



Truro Learning Academy & Nursery Long Term Plan: Cycle A



	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Topic	Me and My Community	A Starry Night	Once Upon A Time	Animal Safari	Ready, Steady, Grow!	On the Beach
Characteristics of Effective Learning	<p>The Characteristics of Effective Learning underpin all of our learning throughout the Early Years. Practitioners use daily high-quality interactions to model the Characteristics of Effective Learning to our pupils and create an ethos throughout the setting where these are highly valued. Practitioners use their professional judgement to assess how children are developing their Characteristics of Effective Learning. Practitioners thoughtfully extend children's development of the Characteristics of Effective Learning through ShREC interactions (EEF), as well as through adult-directed whole class and small group activities where these take place. To promote and value the Characteristics of Effective Learning in a way in which our pupils can understand and personally connect with, the setting uses Lenny Lion's Learning Zoo. The animals in the zoo each highlight a core component of the Characteristics of Effective Learning. Children see these animals on display alongside pictures of themselves in real experiences to help them directly relate these characteristics to themselves. Practitioners also wear images of the animals on their lanyards to highlight, promote and value these characteristics in the moment when interacting with pupils throughout the day.</p> <p style="text-align: center;"><i>Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake</i></p>					
Trips, Visits and Enrichment Opportunities	<ul style="list-style-type: none"> • Visits and introductions from key staff • Family picnics • All About Me books • Black History Month • Visits from emergency services and people in the community • Post box walk 	<ul style="list-style-type: none"> • Campfire session • Reception observatory • Space dome • Reception Truro Library visit • World Nursery Rhyme Week Performance • Nativity Performance • Sponsored Welly Walk • Remembrance Day • Diwali • Halloween 	<ul style="list-style-type: none"> • See a play? • Author visit • Valentine's Day • Pancake Day • Construction worker visit (three little pigs) • Bakery visit 	<ul style="list-style-type: none"> • Mark's Ark visit • Zoo trip • Lunar New Year • Mother's Day • Easter • World Book Day • St Piran's Day 	<ul style="list-style-type: none"> • Farm visit • Allotments Visit • Hendra park gardeners visit 	<ul style="list-style-type: none"> • Transition days • Beach trip • Lifeguard visit • Sports Day • Father's Day • Nursery graduation • Aquarium visit • Fish in the classroom

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		<ul style="list-style-type: none"> Bonfire Night Hannukah Bedtime stories and telescope 				
<p>Possible focuses throughout topic (may be adapted to suit children's interests and needs)</p>	<ul style="list-style-type: none"> Starting school / nursery Welcoming to the setting Health and self-care Being unique and special Exploring different families Occupations Emergency services Our local area 	<ul style="list-style-type: none"> Day and night Bedtime Nocturnal animals Space Halloween Bonfire night Diwali Christmas Light and dark Moon landings Remembrance Day 	<ul style="list-style-type: none"> Classic tales Baking Past and present 	<ul style="list-style-type: none"> Animals around the world Habitats Pets Scales, fur, feathers Maps and globes 	<ul style="list-style-type: none"> Planting Growing Minibeasts Vegetables Flowers Food Healthy eating Changes as we grow Life cycles Farmers 	<ul style="list-style-type: none"> Beach safety Rockpools Holidays Under the Sea Pirates Mermaids Floating and sinking Waterproofing Coastlines Past and present Protecting beaches
<p>Key Texts</p>	<p><u>Nursery</u></p> <ul style="list-style-type: none"> Families, Families, Families The Lion and the Mouse The Bumblebear Things I like My favourite nursery rhymes 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> Peace at Last Room on the Broom Bonfire Night Night Monkey Day Monkey Bear snores on Twinkle Twinkle Stick man 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> The Gingerbread man. Goldilocks and the three bears. The three billy goats gruff. The three little pigs. Jack and the Beanstalk. Little red riding hood. My favourite nursery rhymes 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> Doing the animal Bop Little Red and the very hungry lion, Monkey Puzzle, Dear Zoo I am a Tiger Never Tickle a Tiger My favourite nursery rhymes 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> The Pig in the Pond, A squash and a squeeze, Planting a Rainbow, The Extraordinary Gardener, The Little Red Hen, The Scarecrow's Wedding My favourite nursery rhymes 	<p><u>Nursery</u></p> <ul style="list-style-type: none"> Who's hiding at the Seaside?, Tiddler The Night Pirates, The Singing Mermaid Commotion in the Ocean Bright Stanley Transition books My favourite nursery rhymes

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	<p><u>Reception</u></p> <ul style="list-style-type: none"> Starting school The Smeds and the Smoos What if we were all the same? Families, families, families! Hair love. I like myself! My Mum is Fantastic. 	<ul style="list-style-type: none"> Dream snow My favourite nursery rhymes <p><u>Reception</u></p> <ul style="list-style-type: none"> Whatever next! How to catch a star. The way back home. Owl babies. The Jolly Christmas Postman. The Nativity. Zim, Zam, Zoom 	<p><u>Reception</u></p> <ul style="list-style-type: none"> The Gingerbread man. Goldilocks and the three bears. The three billy goats gruff. The three little pigs. Jack and the Beanstalk. Little red riding hood. Out and About 	<p><u>Reception</u></p> <ul style="list-style-type: none"> Elmer. The Tiger who Came to Tea. Secrets of Animal Camouflage. Handa's Surprise. Rumble in the Jungle. Giraffes can't dance. Tiger, tiger burning bright Ready for Spaghetti Cookery books 	<p><u>Reception</u></p> <ul style="list-style-type: none"> Rosie's walk. The Enormous Turnip. Oliver's vegetables. The Runaway Pea. Farmer Duck. The Very Hungry Caterpillar. Tiger, tiger burning bright 	<p><u>Reception</u></p> <ul style="list-style-type: none"> Sharing a Shell The Rainbow Fish One Is a Snail Ten Is a Crab The Snail and the Whale Lucy & Tom at the Seaside The Lighthouse Keeper's Lunch A first book of poetry
<p>Communication and language</p>	<p align="center">What do we want our children to learn?</p> <p align="center">At TLA, we want our children to learn a wide vocabulary and use this confidently to participate in extended conversations with adults and peers.</p> <p align="center">We want our children to learn to communicate with confidence in 1:1, small group and whole class scenarios, understanding the value of both listening and speaking.</p> <p align="center">We want our children to learn to be fascinated by books, stories, songs and rhymes, listening to a wide range of texts, and knowing many key stories by heart.</p> <p align="center">How do we help our children achieve this?</p>					

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We develop children’s vocabulary and communication skills through high-quality interactions every day. We use the ShREC approach (EEF) as a basis on which our interactions are modelled. Practitioners use their professional judgement to carefully target their interactions such that vocabulary and communication gaps between pupils as much as possible.

Children read and discuss a wide variety of stories each week, including weekly key texts for each classroom, with carefully selected focus vocabulary to extend our pupil’s vocabulary further. Practitioners re-read stories regularly to build familiarity and enjoyment, resulting in children knowing many stories by heart by the time they leave EYFS.

Children sing songs daily within the setting, as well as learning weekly focus rhymes to ensure all of our children know a broad range of songs and rhymes by the end of their EYFS journey.

Practitioners model careful listening to children daily.

Children’s communication and language development is screened using the Wellcomm toolkit within their first 6 weeks at our setting. Children not making expected progress in communication and language for their age receive twice weekly communication and language interventions through the Wellcomm toolkit. Practitioners are also mindful of children’s targets on the Wellcomm scheme in their interactions with these children.

The below grid details what children at each stage of development will likely be learning at each point of the year. However, child development is rarely linear, and practitioners use their professional judgement to assess where each child is in their development, and extend their learning accordingly.

<p><u>2-year-olds</u> Learning new vocabulary to describe routines, resources, names of peers and staff. Learning to say how I am feeling in words. Learning to listen to simple stories. Learning and singing focus rhymes and daily songs.</p>	<p><u>2-year-olds</u> Building on language to navigate routines within setting. Beginning to learn to shift attention from own activity when asked. Learning to listen to talk with interest. Listening to simple stories with interest. Learning and singing focus rhymes and daily songs.</p>	<p><u>2-year-olds</u> Using language to navigate routines in the setting with confidence. Learning to shift attention from own activity when asked more reliably. Learning to listen to talk with interest. Listening to stories, showing an understanding of what is happening using pictures to help.</p>	<p><u>2-year-olds</u> Learning to understand and respond to simple questions within the daily routine. Learning to shift attention from own activity when asked more reliably. Learning to start a short conversation. Listening to stories, showing an understanding of what is happening</p>	<p><u>2-year-olds</u> Learning to understand who, what and where questions. Learning to understand longer sentences within the daily routine. Learning to shift attention from own activity when asked with ease. Learning to start a conversation.</p>	<p><u>2-year-olds</u> Learning to understand who, what and where questions. Learning to act on longer sentences within the daily routine. Learning to hold a conversation, jumping from topic to topic. Learning to talk about stories with interest.</p>
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	<p align="center"><u>3-4-year-olds</u></p> <p>Listening attentively with interest to stories.</p> <p>Learning and singing focus rhymes and daily songs.</p> <p>Children new to setting learning new vocabulary and language to describe routines, resources, names of peers and staff.</p> <p>Learning to understand questions and instructions.</p>	<p align="center"><u>3-4-year-olds</u></p> <p>Listening to longer stories, remembering what happens.</p> <p>Learning and singing focus rhymes and daily songs, including nativity songs.</p> <p>Building on language to navigate routines within the setting.</p> <p>Learning to follow instructions consistently.</p> <p>Learning to say what I think in simple terms.</p>	<p align="center"><u>3-4-year-olds</u></p> <p>Begin to learn to talk about familiar books.</p> <p>Sing a large repertoire of songs.</p> <p>Using vocabulary and language to navigate the routines in the setting with confidence.</p> <p>Learning to start using longer sentences of four to six words.</p> <p>Learning to say what I think more clearly.</p>	<p align="center"><u>3-4-year-olds</u></p> <p>Learning to talk about familiar books.</p> <p>Sing a large repertoire of songs.</p> <p>Pay increased attention to activities.</p> <p>Using a wider range of vocabulary.</p> <p>Beginning to learn to understand two-part instructions.</p> <p>Learning to use longer sentences of four to six words consistently.</p> <p>Learning to express my point of view.</p>	<p align="center"><u>3-4-year-olds</u></p> <p>Learning to talk about stories with interest.</p> <p>Learning and singing focus rhymes and daily songs.</p> <p>Learning to tell a long story.</p> <p>Know lots of songs.</p> <p>Following two-part instructions and beginning to understand two-part questions.</p> <p>Beginning to learn to understand 'why' questions.</p> <p>Learning to use longer sentences in daily interactions and start conversations.</p> <p>Learning to debate when I disagree.</p>	<p align="center"><u>3-4-year-olds</u></p> <p>Learning to tell a long story.</p> <p>Know lots of songs.</p> <p>Understand and follow two-part instructions and answer two-part questions.</p> <p>Learning to understand 'why' questions.</p> <p>Learning to start and sustain conversations, using longer sentences.</p> <p>Learning to organise ourselves through talk.</p> <p>Learning to debate when I disagree.</p>
	<p align="center"><u>Reception</u></p> <p>Learning new vocabulary and language to describe routines, resources, names of peers and staff.</p>	<p align="center"><u>Reception</u></p> <p>Listening reliably to instructions and understanding why this is important.</p> <p>Learning and using new vocabulary.</p>	<p align="center"><u>Reception</u></p> <p>Learning and using new vocabulary.</p> <p>Beginning to learn to ask questions and wanting to know more.</p>	<p align="center"><u>Reception</u></p> <p>Learning and using new vocabulary across more contexts.</p> <p>Learning to ask questions to find out more.</p>	<p align="center"><u>Reception</u></p> <p>Learning and using new vocabulary in many contexts.</p> <p>Learning to ask questions to check understanding.</p>	<p align="center"><u>Reception</u></p> <p>Learning and using new vocabulary in many contexts.</p> <p>Learning to ask questions to check understanding.</p>

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	<p>Learning and using new vocabulary. Learning how to listen carefully and why this is important. Learning to express myself clearly. Listen to stories with interest. Learning focus rhymes and daily routine songs.</p>	<p>Learning to express myself in well-formed sentences. Learning to describe events. Learning to develop social phrases. Learning to talk about a wide range of stories. Learning to pay attention to how focus rhymes and daily songs sound. Learning rhymes, poems and songs.</p>	<p>Learning to describe events in some detail. Learning to use talk to organise thinking and activities. Beginning to learn to re-tell familiar texts. Learning to pay attention to how focus rhymes and daily songs sound. Learning rhymes, poems and songs.</p>	<p>Beginning to learn to use connectives to connect ideas when expressing myself. Learning to use talk to explain how things work. Learning to re-tell familiar texts. Learning rhymes, poems and songs. Beginning to learn to engage with non-fiction books regularly.</p>	<p>Learning to use connectives to connect ideas when expressing myself. Learning to use talk to explain how things work. Begin to use talk to work out problems in play. Retell our favourite stories and rhymes. Learning rhymes, poems and songs. Learning to engage with non-fiction books regularly.</p>	<p>Learning to use connectives to connect ideas when expressing myself. Learning to use talk to explain why things might happen. Re-tell lots of stories and poems, and sing lots of rhymes and songs from memory. Learning rhymes, poems and songs. Learning to listen to and talk about selected non-fiction texts.</p>
<p>Personal, Social and Emotional Development</p>	<p style="text-align: center;">What do we want our children to learn?</p> <p>We want our children to learn to be kind, respectful and resilient learners, ready to access the national curriculum. We want our children to have confidence in their academic, social, and personal abilities and feel proud of what they achieve. We want our children to learn to understand, communicate and manage their feelings. We want our children to use these skills to build supportive and respectful relationships with their peers. We want our children to speak freely about their emotions with confidence.</p> <p style="text-align: center;">We want our children to learn the basic skills necessary to have a healthy and balanced lifestyle.</p>					
	<p style="text-align: center;">How do we help our children achieve this?</p> <p>We develop children’s personal, social, and emotional development every day through the warm, positive relationships we form with the children in our care. All children have a key person, which allows practitioners to deepen these relationships further with their key children. Practitioners verbalise the emotions and social dilemmas which children experience, which supports children in overcoming these. Practitioners also model self-regulation strategies and positive social behaviours when interacting with children, helping them to learn to navigate their emotions and the social world.</p>					

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Alongside this, the PSHE scheme of learning 'SCARF' is used throughout the school. Children engage in a short, practical, age-appropriate input each week, covering a wide range of topics to support their learning in personal, social, and emotional development.

Additionally, the 'WE Thinkers' social learning scheme is used in the children's reception year. This aims to explicitly teach children social skills which they need to navigate the social world. Children in reception engage in a short, practical, age-appropriate input each week.

Lead practitioners plan opportunities to teach children explicitly about healthy and balanced lifestyles, as well as modelling this through a carefully thought-out daily routine, for example offering fruit at snack time and encouraging regular physical activity within the setting.

The below grid details what children at each stage of development will likely be learning at each point of the year, as well as the broad focus of 'SCARF' and 'WE Thinkers' sessions in each half term. However, child development is rarely linear, and practitioners use their professional judgement to assess where each child is in their development and extend their learning accordingly.

<p>SCARF focus: Me and My Relationships</p> <p>WE Thinkers: Thinking Thoughts and Feeling Feelings The Group Plan</p> <p><u>2-year-olds</u> Developing relationships with key people. Learning new routines. Learning to express my own preferences and try new things.</p>	<p>SCARF focus: Valuing Difference</p> <p>WE Thinkers: The Group Plan Thinking with your Eyes</p> <p><u>2-year-olds</u> Developing relationships with key people. Learning new routines. Learning to express my own preferences and try new things.</p>	<p>SCARF focus: Keeping Safe</p> <p>WE Thinkers: Body in the Group Whole Body Listening</p> <p><u>2-year-olds</u> Know and follow the daily routine with ease. Play confidently with peers. Learning to take turns and share with others. Learning to talk about and manage emotions</p>	<p>SCARF focus: Rights and Respect</p> <p>WE Thinkers: Whole Body Listening Hidden Rules and Expected and Unexpected Behaviours</p> <p><u>2-year-olds</u> Know and follow the daily routine with ease. Play confidently with peers. Learning to take turns and share with others.</p>	<p>SCARF focus: Being My Best</p> <p>WE Thinkers: Smart Guess Flexible and Stuck Thinking</p> <p><u>2-year-olds</u> Increasingly manage emotions. Explore emotions beyond the normal range, talking about these in more elaborated ways.</p>	<p>SCARF focus: Growing and Changing</p> <p>WE Thinkers: Sharing an Imagination Size of the Problem</p> <p><u>2-year-olds</u> Increasingly manage emotions. Explore emotions beyond the normal range, talking about these in more elaborated ways.</p>
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	<p>Learning to manage transitions from carer to key person. Begin to express emotions and talk about them. Noticing and asking questions about differences between people. Developing friendships with peers. Toilet training.</p> <p><u>3-4-year-olds:</u> Developing relationships with key people. Learning new routines. Learning to follow simple rules with reminders. Talking in simple terms about emotions and feelings. Thinking about how others may feel. Develop friendships with peers. Developing a sense of being in a community.</p>	<p>Learning to manage transitions from carer to key person. Begin to express emotions and talk about them. Noticing and asking questions about differences between people. Developing friendships with peers. Toilet training.</p> <p><u>3-4-year-olds:</u> Developing relationships with key people. Learning new routines. Learning to follow simple rules with reminders. Talking in simple terms about emotions and feelings. Thinking about how others may feel. Develop friendships with peers. Making healthy choices about toothbrushing.</p>	<p>in a range of social situations. Ask questions about differences. Developing independence in the setting. Toilet training.</p> <p><u>3-4-year-olds:</u> Knowing and following the daily routine with ease. Following rules with fewer reminders, beginning to understand their importance. Learning to play positively and co-operatively with peers. Learning to select and use resources to achieve personal goals. Begin to show a desire for responsibility in the setting. Beginning to talk about conflicts in play.</p>	<p>Learning to talk about and manage emotions in a range of social situations. Ask questions about differences. Developing independence in the setting. Toilet training.</p> <p><u>3-4-year-olds:</u> Knowing and following the daily routine with ease. Following rules with fewer reminders, beginning to understand their importance. Learning to play positively and co-operatively with peers. Learning to select and use resources to achieve personal goals. Begin to show a desire for</p>	<p>Show confidence when exploring the local neighbourhood with key person. Show increased independence in play. Toilet training.</p> <p><u>3-4-year-olds:</u> Showing increasing responsibility and independence in the setting. Remembering rules without reminders, knowing why they are important. Showing increasing confidence in unfamiliar situations. Learning to find solutions to conflicts in play through talk. Understanding how others are feeling. Making healthy choices about food and drink.</p>	<p>Show confidence when exploring the local neighbourhood with key person. Show increased independence in play. Toilet training.</p> <p><u>3-4-year-olds:</u> Showing increasing responsibility and independence in the setting. Remembering rules without reminders, knowing why they are important. Showing increasing confidence in unfamiliar situations. Learning to find solutions to conflicts in play through talk. Understanding how others are feeling. Making healthy choices about food and drink.</p>
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	<p>Noticing and talk about differences between people. Making healthy choices about toothbrushing.</p> <p align="center"><u>Reception:</u> Talking about my life, preferences, family and culture. Learning new routines. Listening to staff and peers and knowing why this is important. Learning to share and play co-operatively with a wide range of peers. Expressing our own feelings and understanding the feelings of others. Beginning to moderate feelings. Managing personal hygiene. Understanding the importance of toothbrushing.</p>	<p align="center"><u>Reception:</u> Talking about my life, preferences, family and culture. Learning new routines. Listening to staff and peers and knowing why this is important. Learning to share and play co-operatively with a wide range of peers. Expressing our own feelings and understanding the feelings of others. Beginning to moderate feelings. Managing personal hygiene. Understanding the importance of a good sleep routine.</p>	<p>Beginning to understand how others may feel. Making healthy choices about physical activity.</p> <p align="center"><u>Reception:</u> Sharing and co-operating with peers regularly. Moderating feelings appropriately in social situations. Beginning to consider the perspectives of others. Learning why personal hygiene is important. Understanding how to be a safe pedestrian.</p>	<p>responsibility in the setting. Beginning to talk about conflicts in play. Beginning to understand how others may feel. Making healthy choices about physical activity.</p> <p align="center"><u>Reception:</u> Sharing and co-operating with peers regularly. Moderating feelings appropriately in social situations. Beginning to consider the perspectives of others. Learning why personal hygiene is important. Understanding the importance of regular physical activity.</p>	<p align="center"><u>Reception:</u> Considering the feelings of others regularly. Showing increased resilience and perseverance in play. Understanding why personal hygiene is important. Understanding the importance of healthy eating.</p>	<p align="center"><u>Reception:</u> Considering the feelings of others regularly. Showing increased resilience and perseverance in play. Understanding why personal hygiene is important. Understanding the importance of sensible amounts of screen time.</p>
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**Physical
Development**

What do we want our children to learn?

We want our children to develop the confidence and competence required to play and move energetically. We want our children to learn the fundamental skills required to participate in and enjoy a wide range of sports and physical activities in a safe way. We want our children to enjoy being physically active and to create and play games regularly. We want our children to learn independence in daily routines and play, being able to manipulate objects of all sizes to reach their desired goals. We want our children to learn to manipulate a wide range of small tools and to eventually develop a well refined pencil grip and pencil control.

How do we help our children achieve this?

We develop our children's physical development through the careful planning of our EYFS environments, which ensures that children have access to a range of large- and small-scale resources, as well as continual access to a wide range of tools. Practitioners use their professional judgement to plan enhancements and provocations targeted at furthering the physical development needs and interests of our children, as well as providing practice of fundamental skills. Each of our classrooms benefit from their own dedicated outdoor learning environment, as well as a dedicated field for each classroom. This encourages our children to be physically active in their daily child-initiated learning within our continuous provision. Practitioners encourage children to be active and play games throughout their child-initiated play. Children also receive explicit instruction on tool use and pencil grip from key practitioners, as well as modelling of fundamental physical skills.

In nursery, children have regular 'dough disco' sessions to support fine motor control. In reception, writing is taught through a technique known as 'Finger fit' which involves children using a range of fine motor skills and tools to create an image which they are then able to write about. This promotes development of fine motor skills in an enjoyable and engaging way for our children.

Children across the EYFS experience direct instruction in daily sessions from the 'Healthy Movers' scheme designed by the Youth Sport Trust to support physical development and promote enjoyment in physical activity from the start of their EYFS journey. Children in the reception year access direct instruction through our bespoke TLA P.E. curriculum, designed to teach children the fundamental skills required to access a range of physical activity and sport. Children in the Early Years also have access to a set of balance bikes which they use weekly on our school's own mountain bike track which we have on site. Children learn the fundamentals of riding a bike throughout the Early Years, enabling them to progress to our set of larger bikes in later year groups.

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The below grid details what children at each stage of development will likely be learning at each point of the year, as well as key Healthy Movers sessions and P.E. focuses. However, child development is rarely linear, and practitioners use their professional judgement to assess where each child is in their development and extend their learning accordingly.

	<p>Healthy Movers: We are amazing Hide and Seek Pop the Bubbles Head, Shoulders, Knees and Toes</p> <p>P.E. Focus: Fundamental movements</p> <p><u>2-year-olds:</u> Have control over large movements such as waving, kicking, rolling, crawling and walking. Clap and stamp to music.</p> <p><u>3-4-year-olds:</u> Continue to develop movement, balancing, riding and ball skills. Go up stairs using alternate feet.</p>	<p>Healthy Movers: We are amazing Hide and Seek Pop the Bubbles Smiley Brush Brush Tallulah the Owllet</p> <p>P.E. Focus: Gymnastics</p> <p><u>2-year-olds:</u> Fit into small spaces. Learn to walk, run, jump and climb with control. Use the stairs independently.</p> <p><u>3-4-year-olds:</u> Skip, hop, stand on one leg and hold a pose. Use large muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Healthy Movers: Choo Choo Wiggle, Weave and Watch Steering Aiming High</p> <p>P.E. Focus: Games</p> <p><u>2-year-olds:</u> Sitting on push along wheeled toys. Building independently with a range of resources.</p> <p><u>3-4-year-olds:</u> Start taking part in some group activities which they make up for themselves, or in teams. Be increasingly independent as they get dressed and undressed.</p>	<p>Healthy Movers: Aiming High Jungle Journey Smiley Brush Brush Steering Pick up packets</p> <p>P.E. Focus: Dance</p> <p><u>2-year-olds:</u> Enjoy starting to kick, throw and catch balls. Spin, roll and independently use ropes and swings.</p> <p><u>3-4-year-olds:</u> Match developing physical skills to tasks and activities in the setting. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Healthy Movers: Munch Crunch 5 a day Yum Yum Birds in Trees</p> <p>P.E. Focus: Athletics</p> <p><u>2-year-olds:</u> Use large and small motor skills to do things independently. Eat independently, learning to use a knife and fork.</p> <p><u>3-4-year-olds:</u> Collaborate with others to manage large items. Choose the right resources to carry out their own plan.</p>	<p>Healthy Movers: Hot, Hot Treasure Squish the Fish</p> <p>P.E. Focus: Striking and Fielding</p> <p><u>2-year-olds:</u> Further develop manipulation and control. Explore a range of materials and tools.</p> <p><u>3-4-year-olds:</u> Use a comfortable grip with good control when holding pencils and pens. Show a preference for a dominant hand. Use one-handed tools and equipment.</p>
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	<p style="text-align: center;"><u>Reception</u></p> <p>Revise and refine the fundamental movement skills they have already acquired</p> <p>Develop small motor skills</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Safely use a range of large and small apparatus indoors and outside.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p style="text-align: center;"><u>Reception</u></p> <p>Progress towards a more fluent style of moving.</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Develop small motor skills</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p style="text-align: center;"><u>Reception</u></p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Use a range of tools safely</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p style="text-align: center;"><u>Reception</u></p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Use a range of tools competently and safely</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p style="text-align: center;"><u>Reception</u></p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p style="text-align: center;"><u>Reception</u></p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Further develop and refine a range of ball skills including: passing, batting and aiming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<p>Literacy</p>	<p style="text-align: center;">What do we want our children to learn?</p> <p>We want our children to learn not just the reading skills but also the enjoyment of literature. We want to enable our children to become lifelong, confident readers. We want our children to play with stories, talk about them, and recite them for their own enjoyment. We aim for our children to develop fluent and legible handwriting and the ability to spell and write independently in a wide range of contexts. We aim for our children to have confidence in their writing ability and to begin to develop the stamina and skills required for more extended writing later on in school.</p>					

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How do we help our children achieve this?

We making reading a priority across our EYFS unit. We plan the stories and rhymes which our children are exposed to, and think carefully about which texts we select on our reading spine. We focus on children being exposed to classic stories and rhymes during our Early Years, as well as repetitive and topic-related texts. We create inviting book corners in our provision to promote interaction with stories and books for all of our children, as well as ensuring that high-quality texts are constantly available across all areas of the provision, to encourage further engagement. We re-read stories regularly with our pupils so that our children know our chosen texts really well, enabling them to recite and play with the story independently. Our practitioners promote discussion about stories, and we see this as being as valuable as the reading of the story itself, as well as discussion about the features of texts, such as the way the pages turn and naming the parts of a book. We schedule specific times in the day for whole class story and rhyme times, ensuring that this is not rushed and is given the time and attention that this deserves.

Right from the start of nursery, our children receive daily rhyme time inputs from our highly-skilled practitioners. We follow a rhyme time scheme developed by Little Wandle, which focuses on 20 core rhymes with associated activities. We focus on different aspects of the rhyme on each day over the week, including listening, alliteration, sound knowledge, rhyming and syllables. This allows for continual recap and development of these key skills. We ensure that our sessions are engaging, interactive and age-appropriate. In Autumn 2, our 3-4 year old children begin to develop their phonological and phonemic awareness through the Little Wandle Tuning into sounds scheme. These sessions consist of fun, age-appropriate games which develop the children's sound awareness and oral blending skills. In the summer term before starting Reception, our 3-4 year old nursery children are exposed to the single-letter sounds as part of the Read Write Inc Nursery phonics scheme. In our experience, this prepares our children well for making a flying start to reading in Reception class.

From the first day of Reception, our children take part in daily Read Write Inc phonics sessions. This comprises learning different graphemes, oral phonological skills, and sight vocabulary. During these sessions children are also explicitly shown how to apply their developing skills to their writing. Children are assessed half-termly and are grouped in accordance with their individual needs. Children take home books matched to the level at which they are currently reading and are expected to read at home at least five times per week. Children also have weekly phonics videos sent home to provide extra support. Children in Reception play daily Fred games to improve oral blending, and children who need extra support receive daily one to one tutoring sessions with a phonics teacher.

Mark making and writing are promoted throughout our setting, with resources available to engage in this throughout the provision. Our practitioners model tripod pencil grips and accurate letter formation to our children regularly. In

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	<p>Reception, children learn to write more formally using a method called 'Finger fit'. This involves the children completing a craft activity related to their focus high-quality text, and then writing a simple sentence about the text. Children are encouraged to write as independently as possible. In Reception, children also use the Talk for Writing scheme to support storytelling skills for a range of carefully selected high-quality texts. Reception class also use the Nelson handwriting scheme to promote accurate letter formation right from the start of school.</p> <p>Please see the grids below for the focus content which children will likely be learning in each half term. However, child development is rarely linear, and practitioners use their professional judgement to assess where each child is in their development and extend their learning accordingly. Content may also be adapted in line with children's current interests.</p>					
Literacy – Reading	<p>Rhyme time: 1, 2, 3, 4, 5 Baa, Baa Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Wind the Bobbin Up</p> <p>Read Write Inc Phonics: <u>Reception:</u> Set 1 sounds</p>	<p>Rhyme time: Pat-a-cake Round and Round the Garden The Grand Old Duke of York Twinkle, Twinkle Little Star A Sailor Went to Sea Down at the Station The Wheels on the Bus</p> <p>Tuning into sounds: S, A, T, P, I, N, M</p> <p>Read Write Inc Phonics: <u>Reception:</u> Set 1 sounds and oral blending</p>	<p>Rhyme time: Hickory Dickory Dock Incy Wincy Spider Mary, Mary, Quite Contrary One, Two, Buckle My Shoe Ring-a ring-a-roses Row, Row, Row Your Boat</p> <p>Tuning into sounds: D, G, O, C, K, E</p> <p>Read Write Inc Phonics: <u>Reception:</u> Set 1 sounds and reading CVC words</p>	<p>Rhyme time: 1, 2, 3, 4, 5 Baa, Baa Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Wind the Bobbin Up</p> <p>Tuning into sounds: U, R, H, B, F, L</p> <p>Read Write Inc Phonics: <u>Reception:</u> Set 1 special friends sounds and reading paper ditties</p>	<p>Rhyme time: Pat-a-cake Round and Round the Garden The Grand Old Duke of York Twinkle, Twinkle Little Star A Sailor Went to Sea Down at the Station The Wheels on the Bus</p> <p>Read Write Inc Phonics: <u>3-4-year-olds:</u> Set 1 Sounds</p> <p><u>Reception:</u> Set 1 special friends sounds and reading red ditty books</p>	<p>Rhyme time: Hickory Dickory Dock Incy Wincy Spider Mary, Mary, Quite Contrary One, Two, Buckle My Shoe Ring-a ring-a-roses Row, Row, Row Your Boat</p> <p>Read Write Inc Phonics: <u>3-4-year-olds:</u> Set 1 Sounds</p> <p><u>Reception:</u> Set 2 sounds and reading green books</p>

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Literacy – Comprehension and Writing	<p><u>2-year-olds:</u> Enjoy songs and rhymes, tuning in and paying attention. Enjoy drawing freely.</p>	<p><u>2 year olds:</u> Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Enjoy sharing books with an adult – pay attention and respond to the pictures or words. Notice some print.</p>	<p><u>2 year olds:</u> Say some of the words in songs and rhymes. Copy finger movements and other gestures.</p>	<p><u>2 year olds:</u> Have favourite books and seek them out. Develop play around favourite stories using props. Add some marks on their drawings which they give meaning to.</p>	<p><u>2 year olds:</u> Sing songs and say rhymes independently. Repeat words and phrases from familiar stories. Make marks on their picture to stand for their name.</p>	<p><u>2 year olds:</u> Ask questions about books. Make comments and share ideas about books.</p>
	<p><u>3 and 4 year olds:</u> Understand the five key concepts about print.</p> <p style="text-align: center;"><u>Reception</u> Form lower-case letters correctly.</p>	<p><u>3 and 4 year olds:</u> Understand the five key concepts about print.</p> <p style="text-align: center;"><u>Reception</u> Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Re-read what they have written to check that it makes sense.</p>	<p><u>3 and 4 year olds:</u> Engage in extended conversations about stories, learning new vocabulary.</p> <p style="text-align: center;"><u>Reception</u> Form lower-case letters correctly. Write short sentences with words with known sound-letter correspondences using a full stop.</p>	<p><u>3 and 4 year olds:</u> Write some or all of their name.</p> <p style="text-align: center;"><u>Reception</u> Form lower-case letters correctly. Write short sentences with words with known sound-letter correspondences using a full stop.</p>	<p><u>3 and 4 year olds:</u> Use some of their print and letter knowledge in their early writing.</p> <p style="text-align: center;"><u>Reception</u> Form lower-case letters correctly. Write short sentences with words with known sound-letter correspondences using a full stop.</p>	<p><u>3 and 4 year olds:</u> Write some letters accurately.</p> <p style="text-align: center;"><u>Reception</u> Form capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>
Maths	What do we want our children to learn?					
	<p>Talk for Writing focus text: 10 Things found in a wizard's pocket</p>	<p>Talk for Writing focus text: Aliens Love Underpants</p>	<p>Talk for Writing focus text: The Gingerbread Man</p>	<p>Talk for Writing focus text: Elmer</p>	<p>Talk for Writing focus text: The Little Red Hen</p>	<p>Talk for Writing focus text: Lists and labels</p>

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We want our children to develop a love of maths and ensure that they feel successful and confident when learning in mathematics. We want our children to develop a firm foundation in number facts, to enable them to become proficient in the fluency, reasoning and problem solving skills they need later on in school. We aim for our children to leave the EYFS having a deep understanding of number to 10, and being able to count beyond this. We aim for our children to feel confident with a range of early mathematical concepts including sharing, counting, spatial reasoning and pattern.

How do we help our children achieve this?

We follow schemes specific to the early years to support the delivery of maths in our EYFS unit. In nursery, we use 'Master the Curriculum' to support our maths planning, and in Reception we use 'White Rose'. These schemes build on each other well with a clear progression, and prepare children well for mathematics in Year 1 and beyond. We adapt the content of these schemes as necessary to provide appropriate challenge for our children.

Maths is taught through a mixture of adult-directed inputs, small group activities and child-initiated learning within our continuous provision. Our provision is carefully planned such that our open-ended resources allow children to extend their learning in all areas of mathematics in all areas of our provision. Our highly-skilled practitioners have a deep understanding of early mathematics and support and extend our pupil's early mathematics skills through their interactions in the provision. In Reception, early number skills are recapped at the start of all adult-directed inputs using the interactive 'number sense' scheme.

<p style="text-align: center;"><u>Nursery</u> Master the Curriculum: Colours, Matching, Sorting</p>	<p style="text-align: center;"><u>Nursery</u> Master the Curriculum: Number 1, Number 2, Pattern</p>	<p style="text-align: center;"><u>Nursery</u> Master the Curriculum: Number 3, Number 4, Number 5</p>	<p style="text-align: center;"><u>Nursery</u> Master the Curriculum: Number 6, Height, Length, Mass, Capacity</p>	<p style="text-align: center;"><u>Nursery</u> Master the Curriculum: More than, fewer than, One more, one less, Shape</p>	<p style="text-align: center;"><u>Nursery</u> Master the Curriculum: Numbers 1-5, Positional language</p>
<p style="text-align: center;"><u>Reception</u> White Rose Blocks: Match, sort and compare Talk about measure and patterns</p>	<p style="text-align: center;"><u>Reception</u> White Rose Blocks: It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p style="text-align: center;"><u>Reception</u> White Rose Blocks: Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time</p>	<p style="text-align: center;"><u>Reception</u> White Rose Blocks: Length, height and time Building 9 and 10 Explore 3D shapes</p>	<p style="text-align: center;"><u>Reception</u> White Rose Blocks: To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping</p>	<p style="text-align: center;"><u>Reception</u> White Rose Blocks: Sharing and grouping Visualise, build and map Make connections Consolidation</p>
<p style="text-align: center;">Number sense: Book 1</p>	<p style="text-align: center;">Number sense: Book 2, 3, 4</p>	<p style="text-align: center;">Number sense: Book 4, 5</p>	<p style="text-align: center;">Number sense: Book 6, 7, 8, 9, 10</p>	<p style="text-align: center;">Number sense: Book 10, 11, 12</p>	<p style="text-align: center;">Number sense: Book 12, 13</p>

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Understanding the World	What do we want our children to learn?					
	We want our children to have a deep, experience-based understanding of the world around them. We want our children to learn to be curious about and interested in all aspects of the world around them, and to learn and use new vocabulary to verbalise these ideas. We strive for our children to have strong foundations in science, geography, history, religious education, computing and outdoor learning, providing them with the knowledge and skills they need to achieve success in the national curriculum in Year 1 and beyond.					
	How do we help our children to achieve this?					
<p>Our practitioners make building relationships with children and their families a priority. We encourage parents to communicate regularly with their child's key person, and promote sharing of significant events both verbally and on Tapestry. Where appropriate, children are encouraged to share these experiences with staff and peers, and practitioners plan enhancements and provocations informed by these experiences to extend learning. We plan opportunities for families to enter our setting and interact with staff and their children to deepen these relationships further.</p> <p>Our lead practitioners plan regular experience-based learning opportunities for our children each half term, feeding off of the interests of the children wherever possible. Our intended curriculum content is informed by knowledge and skills progression in years 1-6 in science, geography, history, religious education, computing and outdoor learning, working with subject leaders to identify the key knowledge and skills which will build the foundations for our children in each subject. We ensure that the children have daily experiences in nature, as well as time in our dedicated whole-school outdoor learning space.</p> <p>Our practitioners use their interactions with children in the provision to extend and deepen children's natural curiosities about the world. We prioritise building vocabulary in all of our interactions, and ensure that we use correct language to describe religions, languages, names and special events.</p> <p>Please see the grids below for the focus content which children will likely be learning in each half term. However, child development is rarely linear, and practitioners use their professional judgement to assess where each child is in their development and extend their learning accordingly. Content may also be adapted in line with children's current interests.</p>						
<u>2-year-olds:</u> Make connections between the features of their family and other families. Notice differences between people.	<u>2-year-olds:</u> Repeat actions which have an effect. Explore materials with different properties.	<u>2-year-olds:</u> Explore natural materials, indoors and outside. Repeat actions which have an effect.	<u>2-year-olds:</u> Make connections between the features of their family and other families. Notice differences between people.	<u>2-year-olds:</u> Explore natural materials, indoors and outside. Explore and respond to different natural	<u>2-year-olds:</u> Explore materials with different properties. Explore and respond to different natural	<u>2-year-olds:</u> Explore materials with different properties. Explore and respond to different natural

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	<p><u>3-4-year-olds:</u> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p>	<p><u>3-4-year-olds:</u> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see.</p>	<p>Explore materials with different properties.</p> <p><u>3-4-year-olds:</u> Talk about what they see. Explore how things work. Talk about the differences between materials and changes they notice.</p>	<p><u>3-4-year-olds:</u> Talk about what they see, using a wide range of vocabulary. Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>phenomena in their setting and on trips.</p> <p><u>3-4-year-olds:</u> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment. Talk about what they see, using a wide range of vocabulary. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>	<p>phenomena in their setting and on trips.</p> <p><u>3-4-year-olds:</u> Explore and talk about different forces they can feel. Begin to understand the need to respect and care for the natural environment. Talk about what they see, using a wide range of vocabulary. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>
	<p><u>Reception:</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs.</p>	<p><u>Reception:</u> Recognise that people celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p><u>Reception:</u> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs.</p>	<p><u>Reception:</u> Draw information from a simple map. Recognise that people celebrate special times in different ways. Recognise some similarities and differences between life in this country</p>	<p><u>Reception:</u> Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p><u>Reception:</u> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live.</p>

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	<p>R.E. inquiry: Being special – Where do we belong?</p>	<p>Recognise some environments that are different from the one in which they live. Understand the effect of the changing seasons on the natural world around them.</p> <p>R.E. inquiry: Why is Christmas special for Christians?</p>	<p>R.E. inquiry: Why is the word 'God' so important for Christians?</p>	<p>and life in other countries. Recognise some environments that are different from the one in which they live. R.E. inquiry: Why is Easter so special for Christians?</p>	<p>Understand the effect of the changing seasons on the natural world around them. R.E. inquiry: What places are special and why?</p>	<p>Understand the effect of the changing seasons on the natural world around them. R.E. inquiry: What stories are special and why?</p>
	<p>Essential foundational knowledge and skills by the end of the EYFS:</p>	<p>Essential foundational knowledge and skills by the end of the EYFS:</p>	<p>Essential foundational knowledge and skills by the end of the EYFS:</p>	<p>Essential foundational knowledge and skills by the end of the EYFS:</p>	<p>Essential foundational knowledge and skills by the end of the EYFS:</p>	<p>Essential foundational knowledge and skills by the end of the EYFS:</p>
	<p>Geography: To know that there are distinct places in my community. To know that I live in the UK. To name simple features of the local area.</p> <p>History: To understand what the fire brigade do and basic principles of fire safety (Great Fire of London)</p>	<p>Geography: To name and identify rain, sun, clouds, wind, snow, frost, hail, thunderstorm, lightning, rainbow, hot, cold, warm. To name the seasons.</p> <p>History: To know that space exists, and to understand the words planet, star, moon and sun. To know what rockets</p>	<p>History: To understand that things happened before now, and things will happen after now. To understand that there were people who lived before now. To understand that some stories are real. To be able to sequence events in my life. To comment on houses and household objects from the past (Victorians)</p>	<p>Geography: To know what a map is and what it's purpose is. To know that there are different countries in the world. To name the seasons.</p> <p>History: To know that there is a big city called London in our country.</p>	<p>Science: To identify trees, grass, flowers, fruit, vegetables and bushes. To understand the words hard, soft, stretchy, stiff, rough, smooth, opaque, transparent, bendy, rigid, waterproof, not waterproof, magnetic, not magnetic.</p> <p>Science: To recognise a seed and comment</p>	<p>Geography: To know what is land and what is ocean. Define land and ocean. To name the seasons. To name several months of the year.</p> <p>History: To know what a lighthouse is. To understand what lifeguards do (Grace Darling). To know what ships are and what they do</p>

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	<p>Science: To name the parts of my own body.</p>	<p>are and what they do. (Neil Armstrong)</p> <p>Science: To understand the words hard, soft, stretchy, stiff, rough, smooth, opaque, transparent, bendy, rigid, waterproof, not waterproof, magnetic, not magnetic.</p>	<p>To comment on transport from the past (Victorians) To know what a king and queen are and their roles in society (Victorians)</p>	<p>Science: To name a variety of polar, jungle, desert, woodland and pond animals. To recognise and name environments in which animals might live: arctic, Antarctic, desert, forest, jungle, pond. To name a variety of baby animals: puppy, kitten, chick, calf, lamb, piglet, foal, caterpillar, tadpole. To observe the life cycle of a tadpole and comment on it.</p>	<p>on the process of a seed growing into a plant. To know that plants need looking after to grow. To know which foods are healthy and unhealthy.</p>	<p>(Christopher Columbus)</p> <p>Science: To name a variety of ocean and coastal animals. To understand the words hard, soft, stretchy, stiff, rough, smooth, opaque, transparent, bendy, rigid, waterproof, not waterproof, magnetic, not magnetic. To recognise and name environments in which animals might live: ocean, beach.</p>
<p>Expressive Arts and Design</p>	<p align="center">What do we want our children to learn?</p> <p>We want our children to leave the EYFS feeling confident in exploring the full extent of their imagination, and to have accessed a wide-range of experience-based learning with a range of media and materials. We want our children to regularly explore endless possibilities when creating. We want our children to learn to use the creative arts as a medium of expressing their own thoughts, feelings and ideas. Moreover, we want our children to feel confident when expressing themselves, and to feel that all of their expressions are valid and respected.</p> <p>We want our children to learn to value and respect the creative arts, and to be interested and inspired by live and recorded performances in the creative arts. We want our children to learn the foundation skills required to achieve success in the art, design and technology and music curriculums in year 1 and beyond.</p> <p align="center">How do we help our children to achieve this?</p> <p>Our children have constant access to a wide range of media and materials which is specifically planned as part of our continuous provision, both indoors and outdoors. This is built upon across the year according to the children's learning needs and interests. Our highly-skilled practitioners use their professional judgement to build on the provision and add</p>					

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enhancements and provocations as necessary. Our practitioners take time to teach each of the resources on offer to our children, and model a wide range of possibilities with each resource. Our practitioners also use the ShREC approach to extend and narrate learning within the creative arts in their daily interactions with our children. Our approach to expressive art and design is experience-led as opposed to outcome-led.

In addition to our continuous provision and interactions, children are regularly exposed to a wide range of creative arts. This includes music from a wide range of composers through ‘composer of the month’, performance art through our connections with the Hall for Cornwall, and a variety of styles of art and design. Our children have many opportunities to participate in performance art, such as all EYFS children participating in our annual ‘World Nursery Rhyme Week’ performance, as well as the school nativity play.

In art, we have isolated the foundational skills required to succeed in art across our school curriculum, and have carefully selected six foundation projects each for nursery and reception which build up the skills required for Access Art projects in Years 1-6. More details of these can be found in our art planning documents.

In design and technology, we have explored the fundamental concepts required to succeed in our curriculum. We plan at least one cooking experience each half term, in which the children slowly understand what a recipe is and how this can be followed, building vocabulary and skills along the way. Our practitioners ensure that they provide opportunities for and actively encourage children to think carefully about their creations prior to the ‘making’ stage of their play. Each classroom has a designated ‘workshop area’ and there are further opportunities for design and creativity across the provision. Children often use design sheets as part of their play, and our practitioners actively encourage verbal planning and subject-specific language use. Children learn to evaluate and reflect on their learning from an early age through their interactions with practitioners.

In music, we have isolated foundation concepts which children should be exposed to in order to experience success in our school music curriculum from Years 1-6. This begins with daily rhyme times for all of our EYFS children, which incorporates early music skills such as listening to the songs, and playing with the songs. We have carefully selected 20 key nursery rhymes which we want our children to know really well by the end of Reception. We send these home and repeat each rhyme twice a year. In Reception, children are exposed to a further 20 songs which support exposure to a wide range of basic music theory such as pulse, rhythm and tempo.

Please see the grids below for the focus content which children will likely be learning in each half term. However, child development is rarely linear, and practitioners use their professional judgement to assess where each child is in their development and extend their learning accordingly. Content may also be adapted in line with children’s current interests.

2-year-olds	2-year-olds	2-year-olds	2-year-olds	2-year-olds	2-year-olds
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Truro Learning Academy & Nursery
Long Term Plan: Cycle A



	<p>Showing attention to sounds and music. Responding emotionally and physically to music when it changes. Explore paint, using fingers and other parts of the body.</p> <p style="text-align: center;"><u>3-4-year-olds:</u> Take part in simple pretend play. Create closed shapes with continuous lines. Listen with increased attention to sounds.</p> <p style="text-align: center;"><u>Reception:</u></p>	<p>Move and dance to music. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Explore paint, using brushes and other tools. Explore different materials.</p> <p style="text-align: center;"><u>3-4-year-olds:</u> Explore different materials freely. Begin to use shapes to represent objects in drawings. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p> <p style="text-align: center;"><u>Reception:</u></p>	<p>Anticipate phrases and actions in rhymes and songs. Start to develop pretend play.</p> <p style="text-align: center;"><u>3-4-year-olds:</u> Begin to develop stories using small world equipment Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail. Sing the pitch of a tone song by another person.</p> <p style="text-align: center;"><u>Reception:</u></p>	<p>Explore their voices and enjoy making sounds. Explore a range of sound makers and instruments and play them in different ways.</p> <p style="text-align: center;"><u>3-4-year-olds:</u> Begin to develop complex stories using small world equipment. Use drawing to represent ideas like movement and noises. Sing the melodic shape of familiar songs.</p> <p style="text-align: center;"><u>Reception:</u></p>	<p>Join in with songs and rhymes, making some sounds. Start to make marks intentionally. Manipulate and play with different materials.</p> <p style="text-align: center;"><u>3-4-year-olds:</u> Make imaginative small worlds with blocks and construction kits. Join different materials. Show different emotions in their drawings and paintings. Create their own songs.</p> <p style="text-align: center;"><u>Reception:</u></p>	<p>Make rhythmical and repetitive sounds. Express ideas and feelings through making marks, and sometimes give meaning to the marks they make. Enjoy and take part in action songs. Use their imagination to explore what they can do with different materials. Make simple models which express their ideas.</p> <p style="text-align: center;"><u>3-4-year-olds:</u> Make complex small worlds with blocks and construction kits. Explore different textures. Explore colour and colour mixing. Improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> <p style="text-align: center;"><u>Reception:</u></p>
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	<p>Express and use a variety of artistic effects to express ideas and feelings. Listen attentively, move to and talk about music. Develop storylines in their pretend play.</p> <p>Access Art Project: Clay pens (nursery) Burton Hathow ducklings (reception)</p> <p>Focus music skills: Begin to keep a steady beat and begin to respond to the pulse in music. Listening to the sounds in the environment, a wide range of music. Begin to play instruments on the beat.</p> <p>Focus rhyme time nursery rhymes: 1, 2, 3, 4, 5</p>	<p>Refine a variety of artistic effects to express their ideas and feelings. Express feelings and responses to music. Sing in a group, increasingly matching the pitch and following the melody.</p> <p>Access Art Project: Top tips from cardboard creations (nursery) Marbled Hole Punch Sketchbooks (reception)</p> <p>Focus music skills: Begin to recognise high and low sounds. Begin to pitch match singing. Begin to discuss and reflect on the music we hear and play. Begin to play instruments to express ideas.</p> <p>Focus rhyme time nursery rhymes: Pat-a-cake</p>	<p>Refine ideas by returning to and building on previous learning. Watch and talk about dance and performance art, expressing feelings and responses.</p> <p>Access Art Project: Fruit and Veg Head (nursery) Let's start with collage (reception)</p> <p>Focus music skills: Tempo – understanding how speed can be used in our music making. Explore using movement with music. Begin to play instruments to express ideas.</p> <p>Focus rhyme time nursery rhymes: Hickory Dickory Dock</p>	<p>Develop their ability to represent ideas by returning to and building on previous learning. Sing on their own, matching the pitch and following the melody.</p> <p>Access Art Project: Repeating Pattern Print Roller (nursery) Dressing up as fossils (reception)</p> <p>Focus music skills: Understanding how dynamics can be used in our music. Speech and language and vocal play. Begin to play instruments copying word patterns.</p> <p>Focus rhyme time nursery rhymes: 1, 2, 3, 4, 5</p>	<p>Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance.</p> <p>Access Art Project: Collaging with Wax Crayon Rubbings (nursery) T-Shirt paintings (reception)</p> <p>Focus music skills: Begin to perform short copycat rhythms. Begin to have an understanding of different instruments and how to play them.</p> <p>Focus rhyme time nursery rhymes: Pat-a-cake</p>	<p>Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance.</p> <p>Access Art Project: Finding circles (nursery) Shells: Observational and imaginative drawing (reception)</p> <p>Focus music skills: Improvisation and composition. Begin to understand how different sounds are made and that they are.</p> <p>Focus rhyme time nursery rhymes: 1, 2, 3, 4, 5</p>
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	<p>Baa, Baa Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Wind the Bobbin Up</p>	<p>Round and Round the Garden The Grand Old Duke of York Twinkle, Twinkle Little Star A Sailor Went to Sea Down at the Station The Wheels on the Bus</p>	<p>Incy Wincy Spider Mary, Mary, Quite Contrary One, Two, Buckle My Shoe Ring-a ring-a-roses Row, Row, Row Your Boat</p>	<p>Baa, Baa Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Wind the Bobbin Up</p>	<p>Round and Round the Garden The Grand Old Duke of York Twinkle, Twinkle Little Star A Sailor Went to Sea Down at the Station The Wheels on the Bus</p>	<p>Baa, Baa Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Wind the Bobbin Up</p>
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