

### Communication and Language

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

### 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 and the expectations of Trevithick Class.
- ◆ Circle time games– What makes a good pirate?
- ◆ Partner talk– likes and dislikes.

### Physical Development

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

### 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– Mapping our local area
- ◆ Making and tasting Cornish Pasties and other traditionally Cornish foods
- ◆ Floating and sinking
- ◆ Looking at historical photos of Perranporth

### Mathematics (additionally see White Rose plan)

- ◆ Positional language– buried treasure, barrier games
- ◆ Comparing size– Pirate gold
- ◆ Maps– positional language.
- ◆ Number games with treasure– Number bonds to 5/10
- ◆ Capacity
- ◆ Sorting objects– do they float? Are they shiny?
- ◆ Compare quantities of treasure saying which is more/less. Subitise different quantities and arrangements.
- ◆ Play games involving addition and subtraction

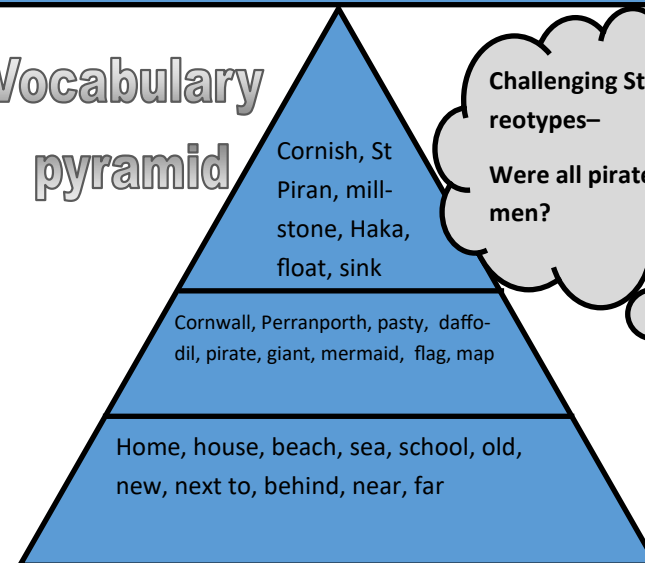
## Cornwall

## Perranporth My Home

### Ogden Trust Science Talk

'St Piran takes a bath', 'Magnetic Pirate Ships'

### Vocabulary pyramid



Key texts– Archimedes Bath , Merrymaid of Zennor, Story of St Piran, Tom and the Giant (Will Coleman), Soggy Stories

### Expressive Arts and Design

- ◆ Painting Cornish flags
- ◆ Painting daffodils
- ◆ Pasty rhyme
- ◆ Cornish singing, music and dancing- When I was One, Cornwall My Home, Cornish Hakka, Bound for Perranporth
- ◆ Pirate role play, role play/ retell the story of St Piran
- ◆ Alfred Wallis– artist study

### Literacy

- ◆ The Story of St Piran
- ◆ The legend– Tom and the Giant– storyboard, write simple captions
- ◆ Soggy The Bear stories– (Philip Moran)- Story mapping, re-telling and sequencing.
- ◆ The Merrymaid of Zennor– order key events from the story
- ◆ Story telling, drawing pictures from stories and writing

### Communication and Language– Working towards all ELGs

#### 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

### Personal, Social and Emotional– Working towards all ELGs

#### Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

#### 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.

### Physical Development– Working towards all ELGs

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Understanding the World

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Understand the effect of changing seasons on the natural world around them.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

## Cornwall Perranporth My Home

**Topic focusing on where we live. We will investigate our local area , go for a walk around our local area, learning about places of interest, and map our local area.**

**We will learn about the history, legends and stories that are the heritage of Cornish people.**

**We will learn about traditional Cornish foods, Cornish stories, Cornish Pirates , St Pirans's Day and welcoming the first day of Spring.**

**Trips/ Enhancements– Exploring local area, Pirate's Quest in Newquay? St Piran's Day celebrations (The Welcome), in-vite Will Coleman in (Tom and the Giant).**

### Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.  
Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### Mathematics

Automatically recall number bonds for numbers 0–10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compare length, weight and capacity.

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

### Literacy

Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.  
Spell words by identifying the sounds and then writing the sound with letter/s.  
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Write recognisable letters, most of which are correctly formed.