PADSTOW SCHOOL EYFS/Y1 – CORNERSTONES CURRICULUM ROLLING PROGRAMME 2022-23

Main project	Muck Mess and Mixtures White the second sec		Superi	neroes	Beach	combers
Other Possible Themes	Autumn Our Local Area Our Families Harvest	Diwali, Nursery Rhyme Week Christmas Remembrance Day Bonfire Night	Valentine's Day Chinese New Year Arctic Animals Around the World Transport Space Superheroes Looking after ourselves People Who Help Us Supertato	Pancake Day Fairtrade Easter International Women's Day	David Attenborough local beaches Grace Darling Mary Anning Dinosaurs	Holidays Lifeguards Mermaids Looking after the ocean Pirates
Enrichment Activities	Messy Play Day Farm and country truck Farm visit Ice Experiments Barefoot Sensory Walk	Nursery Rhyme Week/ Dress Up Nativity Performance Christmas Jumper/Dinner Day	Superhero Day Dress up as your favourite character Visit from a FireFighter/police	Tadpoles Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads	'Flying' to a different country. Animal Cam/ Virtual Zoo Trip Bird Watching Lobster hatchery	Beach trip Science Day Water Day Iifeguard/coastguard visit
Vocabulary	harbour, shop, farm, produce, fruit, vege rise, helpful Diwali, rangoli patterns, celebrations, fes pop, fizz, crackle, whizz, sparkle, dazzl Jesus, Mary, Joseph, Bethlehem,	Padstow, Cornwall, town, house, flat, hill, tables, healthy, harvest, grain, grow, bake, ness, kindness stival, diva lamp, mehendi, fireworks, bang, e, gigantic, blazing, Christmas, Christian, manger, gold, frankincense, myrrh	identity, invisibility, rescue, plan, Wilb inventor, past, present, future, near, far zodiac, firecracker, fortune cookies, ch celebrate, Spring, born, life	World Book Day Easter Bonnet Parade ransform, strong, power, bravery, heroic, ur and Orville Wright, aeroplane, flight, , Chinese New Year, dragon, red envelope, opsticks, Easter, Christians, Good Friday, cycle, grow, seed, sprout, leaf	weather, wildlife, shallow, deep, tide, wa creatures, compass, treasure, treasure Anning, dinosaurs, archaeology, discover, Attenbor	World Music Day ravel, conservation, beach, suitcase, sunny, ve, surf, coast, dune, shells, sun safety, sea e map, telescope, search, adventure, Mary Grace Darling, lighthouse, prehistoric, David ough, planet
Communication and Language	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.

Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle	Children will talk in front of small groups and their teacher offering their own ideas.	throughout the day.	conjunctions, e.g. and, because.	books and to use new vocabulary in different contexts.	Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Children will use talk in sentences using a range of tenses.				
times, stories, singing, speech and language interventions. Personal, Social and	comments Speaking: Participate in small group,	Listening, Attention and Understanding: 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. Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.								
Emotional Development	Children will be able to follow one step instructions.	Self-Regulation Children will talk about how they are feeling and to consider others feelings.	Self-Regulation Children will be able to focus during longer whole class lessons.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally.	Self-Regulation Children will be able to control their emotions using a range of techniques.	Self-Regulation Children will be able to follow instructions of three steps or more.				
88	Children will recognise different emotions. Children will focus during short	Managing Self Children will understand the need to have rules.	Managing Self Children will begin to show resilience and perseverance in the face of a challenge.	Managing Self Children will develop independence when dressing and undressing.	Managing Self Children will manage their own basic needs independently.	Managing Self Children will show a 'can do' attitude.				
Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories, etc.	whole class activities. Managing Self Children will learn to wash their	Building Relationships Children will begin to develop friendships.	Building Relationships Children will be able to use taught strategies to support in turn taking.	Building Relationships Children will an listen to the ideas of other children and agree on a	Children will learn to dress themselves independently.	Children will understand the importance of healthy food choices. Building Relationships				
	hands independently. Building Relationships		PSHE - SCARF	solution and compromise. PSHE - SCARF	Building Relationships Children will learn to work as a group.	Children will have the confidence to communicate with adults around the school.				
	Children will seek support from adults and gain confidence to speak to peers and adults.	valuing differences	Keeping safe	Being my best	PSHE - SCARF Rights and responsibilities	PSHE - SCARF Growing and changing				
	PSHE - SCARF									
	Me and my relationships									
	ir	rstanding of their own feelings and thos nmediate impulses when appropriate. Giv y new activities and show independence, basic hygiene and person	resilience and perseverance in the face	er says, responding appropriately even w	then engaged in activity, and show an about the large state of the large show right from wrong and try to be something.	ility.				

Building Relationships: 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.

Children will talk in sentences using Children will engage in non-fiction

Speaking

Speaking

Speaking

Children will use new vocabulary

Physical Development	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
@ &	Children will learn to move safely in a space.	Children will explore different ways to travel using equipment.	Children will be able to control a ball in different ways.	Children will jump and land safely from a height.	Children will move safely with confidence and imagination, communicating ideas through movement.	Children will be able to play by the rules and develop coordination.
(2)	Fine Motor	Fine Motor	Children will balance on a variety of	Fine Motor		Fine Motor
nildren improve their gross and	Children will begin to use a tripod grip when using mark making tools.	Children will accurately draw lines, circles and shapes to draw pictures.	equipment and climb.	Children will use cutlery appropriately.	Fine Motor	Children will form letters correctly using a tripod grip.
fine motor skills daily by engaging in different Funky			Fine Motor		Children will hold scissors correctly and cut out small shapes.	
Fingers activities (threading, cutting, weaving, playdough), mark making, construction,			Children will handle scissors, pencil and glue effectively.		and our our online only	
lrawing, writing, Dough Disco, n Disco and Squiggle While You iggle. They also have access to		bstacles safely, with consideration for	themselves and othersDemonstrate st and c	rength, balance and coordination when plimbing.	olayingMove energetically, such as rur	nning, jumping, dancing, hopping, skipp
	Fine Motor: Hold a pencil effectively	v in preparation for fluent writing – usin	g the tripod grip in almost all cases; - U	se a range of small tools, including sciss	ors, paint brushes and cutlery; - Begin t	to show accuracy and care when dra
motor skills and regular PE	Fine Motor: Hold a pencil effectively	v in preparation for fluent writing - usin	g the tripod grip in almost all cases; - U	se a range of small tools, including sciss	ors, paint brushes and cutlery; - Begin t	to show accuracy and care when draw
motor skills and regular PE	Fine Motor: Hold a pencil effectively Comprehension	o in preparation for fluent writing - using the comprehension	g the tripod grip in almost all cases; - U	se a range of small tools, including sciss Comprehension	ors, paint brushes and cutlery; - Begin t	Comprehension

Word Reading

and sentences.

letter/letters.

Children will write words

representing the sounds with a

Writing

Children will begin to read captions

Word Reading

sounds together.

Writing

Children will recognise taught

digraphs in words and blend the

Word Reading

Writing

Children will segment and blend

sounds together to read words.

Children will form letters correctly.

Word Reading

Writing

marks they make.

Children will segment and blend

sounds together to read words.

Children will give meanings to the

Word Reading

Writing

spelt phonetically.

Children will read words containing

Children will write words which are

tricky words and digraphs,

Word Reading

Writing

and sounds.

their phonics ability.

Children will read books matched to

Children will write simple phrases and

sentences using recognisable letters

				Children will write labels/[phrases representing the sounds with a		
				letter/letters.		
Possible Book Focus'	Three	_ e Little Pigs	Jac	(Frost	The Ra	 inbow Fish
	Three	Little Wolves	Sup	ertato	Barry the Fi	sh with Fingers
	The Li	The Little Red Hen		ion Man	Commotion	n in the ocean
	The Gin	gerbread Man	Supe	r worm	Shari	ng a shell
	Bear	snores on	Lost a	nd Found	Ti	ddler
	L	eaf man	Whate	ver Next	Piro	ite Boy
		n a bear hunt		atch a star		d the Whale
		Elmer		the Moon	_	Keeper's Lunch
		ainbow Fish		he Beanstalk		Cruncher
		ery Rhymes	The Tiny Seed		The singing Mermaid	
	Room on the Broom Christmas Books Stickman		Olivers Vegetables The Very Hungry Caterpillar A fruit is a suitcase for seeds			
	J. Company	Hennun	The Bad Tempered Ladybird Billy's Sunflower Handa's Surprise			
	Comprehension: Demonstrate und	erstanding of what has been read to the	m by retelling stories and narratives us	ng their own words and recently introdu	ced vocabulary. Anticipate (where appr	opriate) key events in stories. Use and
		- Carlotte	•	about stories, non-fiction, rhymes and p		
	Word Reading: Say a sound for e	ach letter in the alphabet and at least 10	•		g. Read aloud simple sentences and book	s that are consistent with their phonic
			knowledge, including son	ne common exception words.		
	Writing: Write recognisable letter	s, most of which are correctly formed. S	pell words by identifying sounds in ther	n and representing the sounds with a let	ter or letters. Write simple phrases and	d sentences that can be read by other
Mathematics	Number	Number	Number	Number	Number	Number
	Children will have a deep	Children will have a deep	Children will have a deep	Children will have a deep	Children will revise number bonds to	
White Rose	understanding of 1-3.	understanding of numbers 1-5.	understanding of numbers 1-8.	understanding of numbers 1-10.	5.	10, including doubling facts.
	Numerical Control	At many trade (C. 1)	Almost at 8 th	Managina (O ex	Almost d O et	Alamania d C as
	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns
	Children will verbally say which group has more or less.	Children will compare equal and unequal groups.		Children will add and subtract using number sentences.	Children will share quantities equally.	Children will be able to count beyond 20 and higher.
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		number bon nt beyond 20, recognising the pattern o	nds up to 5 (including subtraction facts) f the counting system. Compare quantit	nise quantities without counting) up to 5. and some number bonds to 10, including ies up to 10 in different contexts, recogg evens and odds, double facts and how o	double facts. nising when one quantity is greater than	
Understanding the World	Name and describe people who are familiar to them.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.	Recognise some similarities and differences between life in this country and life in other countries.	Understand that some places are special to members of their community.	Understand the effect of changing seasons on the natural world around them.
	Talk about members of their immediate family and community. Draw information from a simple map. Describe what they see, hear and feel whilst outside.	Recognise that people have different beliefs and celebrate special times in different ways. Exploring changing states (water/ice)	History: Past and Present Children will talk about the lives of people around them.	History: Past and Present Children will talk about past and present events in their lives and what has been read to them.	Recognise some environments that are different from the one in which they live.	History: Past and Present Children will know about the past through settings, characters and events.
	History: Past and Present Children will know about their own life story and how they have	History: Past and Present Children will know some similarities and differences between things in the past and now.	Geography: People, Culture and Communities Children will know that people around the world have different religions.	Geography: People, Culture and Communities Children will know about people who help us within the community.	History: Past and Present Children will know about the past through settings and characters. Geography: People, Culture and	Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a
	changed. (links to PSHE) Geography: People, Culture and Communities Children will know about features of	Geography: People, Culture and Communities Children will know that there are many countries around the world.	Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.	Science: The Natural World Children will make observations about plants discussing similarities and differences.	Communities Children will know that people in other countries may speak different languages.	Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.
	the immediate environment. Science: The Natural World Children will understand the terms 'same' and 'different'.	Science: The Natural World Children will explore and ask questions about the natural world around them.	RE: People, Culture and Communities Children will know that 'God' is important to Christians and begin to	RE: People, Culture and Communities Children will know why Christians are	Science: The Natural World Children will make observations about animals discussing similarities and differences.	RE: People, Culture and Communities Children will know why some stories are special to different religions.
		RE: People, Culture and Communities	understand why.	happy on Easter.	RE: People, Culture and Communities	

RE: People, Culture and

	Communities				Children will know about some	
	Children will know what makes them	Children will know why Christians			special places for Christians and	
	special and which groups they	perform nativity plays.			other religions.	
	belong to.					
	Past and Present: Talk about the	• •	eir roles in society. Know some similarities e past through settings, characters and e			iences and what has been read in class.
	•		t using knowledge from observation, discu t has been read in class. Explain some sim non-fiction texts and (v	ailarities and differences between life	•	_
	·	-	observations and drawing pictures of anin ad in class. Understand some important pr	· · · · · · · · · · · · · · · · · · ·		_
Expressive Arts and Design	Music: Being Imaginative		Music: Being Imaginative		Music: Being Imaginative	
	Children will sing and perform nursery	y rhymes.	Children will create narratives based a	round stories.	Children will play an instrument follo	wing a musical pattern.
	Children will experiment with differe	nt instruments and their sounds.	Children will move in time to the music.		Children will invent their own narrati	ives, stories and poems.
	Children will learn and sing songs to p	erform.				
			Art & Design: Creating with Material	le		
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4.	Art & Design: Creating with Materi	als	Children will safely explore different t	echniques for joining materials.	Art & Design: Creating with Mater	rials
	Children will experiment mixing with a	colours.	Children will make props and costumes	for different role play scenarios.	·	ty of artistic effects to express their
	Children will experiment with differe	nt textures.			ideas and feelings.	
					Children will share creations, talk ab	out process and evaluate their work.
	Creating with Materials: 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. In props and materials when role playing characters in narratives and stories.					
	Being Imaginative: Invent, adapt an	nd recount narratives and stories with	peers and their teacher. Sing a range of weight to the try to move in t	well-known nursery rhymes and songs. I time with music.	Perform songs, rhymes, poems and stor	ries with others, and (when appropriate)

YEAR 1	TERM 1 AUTUMN		TERM 2 SPRING		TERM 3 SUMMER	
Year 1	Traditional Tales – Three	Poetry – We're going	Stories with familiar	Poetry – Riddles	Information texts	Letter writing
English genres	Little Pigs Non-Fiction Persuasive writing	on a bear hunt Labels, list and captions	settings - Super Tato/ Traction man	(different vegetable heroes)	Report writing	

		Invitations				
Year 1 Science	Materials Big questions: Y1 Q1- What materials can you name? Q2- How many properties of materials can you describe? Q3- What materials are similar?	Seasonal Changes Big questions:	Humans Big questions:	Plants Seasonal Changes Big questions:	Animals Big questions:	Seasonal changes Big questions:
Expressive arts and Design	Marbling and bubble print Portraits	Colour Mixing and mixed media	Guiseppe Arcimboldo portraits	Drawing techniques		Beach comber art
Design Technology	Sculpture – Barbara Hepworth		Cooking and Nutrition Instruction writing – recipes	Levers and Sliders	Design a home	
Year 1 Geography/ History	Geography – our local area (maps, field work) History – Our history	History William Caxton and technological changes -changes within living memory. History – Black history month -fact writing	History – events beyond living memory The Frist Flight Neil Armstrong – Man on the Moon	Locational Knowledge (Oceans, continents, UK	Geography Place knowledge and geographical skills	History significant individuals - Mary Anning and Grace Darling - fact writing
Maths	Autumn White F	Rose Maths	Spring White Rose Maths		Summer White	e Rose Maths
RE	Unit 1.1 Who mac Unit 1.3 Incarnation Why do Christia	oes Christmas matter to	Who is Muslim and ho Unit 1.5 SALVATION Wh Christ	y does Easter matter to	Who is Muslim and ho What makes some plac	•
PE	Dance	Gymnastics basic skills	Fundamentals	Multi-skills	Athletics	Games 1
Computing						
Music	Charanga – How does music help us to make friends? Unit 1 (Exploring rhythm and pattern)		Charanga -How does Music teach us about the past? (Dynamics and tempo)		Charanga – How does Mu after the planet?	
	Nativity (music o	<u> </u>	Drumn			T
PSHE	SCARF Me and my relationships	SCARF Valuing differences	SCARF Keeping safe	SCARF Being my best	SCARF Rights and responsibilities	SCARF Growing and changing