ar, or, air, ir, ou, oy.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words are, they, her put.</p> <p><b>Writing</b> Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case letters correctly. Rhyming words.</p>	<p><b>Word Reading</b> Children will sound and blend words with RWI set 1 and 2 sounds.</p> <p>Children will know tricky red words my, by, of.</p> <p><b>Writing</b> Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense. Non-fiction, Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description (Miners) and instructions on how to make a jam sandwich.</p>
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	Writing CVC words				
RWI SET 1 SOUNDS	RWI SET 1 SOUNDS	RWI SET 1 SOUNDS	RWI SET 2 SOUNDS	RWI SET 2 SOUNDS	RWI SET 2 SOUNDS

**Mathematics**

<p><b>WHITE ROSE + NUMBER BLOCKS</b> Getting to know you Just like me!</p> <table border="1"> <tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr> <tr><td colspan="3">Getting to Know You</td><td colspan="3">Just Like Me!</td></tr> <tr><td colspan="3">Opportunities for setting in, introducing the areas of provision and getting to know the children.</td><td colspan="3">Match and Sort Compare Amounts</td></tr> <tr><td colspan="3">Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</td><td colspan="3">Compare Size, Mass &amp; Capacity Exploring Pattern</td></tr> </table>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Getting to Know You			Just Like Me!			Opportunities for setting in, introducing the areas of provision and getting to know the children.			Match and Sort Compare Amounts			Key times of day, class routines. Exploring the continuous provision inside and out. 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**Understanding the World**

**Understanding the World (HISTORY)**

<p><b>Celebrations</b></p> <p>How do we celebrate past events?</p>	<p><b>My life now and how it's different from the past.</b></p> <p>How did children in past live and play?</p>	<p><b>Trips to the beach now and how it's different from the past.</b></p> <p>Is going to the beach better today or in the past?</p>
<p><b>Past and Present</b> Children will know how they have changed from being a baby to being 4/5. Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me</p>	<p><b>Past and Present</b> Children will know that Remembrance Day is to remember soldiers who died in the war.  Compare and contrast characters from stories, including figures from the past, such as Guy Fawkes</p>	<p><b>Past and Present</b> Children will look at images of transport from the past and identify similarities and differences.  Children will explore images, stories and artefacts from the past. Looking at old toys. (Links to Unicorn &amp; Sugarlump)</p>
<p><b>Past and Present</b> Children will know who Mary Anning is and why she is important.  Children will know that the past is anything before the current day.  Children will know that the present is now.</p>	<p><b>Past and Present</b> Children will look at images of seaside holidays from the past and present and identify similarities and differences.  Punch and Judy.  Learn about significant individuals in the past: Richard Trevithick</p>	

<p>I can show an interest in different occupations and ways of life</p> <p>I show care for living things (pets)</p> <p>Identify objects in the home in the past e.g. telephones.</p> <p>Children will know who Florence Nightingale is and why she is important.</p>					
<p><b>Understanding the World (SCIENCE)</b> Using Developing Experts Curriculum</p>					
<p><b>Senses</b> Learn about senses; smell, touch, see, touch and taste</p> <p><b>Our Bodies</b> Learn about your body Learn about the changes in your body since you were a baby Know about similarities and differences in people</p> <p>Children will know that this time of year is Autumn.</p>	<p><b>Weather and Seasons</b> Learn about rain, ice and water Describe why air moves Know about snow and melting Learn about seasonal change Children will know that there are 8 planets in the solar system. (Planetarium visit?) Weather and Seasons Changing seasons: winter Ice experiments I have explored google earth I understand the effects of changing seasons on the world around me.</p>	<p><b>The Natural World</b> Know that things can change shape Know about melting Learn about where your knitted jumper comes from Know about materials that act as mirrors. Know how water changes.</p> <p>Children will explore the strength of materials to make a house for the 3 Little Pigs.</p>	<p><b>The Natural World</b></p> <p><b>Insects</b> Learn about where insects and invertebrates live</p> <p><b>Plants</b> Learn about living things that are plants Learn about plants and where they come from Learn about how to look after plants</p>	<p><b>The Natural World</b></p> <p><b>Animals</b> Learn about living things that are animals Know where animals live and what they need Know about dinosaurs which roamed the earth <b>Learn about what the words 'carnivore' and 'herbivore' mean.</b></p> <p><b>Forces</b> Know what happens when you push and pull something Know which things sink and float.</p>	<p><b>The Natural World</b> <b>The Beach</b> <b>Explore how waves wear away the coastline</b> <b>Make the perfect sandcastle</b> Measure footprints in the sand</p>
<p><b>Understanding the World (GEOGRAPHY)</b></p>					
<p><b>Where do we live?</b> What is it like to live in Shortlanesend?</p>		<p><b>How and where things grow?</b> What lives in my garden?</p>		<p><b>We are miners!</b> What is below our feet? Map work, field work, identifying Cornish landmarks.</p>	
<p><b>People, Culture and Communities</b> Children will know that the green on a globe is land and the blue is sea.</p>	<p><b>People, Culture and Communities</b> Children will identify similarities and differences between life in Shortlanesend and life in Africa. (linked to Handa's surprise)</p>	<p><b>People, Culture and Communities</b> Children will know that we do not have certain animals in England and will compare with Arctic and Antarctic animals.</p>	<p><b>People, Culture and Communities</b> Maps of farmyard – link to What the Ladybird Heard</p>	<p><b>People, Culture and Communities</b> Children will know that we do not have certain animals in England and will compare with Africa.</p>	<p><b>People, Culture and Communities</b> Children will know the name of the road that our school is on.  Children will explore aerial maps of our school and identify key features.</p>

<p>Children will know that a globe shows different countries around the world.</p> <p>Children will identify typical weather in Autumn.</p>	<p>Children will know how people in different countries around the World celebrate Christmas.</p> <p>Children will know that Shortlanesend is in England.</p>	<p>Children will identify typical weather in Winter.</p> <p>Knowing there are different countries in the world (China links to Chinese New Year)</p> <p>Map drawing and reading (3 Little Pigs)</p> <p>St Piran's Day Respecting difference Talk about lives of people around us.</p>	<p>Children will know that we can only grow certain fruit/vegetables in England.</p> <p>Children will identify typical weather in Spring.</p>		<p>Maps of Cornwall Identify places in the local area and around Cornwall e.g. Eden Project, Pendennis Castle, Tin mines, Wheal Martyn</p> <p>Children will identify typical weather in Summer.</p>
<b>Expressive Arts and Design</b>					
<p><b><u>Creating with Materials</u></b> Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features. Self portraits Build models using construction equipment.</p> <p>Children will know how to make the flange join and treasury tag join.</p> <p>Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to mould clay.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p> <p>Use different textures and materials to make firework pictures</p> <p>Ice painting.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>	<p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Making houses – 3 Little pigs</p> <p>Andy Goldsworthy natural art Rubbings of leaves/plants.</p> <p>Children will know how to make an I-brace join.</p>	<p>Make different textures; make patterns using different colours</p> <p>I can combine media to make a 2D collage (chick)</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Children will know how to use and mix watercolour paints. (Link to Georgia O Keefe)</p> <p>Children will know how to make a slot join.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to make a mono print.</p> <p>Children will know how to make a tab join.</p>	<p>Art using recycled materials.</p> <p>Sand pictures</p> <p>Creating own Lighthouses</p> <p>Paul Klee - Boats</p> <p>Designing Flags (link to Cornish flag) Sunset Cornish Tin mines</p> <p>Designing and making models of steam engines 'Puffing Devil' by Richard Trevithick</p>

	Christmas Play: The Nativity				
	Christmas Songs				
<b>Music</b>					
<p>Charanga: Me</p> <p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Harvest Festival Samba</li> <li>- Big Red Combine Harvester</li> </ul>	<p>Charanga: My Stories</p> <p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Away in a Manger</li> <li>- Little Donkey</li> </ul> <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p>	<p>Charanga: Everyone</p> <p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Row, row, row your boat</li> <li>- Early in the morning</li> </ul> <p>Children will know how to tap/clap along to a rhythm.</p>	<p>Charanga: Our World</p> <p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Here we go round the mulberry bush</li> <li>- Mary, Mary Quite Contrary</li> </ul> <p>Children will experiment with different ways of playing instruments.</p>	<p>Charanga: Big Bear Funk</p> <p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- I went to the animal fair</li> <li>- The animals went in two by two</li> </ul> <p>Children will know how to match a pitch.</p>	<p>Charanga: Reflect, Rewind and Replay</p> <p><b>Being Imaginative</b></p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- A sailor went to sea, sea, sea</li> <li>- There's a hole in the bottom of the sea</li> <li>- My Lighthouse</li> </ul> <p>Children will know &amp; perform their own dances using steps and techniques that they have learned. (Cornish dancing)</p>
<b>R.E.</b>					
<p><b>People, Culture and Communities</b></p> <p>Cornwall Agreed Syllabus</p> <p>Being Special: where do we belong?</p> <p>Children will know what is special to them and their families.</p>	<p><b>People, Culture and Communities</b></p> <p>Cornwall Agreed Syllabus</p> <p>F2 INCARNATION: Why do Christians perform Nativity Plays at <b>Christmas</b>?</p> <p>Children will know the story of Diwali.</p> <p>Children will know the Christian Christmas story.</p>	<p><b>People, Culture and Communities</b></p> <p>Cornwall Agreed Syllabus</p> <p>What times/stories are special and why?</p> <p>Children will know the Easter story.</p>	<p><b>People, Culture and Communities</b></p> <p>Cornwall Agreed Syllabus</p> <p>F3 SALVATION: Why do Christians put a cross in an <b>Easter</b> garden?</p> <p>Children will name and explain the purpose of a church.</p>	<p><b>People, Culture and Communities</b></p> <p>Cornwall Agreed Syllabus</p> <p>F1 GOD/ CREATION: Why is the word 'God' so important to Christians?</p>	<p><b>People, Culture and Communities</b></p> <p>Cornwall Agreed Syllabus</p> <p>What places are special and why?</p>
<b>Computing</b>					
Children will know how to use an iPad to take photos.	Children will know how to use keys on a keyboard to type their name.	Children will know how to use a trackpad to move a cursor.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to programme a beebot.	Children will know how to ask google a question using dictation.
<b>WOW moments</b>					
Harvest Festival People who help us visitor e.g. police, fireman	Fireworks Day Remembrance Day Diwali – November 12 <sup>th</sup>	Chinese New year Feb 10 <sup>th</sup> 2024 Valentine's Day	Mother's Day World Book day 7 <sup>th</sup> March	Visit a Farm	Class Trip - Seaside Father's Day



Newquay Zoo Visit 2 <sup>nd</sup> Oct	Christmas Time/Santa		Easter Bonnet parade/Egg decorating		End of Year picnic/ Ice-cream in the Park
<b>STEM</b>					
Brilliant Bodies (STEM.org.uk)	What food are in Season? (STEM.org.uk) Ice Gardens (British Science week resources)	Wavy Wax painting (British Science week resources)	Building a bridge for the Gingerbread man	Fossils Jelly (STEM.org.uk)	Shadow Chalk Art (Science-Sparks)