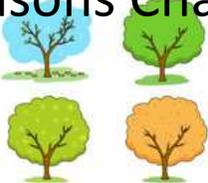


Perranporth School REAL Project Curriculum EYFS

	Autumn	Spring	Summer
1st	<p>Ourselves</p> <p>Who Am I?</p> 	<p>Toys and Machines</p> <p>What Does This Do?</p> 	<p>Change and Growth</p> <p>What's Changed?</p> 
2nd	<p>Our Festivals</p> <p>What Happens When the Seasons Change?</p> 	<p>Cornwall—Cornish</p> <p>Stories and Legends</p> <p>Tell me a Cornish Story</p> 	<p>Our Oceans</p> <p>Can we stop the Plastic Wave?</p> 

Who am I?

Personal, Social and Emotional

- ◆ Explore 'Golden rules' in the classroom—what they mean and how we can follow them. School Diamond Rules.
- ◆ Discuss different feelings - when we feel different ways
- ◆ Make a friendship tree—discuss how we can be a good friend
- ◆ Role play (home corner and Birthday party) playing co-operatively alongside others

Settling In

Topic exploring Ourselves, Our Families, Our Feelings and Our Special Times .

Communication and Language

- ◆ Talk and share about our Birthdays and other special family times
- ◆ Talk about the people close to us. Discuss what makes us special and unique
- ◆ Read and retell 'My Present' story using props
- ◆ Read 'Angry Arthur' and 'Angry Alligator' and discuss feelings. Dialogic Book Talk

Physical Development

- ◆ Playdough birthday cakes and candles
- ◆ Using various one handed tools
- ◆ Writing name
- ◆ Make paper chains
- ◆ Birthday party games (musical statues)
- ◆ Wrap birthday presents
- ◆ Build confidence in outdoor area

Literacy

- ◆ Recognising and writing own name
- ◆ Emergent writing— writing gift tags/party invitations, making cards ect
- ◆ Draw and label family portrait
- ◆ Draw and describe their favourite thing to do in school
- ◆ Draw and label 'people close to us'

Mathematics

- ◆ Make a birthday card with 5 candles
- ◆ Say how old they will be on their next birthday, understand this is 'one more'
- ◆ Recognise numbers of personal significance
- ◆ Sing '5 Birthday cakes in the bakers shop'
- ◆ Discuss dates of our Birthday's—find number on 100 square

Understanding the World

- ◆ Learn days of the week, months of the year and when our Birthdays are
- ◆ Talk about past and present: what did we do on our last birthday
- ◆ Discuss what happens when we grow up—what's changed since we were babies. What can we do now that we didn't use to be able to do?
- ◆ Family Selfie Challenge

Expressive Arts and Design

- ◆ Self portraits—using mirrors to examine face carefully
- ◆ Hand printing
- ◆ Printing wrapping paper
- ◆ Singing 'Happy Birthday'
- ◆ Decorating birthday cards— cut and stick
- ◆ Paint family picture
- ◆ Home corner role play

What Happens When the Seasons Change?

Personal, Social and Emotional

- ◆ Role play (Bakery and Christmas Workshop) play co-operatively
- ◆ Circle time to talk about what we like about Autumn, Bonfire Night, Halloween, Christmas
- ◆ Harvest Festival– taking changes to routine in their stride
- ◆ Christmas Nativity– developing confidence

Topic exploring the Seasons with a focus on Autumn and Winter festivals. Children will take part in a Harvest Festival at the local church and perform in their Nativity. Trip to Eden Project.

Communication and Language

- ◆ Making bread—following instructions
- ◆ Describing Autumn objects
- ◆ Go on an Autumn walk and describe what they can see/find
- ◆ Sharing own knowledge and asking questions.
- ◆ Hot seating– The Little Red Hen characters

Physical Development

- ◆ Threading leaves and conkers
- ◆ Picking up autumn objects using tongs
- ◆ PE- Pretending to be autumn leaves, fireworks
- ◆ Harvest dance
- ◆ Kneading dough
- ◆ Autumn playdough
- ◆ Cutting, sticking and writing– Book making

Literacy

- ◆ Read 'Little Red Hen'. Learn to re-tell the story with actions and story mapping (Pie Corbett style)
- ◆ Autumn Book independent writing
- ◆ Outdoor writing opportunities
- ◆ Little Red Hen story boards
- ◆ Making information books– Diwali
- ◆ Writing Christmas lists

Mathematics

- ◆ Making a repeating pattern using autumn objects
- ◆ Counting autumn objects
- ◆ Adding autumn objects
- ◆ Numbered hedgehogs and matching pegs
- ◆ Making 'Numicon Patterns' using Autumn objects
- ◆ Symmetry and pattern– Rangoli patterns
- ◆ Advent calendar– counting forwards and backwards

Understanding the World

- ◆ Discuss the seasons and changes that occur
- ◆ Hibernating animals
- ◆ Take part in a Harvest Festival– where does our food come from?
- ◆ Learn about different celebrations—Harvest, Diwali, Christmas, Remembrance, Bonfire Night, Halloween
- ◆ Autumn walk to collect natural objects

Expressive Arts and Design

- ◆ Observational drawing of Autumn objects
- ◆ Clay hedgehog and a nest for them to hibernate in
- ◆ Autumn trees using finger painting technique
- ◆ Poppy art
- ◆ Wax resist technique– Fireworks pictures
- ◆ Design a rangoli pattern
- ◆ Christmas Nativity and Christmas craft

What Does This Do?

Personal, Social and Emotional

- ◆ Sharing about toys we received for Christmas
- ◆ Talking about losing special things– feelings surrounding this
- ◆ Show and Tell old toys– developing confidence
- ◆ Role play (Toy Shop) playing co-operatively alongside others.

Topic focusing on our own toys and how toys have changed over the years. Also discovering more about machines and how they help us.

Communication and Language

- ◆ Talking about our favourite toys.
- ◆ Toy lotto– describing toys
- ◆ Describing toys– what they look like, what they are made of, how they feel, what they do, how they work.
- ◆ Listening to others during Show and Tell
- ◆ Dialogic Book Talk– Dogger

Physical Development

- ◆ Making teddy's tea– playdough
- ◆ Junk modelling to create toys
- ◆ Making models of toys using constructions kits.
- ◆ Machines that help us to keep healthy and safe
- ◆ Dancing and moving like different toys/ machines

Literacy

- ◆ Read Dogger– Shirley Hughes. Writing about Dogger, Story mapping and sequencing.
- ◆ Writing about and describing toys
- ◆ Labelling models
- ◆ If you could build a machine– what would it do for you (Creative writing)
- ◆ Read The Man Engine

Mathematics

- ◆ Number games using toys– Numicon, Subitising
- ◆ Grouping and sorting toys in different ways
- ◆ Using construction to create models
- ◆ Positional language– toys in relation to each other.
- ◆ Measuring toys– size ,length, weight.
- ◆ Money– Toy Shop

Understanding the World

- ◆ Old and new toys– what has changed
- ◆ Old toy exhibition– Parents and Grandparents
- ◆ What are machines? How do they work– Forces.
- ◆ Machines around the home– machines that help us
- ◆ Using machines– make a smoothie
- ◆ Man Engine– machines that helped us long ago

Expressive Arts and Design

- ◆ Junk modelling to create toys
- ◆ Painting pictures of favourite toys
- ◆ Creating models of toys using constructions– lego, polydron, magnetic blocks etc.
- ◆ Sing– Today I made a Fine Machine

Tell me a Cornish Story.

Personal, Social and Emotional

- ◆ Becoming confident to talk to other children when playing, and will communicate freely about own home and community. Developing ability to explain own knowledge and understanding, and asks appropriate questions of others.
- ◆ Becoming increasingly aware of the boundaries set

Topic focusing on where we live and the history, legends and stories that are the heritage of Cornish people. We will learn about Cornish stories, Cornish Pirates, St Pirans's Day and welcoming the first day of Spring.

Trip– Exploring local area, Pirate's Quest in Newquay? St Piran's Day celebrations.

Communication and Language

- ◆ Dialogic Book Talk– The Soggy stories, The Merrymaid of Zennor, The Man Engine
- ◆ Talking about own families traditions and customs.
- ◆ Listening to stories with increased attention and recall.
- ◆ Developing their own story telling skills.

Physical Development

- ◆ Playdough pasties– rolling and crimping
- ◆ Cornish Dance
- ◆ Pirate dances
- ◆ Building and creating Cornish and Pirate craft.
- ◆ Making Pirate ships in the outside area
- ◆ Sand and water play in outside area

Literacy

- ◆ The Man Engine
- ◆ The legend– Tom and the Giant– storyboard
- ◆ Soggy The Bear stories– (Philip Moran)- Story mapping, re-telling and sequencing.
- ◆ The Merrymaid of Zennor
- ◆ Story telling

Mathematics

- ◆ Positional language– buried treasure
- ◆ Comparing size– Pirate gold
- ◆ Maps– positional language.
- ◆ Number games with treasure
- ◆ Capacity
- ◆ Sorting objects– do they float? Are they shiny?

Understanding the World

- ◆ Pirates– what really happened? Maps
- ◆ The start of Spring– changes in the seasons
- ◆ Where in the world is Cornwall?– maps and flags.
- ◆ Our local area
- ◆ Tasting Cornish Pasties
- ◆ Floating and sinking

Expressive Arts and Design

- ◆ Painting Cornish flags
- ◆ Painting daffodils
- ◆ Pasty rhyme
- ◆ Cornish music and dancing
- ◆ Pirate role play

Perranporth School REAL Project Curriculum EYFS

What's Changed?

Personal, Social and Emotional

- ◆ Developing confidence when trying new activities
- ◆ Selecting resources for own activities
- ◆ Developing confidence to speak to other's about own understanding
- ◆ Take turns and play co-operatively

Topic exploring similarities, differences, patterns and change in the natural world. We will learn about the life cycles of animals and plants. We will also explore how different animals and plants live and grow in different conditions and countries.

Communication and Language

- ◆ Talking about own prior knowledge of life cycles and asking questions.
- ◆ Re-telling stories
- ◆ Dialogic Book Talk– Handa's Surprise, The Very Hungry Caterpillar, Jack and the Beanstalk, Monkey Puzzle
- ◆ New vocabulary related to change and growth
- ◆ Re-telling and sequencing events (stories, lifecycles, changes)

Physical Development

- ◆ Planting– using tools
- ◆ Moving like different animals
- ◆ Healthy and unhealthy foods, balanced diet
- ◆ Use of one handed tools– pencils for writing, scissors for cutting

Literacy

- ◆ Handa's Surprise, The Very Hungry Caterpillar, Jack and the Beanstalk, Monkey Puzzle– Story mapping, sequencing, hot-seating , re-telling and acting out.
- ◆ Writing about beginning, middle and end of a story.
- ◆ Making own books, class books, information books, diaries
- ◆ Writing about and recording lifecycles
- ◆ Information Books– My Bean Diary

Mathematics

- ◆ Counting and sorting fruit– recording numbers
- ◆ Measuring growth– height, length, size
- ◆ Symmetry– butterflies
- ◆ Patterns in nature– animal patterns
- ◆ Positional language in stories
- ◆ Addition and subtraction with topic related real objects

Understanding the World

- ◆ African fruit and animals
- ◆ Life cycles– butterfly, frog, bean plant
- ◆ Planting and growing
- ◆ Tasting different food, exploring using senses
- ◆ Caring for living things– plants, butterflies

Expressive Arts and Design

- ◆ African music, 5 Little speckled frogs, The Little Bean Song, Animal sounds
- ◆ Acting out the stories from our topic (see Literacy), dressing up and role-play.
- ◆ Garden centre role play
- ◆ Painting animals, observational drawing of fruit, finger painting caterpillars

Perranporth School REAL Project Curriculum EYFS

Can we stop the Plastic Wave?

Personal, Social and Emotional

- ◆ Children are able to adjust their behaviour to different situations and take changes to routines in their stride.
- ◆ Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

Topic exploring our impact on our environment. We will learn about our beaches, rock pools and oceans and about the importance of protecting them. We will explore recycling, single use plastics and how we can make a difference. Trip to the Recycling Centre, participate in a Beach Clean. Rock Pool Project.

Communication and Language

- ◆ Talking about our knowledge, experiences and understanding and asking any questions we have
- ◆ Show and Tell posters on Recycling, being Plastic Free, protecting wildlife and marine life
- ◆ Recycling Centre Role Play
- ◆ Develop ability to articulate own ideas and thoughts.

Physical Development

- ◆ Physically sorting materials
- ◆ Using litter pickers
- ◆ Observe safe and hygienic practices when handling rubbish.
- ◆ Use tools effectively and independently when making and creating, including pencils to form letters correctly

Literacy

- ◆ Make posters to encourage others to recycle and re-use single use plastics– persuasive writing.
- ◆ Messy Magpie Story– Twinkl
- ◆ Descriptive writing– Marine life
- ◆ Information Books and information writing– Facts
- ◆ Labelling pictures and diagrams
- ◆ Reading labels

Mathematics

- ◆ Sorting materials for recycling
- ◆ Capacity
- ◆ Measuring marine life
- ◆ Counting and sorting games.
- ◆ Fishing games

Understanding the World

- ◆ Explore our impact on the natural world
- ◆ Learn about recycling– materials that can be recycled and materials that can't. Sorting materials according to what they are made of, their properties.
- ◆ Learn about protecting our wildlife and marine life– Cornish Rock Pools
- ◆ Exploring using our senses
- ◆ Grouping and classifying wildlife and marine life

Expressive Arts and Design

- ◆ Recycled materials craft
- ◆ Messy Magpie song
- ◆ 'Under the sea' art and craft– paper plate art, paper bag art, jelly fish, wax resist paintings.
- ◆ Transient art with natural beach objects.